



Loose

Primary School

Behaviour Policy

October 2024

Headteacher: Trevor North






Policy to be reviewed in October 2025

Our Vision: All children thrive in a culture where potential is limitless.

Our Mission: We will care greatly about our work and deliver the highest quality of teaching, learning, and character development so that our pupils achieve well nationally and become resilient, responsible citizens.

Loose Values

At Loose Primary School, we care greatly and are committed to encouraging excellent behaviour. We aim to foster a safe, respectful, and supportive learning environment for all pupils. Our Loose values are central to our environment and at the heart of our teaching and learning of character development.

Values		Why they are important.
	With Compassion we care	We want our children to advocate for others and live peacefully at Loose Primary School. Compassion helps children build empathy, support each other, and feel valued, enhancing their overall well-being and learning experience.
	With Determination we excel	We want our children to believe their potential is limitless and have the determination to overcome barriers and succeed in their world.
	With Respect we serve	We want our children to grow up respecting relationships, equality, and differences, valuing others' rights, feelings, and belongings. By fostering a spirit of service and understanding, we aim to help them contribute positively to a diverse and compassionate world.
	With Trust we lead	We want our children to learn in a supportive environment where they feel valued and confident. Trust fosters active engagement and helps develop key skills like empathy and teamwork, preparing students to lead with integrity in the future.
	With Pride we act	We want our children to take pride in their work or actions so that they are more motivated and engaged. Pride fosters a positive culture where achievements are celebrated, boosting confidence and encouraging a strong sense of accomplishment and celebration.

Aims and Purpose of the Policy

To create a safe and respectful environment that fosters learning, growth, and collaboration.

To clearly communicate our values and the behaviours expected at Loose Primary School.

To ensure that all members of the community understand their roles and responsibilities.

To outline clear expectations for behaviour, establish norms for interpersonal interactions, and define the consequences for misbehaviour.

To create a culture of respect and accountability, encouraging individuals to reflect on their actions and contribute positively to our community.

To understand that through consistent application and clear communication, behaviour can enhance overall morale and effectiveness, allowing everyone to thrive in a supportive atmosphere.

To provide positive everyday experiences so that our pupils achieve their full potential.

To place character development at the heart of our vision.

Responsibilities

The staff are responsible for:

- Respecting each individual.
- The day to day implementation of the policy
- Setting high standards and expecting them to be reached and actively recognising them when they are through positive reinforcement.
- Offering children, a diverse, balanced curriculum and ensuring that the work offered is related to each child's level of learning and potential.
- Informing parents of their child's educational progress and their attitude to learning.
- Treating each member of the school community equally regardless of race, creed, gender or sexual orientation.
- Creating a safe, well-designed environment that is purposeful and well-organised to promote a sense of belonging.
- Following the Loose behaviour policy and using rules, reward systems and consequences clearly and consistently.
- Maintaining class records.

The Headteacher and SLT are responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the behaviours expected and any consequences for not adhering to the expectations or modelling the Loose values.
- Monitoring and evaluation of this policy
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this behavioural policy, including its effectiveness in addressing any issues that could be driving disruptive behaviour.

The pupils are responsible for:

- Their own behaviour both inside school and out in the wider community, including within their online interactions.
- Following the school’s expectations modelling the Loose values including respecting other’s culture, race, gender, feelings, beliefs and values.
- Respecting the authority of all adults equally.
- Behaving in a safe way at all times including following instructions given by staff.
- Accepting responsibility for the things that they do.
- Reporting any unacceptable behaviour, including bullying, to a member of staff and asking for help if they need it.

Our expectations are simple.

Simple is effective. Across the school every class will have the same three expectations: Be Ready, Be Safe and Be Respectful’.

These are taught and modelled explicitly by all members of our school community. Posters are displayed in every class and remind children of our school rules.



Class teachers will delve deeper into each of these rules by unpicking what they mean, modelling by example and holding children to account.

The following are examples of what Ready, Safe and Respectful may look like in practice.

We know pupils are ready by	We know pupils are safe by	We know pupils are respectful by
Looking at the speaker Believing in themselves Always giving everything their full attention Asking for help Being prepared and organised for lessons By taking pride in their uniform	Following and understanding British Values Thinking before they act Being patient and careful Asking for help Using compassionate words Using kind hands	How they treat each other Looking after school property Saying please and thank you Waiting for a turn Helping others Caring greatly about each other and our environment Opening doors for each other

Routines

We ask the children to 'Show me you are ready' throughout the day. This can be in class, in assembly, lining up in the corridor, in the lunch hall and at the end of play/lunchtime. The children will show that they are ready by standing/sitting silently, keeping still and folding their arms.

In class and assembly, we use non-verbal gestures when transitioning from one activity to another. The expectation is that the children will do this silently.

On the carpet- Non-verbal Visual prompts using fingers		At the table- Non-verbal Visual prompts using fingers	
1	Show me you are ready	1	Stand up/Stand behind chair
2	Stand up	2	Tuck under your chair
3	Walk to line	3	Walk to line

Playtime and Lunchtime Routines:

At playtime and at lunchtime the adults will reinforce 'Show me you are ready' through the use of the bell.

First bell- Stop. Show me you are ready.

Second bell- Classes are called to line up when they are ready. Children line up without talking, reinforcing our school's policy on silent transitions.

Our approach:

At Loose, we have taken inspiration from the work of Paul Dix. It is expected that all staff are:

1. Consistent and calm, in their behaviour.
2. Giving their attention for the best conduct first.
3. Maintaining Relentless Routines.
4. Scripting difficult conversations.
5. Restorative follow-up.

These 5 areas are as essential to the individual classroom plan as they are to the culture and climate at Loose.

Positive Reinforcement

At Loose Primary we have brilliantly behaved pupils and encourage character development through nurturing resilient and responsible pupils.

- Staff sustain and maintain excellent behaviour through our positive reinforcement strategies.
- Phone calls home from teachers and phase leaders sharing the wow moments that have taken place.
- Email/Text notification on Arbor to praise children for modelling our Loose values.
- Class praise. This can be for an activity or learner specific, this is shared on our school social media sites.
- Achiever of the term. A letter is sent home each term to one child in each class who has excelled.
- Hot Chocolate Friday. A learner of the week who has modelled our Loose values is invited to have HCF with the Headteacher. They receive a certificate and this is shared in our school newsletter.

- Learner of the week that is praised in celebration assembly for the progress they have made in a curriculum area. The parents are invited in to watch the assembly.
- Class reward using excellence postcards.
- When a pupil receives 6 stamps, they get a bronze award which is presented in class.
- When a pupil receives 12 stamps, they get a silver award from the Phase DHT.
- When a pupil receives 18 stamps, they get a gold award from the Headteacher.
- The awards week is the last week of term to celebrate those who have achieved gold.
- When a child is praised for modelling one of our Loose values they receive a house point.

To create a sense of community and belonging, each class has a class recognition/community board. Our pupils decided that we should have a role-model award. If a pupil models each of the Loose values and is displaying high levels of motivation in all areas, then a role-model award will be placed on their picture frame.

Restorative Practices

At Loose we use Restorative Approaches that promote the development of responsible citizens. Restorative practices is a way of working with conflict that puts the focus on repairing the harm that has been done. It is solution-focused and deepens and develops pupil's understanding of the spiritual, moral, social and cultural aspects of life.

We believe children need to learn to resolve their difficulties respectfully. At Loose we believe in fostering positive relationships and collaborative teaching and learning, with classrooms developing as communities. It means that teachers and children commit to looking at positive alternatives, because they are confident that the matter is being dealt with in a clear and explicit way, understood and endorsed by all.

Restorative Practices involve the use of a script which adults use to prompt pupils to reflect on what has happened and also to discuss possible ways forward, ideally things they have come up with themselves. We typically use Restorative Practices on the same day as an incident so that the pupil can think about what they need to do if a similar situation arises, and so that relationships can be repaired if needed.

Communication:

Communication is vital in our behaviour policy, as it ensures consistent and effective responses to pupils' needs and supports safeguarding efforts. A well-structured behaviour policy with clear communication channels enables all staff members to understand, implement, and uphold shared expectations, creating a cohesive environment for both learning and safety.

Communication isn't only about conveying expectations but also about fostering trust and openness among pupils and staff. When staff and students feel comfortable sharing concerns or issues, potential safeguarding risks, such as bullying or emotional distress, are more likely to be identified and addressed swiftly.

By integrating behaviour management with safeguarding principles, Loose can adopt a proactive approach to pupil welfare. For instance, communicating effectively with pupils and parents around expectations builds an environment where behavioural issues are understood as signals rather than solely infractions. Misbehaviour often points to underlying challenges that may impact the child's wellbeing, making it crucial for staff to recognise and communicate these. We believe that if our behaviour policy is seen through a safeguarding lens, it strengthens our capacity to support each pupil's development comprehensively, ensuring a safer and more supportive school culture.

Stages of Escalation

At Loose, there are stages of escalation for staff to follow when managing incidences of inappropriate behaviour. This ensures clarity for pupils and a consistent approach from staff.

<p>Stage 1. Issue – Low level disruptive behaviour</p> <p><i>(Talking repeatedly, not completing work, answering back, poor productivity swinging on chair)</i> The lists are examples and are not exhaustive.</p>	
Action	Communication and who to?
<p>Clear expectations, constant reminders and consistency. Remind pupils of our school rules and Loose values.</p> <p>Quiet word, 5 minutes at break, catch up missed work, etc.</p>	CT/TA - Parent if needed.
<p>Stage 2. Issue Challenging behaviour</p> <p><i>(Hitting or kicking others, throwing objects, harming themselves, persistent disruption to learning of others)</i></p>	
<p>De-escalation strategies to be used e.g. changing the face, space and the pace of activity.</p> <p>Reflection with phase leader (on the day during break/lunch if possible)</p> <p>Time away from class to re set supported by year group colleagues / SLT</p>	<p>CT – Tell parent on the day of the incident/call parent if child attends after school club.</p> <p>CT to inform parent that they have had a reflection or will do so the next day.</p> <p>CT/DHT/SENCO- Review of provision needed for child.</p>
<p>Stage 3. Issue- Repeated challenging behaviour which isn't improving</p>	
Phone call to parent/Meeting with parent	CT- To inform parent that behaviour isn't improving and discuss next steps.
<p>Stage 5. Issue- Persistent challenging behaviour and defiance which is escalating. Highly disruptive with high impact on self and others.</p>	
<p>Written communication to parent and invite to meeting.</p> <p>Internal suspension from own class – working in partner year group class or where deemed appropriate by SLT.</p>	CL and DHT to parent
<p>Stage 5. Issue- Undesirable behaviour that leads to formal warning</p> <p><i>(Serious unsafe behaviour, damaging school or other people's property, physical assault)</i></p>	

Internal suspension/suspension or an exclusion.	HT/DHT – Face to face meeting.
External Fixed-term Suspension - decision made by Headteacher	
Formal plans in place using behaviour support plan.	
<p>Further Actions:</p> <ul style="list-style-type: none"> • Stages 2, 3 and 4 will be logged on Arbor as a behaviour incident • Stage 5 will be logged on Arbor as a formal suspension or exclusion • External Suspensions will be notified to Governors 	

Inclusive Practices/SEND

Loose is a highly inclusive school and as such recognises that all policies must be adapted in a reasonable manner where there is an underlying need or disability. For example, there may be pupils who have individual plans that support behaviour as a result of neuro diverse characteristics. These pupils may have identified needs that are not covered by this policy. In these cases, the pupil's individual plans could take precedent over this Behaviour Policy.

Positive Handling

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, we understand that intervention may be the only resolution in some incidents, such as violence or where there is an immediate risk of injury to self or others. The pupil will be safely removed from the situation, as soon as possible and if appropriate, to regulate, where a member of the Senior Leadership Team will take action and contact parents/carers. The DSL and/or SENCO will be contacted, if necessary.

In order to keep pupil safe, to prevent pupils from committing an offence, injuring themselves or others, damaging school property or the school environment and where all other reasonable strategies have been used, members of staff may use positive handling strategies.

Positive Handling training is provided and will only be used as a last resort or where this is an identified strategy advised by external professionals and staff will use their professional judgment of the incident to decide whether physical intervention is necessary.

Where the child cannot be safely and easily removed from an area, other pupils will be evacuated from the area in order to ensure their own safety, and to protect their physical and emotional wellbeing.

The Headteacher and/or members of the Senior Leadership Team will ensure staff involved with incidences of this nature are supported and offered an opportunity of a de-brief to support well-being.

Where there is a physical intervention. A record will be made and communicated to parents.

Fixed-term Suspensions

In the minority of cases following a severe incident, there may be a need to consider either a removal from class, suspension or permanent exclusion as a consequence. This may also be applied if interventions or consequences identified have not led to an improvement in a child's behaviour or incidents of severe recurring behaviour. This decision is made by the Headteacher, in conjunction with Senior Leaders.

Children's emotional wellbeing will be managed during any consequence given.

Parent/carers will be informed the same day if their child has been removed from class.

It is vitally important that the home/school link is strong in supporting the school's Behaviour policy and every effort will be made in engaging parents/carers throughout the process.

In all cases where an external fixed-term suspension has been put in place, a reintegration discussion meeting will take place to include the following:

The child will attend part or whole of the meeting where appropriate to gather their voice.

Consideration of what support might be put in place to support for the child.

Action will be considered to minimise the risk of future suspensions.

The behaviour expectations of the school will be reinforced.

Bullying

The school does not tolerate bullying of any kind, including cyber-bullying, prejudice-based and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Our curriculum and restorative approaches aim to educate the children at Loose so that everyone feels safe and bullying is rare (See Anti-Bullying Policy).

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 and Behaviour and Discipline in Schools, 2022, gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Staff Training

At Loose we are committed to providing training for staff on implementing the behaviour policy, including strategies for managing classroom behaviour and fostering a positive environment. At any time, staff are able to seek support from members of SLT and/or Inclusion team.

Staff Induction

All staff joining Loose undertake an induction with the Designated Senior Lead for Safeguarding. Effective induction highlights procedures, policies and factual information, induction discussions also provide a good opportunity to confirm the conduct expected of staff within the school, share and promote the school vision and values. The employee will be encouraged to raise any concerns he/she has about the new role, including highlighting training and development needs.

The precise elements of the induction may vary, depending on the role and whether the post holder has worked in a school before. Nevertheless, there are a number of key areas that will be covered by the senior leader doing the induction or DSL. These include the Behaviour Policy and The Staff Code of Conduct.

Monitoring and Review

This policy will be reviewed by the SLT on an annual basis, who will make any necessary changes and communicate these to all members of staff, pupils and parents/carers.

This policy has been written in conjunction with the guidance issued from the DfE Behaviour in Schools Publication, February 2024. The SLT will ensure that they continue to stay up to date and adhere to latest guidance set by the DfE.

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools -
_advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

Signature: Date: