

# LOUDWATER COMBINED SCHOOL

## Behaviour for Learning and Positive Relationships Policy

*“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”*

This policy is structured around our core School Values:

Spiritual values	Cultural values	Moral values	Social values	Learning values
<ul style="list-style-type: none"><li>• Love</li><li>• Happiness</li><li>• Thoughtfulness</li><li>• Forgiveness</li><li>• Individuality</li><li>• Contentment</li><li>• Kindness</li></ul>	<ul style="list-style-type: none"><li>• Respect</li><li>• Tolerance</li><li>• Equality</li><li>• Empathy</li><li>• Creativity</li></ul>	<ul style="list-style-type: none"><li>• Peace</li><li>• Generosity</li><li>• Honesty</li><li>• Pride</li><li>• Self- belief</li><li>• Perseverance</li></ul>	<ul style="list-style-type: none"><li>• Collaboration</li><li>• Friendship</li><li>• Responsibility</li><li>• Trust</li></ul>	<ul style="list-style-type: none"><li>• Resilience</li><li>• Reciprocity</li><li>• Resourcefulness</li><li>• Reflectiveness</li></ul>

### PURPOSE

The prime purpose of our Behaviour for Learning and Positive Relationships Policy is for all to develop a sense of self control, tolerance and personal responsibility. We aim to maintain an environment in which all pupils feel safe and secure and can flourish as well-rounded individuals. We believe that everyone can learn to behave in socially acceptable ways to have their needs met.

This policy is dependent on absolute consistency of approach; everyone in the school’s community knows and follows the same rules and strives for the same goals. In that ordered and purposeful environment all pupils will feel safe and valued and able to invest themselves in learning.

### AIMS

- To create an environment that encourages and reinforces excellent behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage the involvement of the home and the school in the implementation of this policy
- To develop in our pupils the ability to apply values to a range of situations outside of the school environment, enabling them to become good citizens and educators of others.
- To sustain an environment in which children and adults are encouraged to share their concerns and where all children and adults are listened to and taken seriously
- To recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.
- At all times, staff are expected to consistently model positive behaviour in their interactions with each other, with parents and with pupils.

## THE ATTITUDES AND BEHAVIOURS WE ARE SEEKING TO DEVELOP

- to value each child for who they are
- to value and acknowledge the efforts and achievements of others as well as our own
- to respect and value each other as individuals by developing mutual respect and supporting each other
- to show sensitivity and empathy towards the feelings of others
- to be courteous and polite
- to be tolerant and forgiving
- to share with, and include each other
- to resolve problems non-aggressively

To help each child learn how to learn

- to show patience and perseverance
- to develop independence
- to be active listeners
- to show initiative
- to learn collaboratively
- to help each child enjoy their learning and find in it, both satisfaction and a sense of achievement

To develop an attitude of care and concern for the environment, both locally and globally:

- to take responsibility for one's belongings and property
- to respect others' property
- to respect the school and local environment and to keep it tidy

Each class will work through the kinds of positive learning behaviours we are seeking to develop and in doing so we will always remember:

- to provide a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- to set high standards of speech, manner and dress
- to encourage pride in the school and be proud of each other
- that we are all different and that there is no 'best fit' model for a human being

## Playground Behaviour Expectations

Children are reminded of the following rules and parameters:

1. To play safely, fairly and responsibly
2. To share the available space and have regard for others' needs
3. To be kind, considerate and courteous
4. To look after the play environment and equipment
5. To refrain from activities where physical contact and rough play might lead to injury, quarrels, loss of temper, etc.
6. Children must let an adult know if they need to go inside the building at playtime or lunchtime.

Supervising adults are reminded:

- When dealing with an incident remain calm, demonstrating this through open body language and a normal tone and volume of voice
- To aim to resolve issues as soon as possible, whilst recognising that some children may need time to calm down before doing so.
- To encourage appropriate behaviour and extend children's understanding of being kind; playing safely; looking after the playground equipment
- To monitor the play of games- be an arbitrator of fairness/justice
- To use positive language to explain what children should be doing
- To develop an understanding amongst the children of how some issues can be solved without recourse to an adult
- To remain vigilant so that preventable action to avoid potentially hazardous situations from arising is taken
- To ensure that an injured child receives immediate attention
- Ensure that class teachers are aware of any incidents so they can arrange for parents to be contacted if necessary
- If an incident is particularly serious or difficult to deal with seek help immediately during the break or lunchtime
- To be familiar with the guidelines on restraining children which can be found in Appendix one

REWARDS.

We have a range of reward systems within school, which are used to positively encourage and motivate children to behave and learn at the highest level at all times; these include:

- **Simple Reward Systems** – these are often the most effective. Smiley faces, stickers, positive comments, specific praise, verbally and in books and house points, comments in reading record books.
- **Achievement Certificates** – awarded every week to one pupil in each class who has demonstrated a positive attitude, good work, effort etc.
- **Attendance Certificates** - awarded every week to the class with the highest attendance percentage. The class with the best attendance each month has their own non-uniform day.
- **Punctuality Certificate** – awarded weekly to any class with 100% punctuality for the whole week.
- **Lunchtime Superstar Award** – mid-day supervisors choose one children from each class daily who has demonstrated model behaviour, kindness to others or good table manners. Class teachers are informed daily and children recognised in achievement assembly and on the weekly newsletter
- **Good Behaviour Award** – awarded weekly to at least two children in each class who have behaved well throughout the week.
- **Citizen Awards** - awarded monthly to a pupil in each class. This award is voted for by the pupils and recognises the achievements of one of their peers.
- **Friendly Fox Award** – awarded at the end of each term to one pupil from each class for caring, supportive and friendly behaviour.

- **Attendance Certificates** – awarded each term to all those pupils achieving more than 97% attendance. There are also annual awards for 100% attendance.
- **Building Learning Power Certificates** – awarded each term to four children in each class. These children have demonstrated their ability to apply one of the four Rs (resourcefulness, resilience, reciprocity or reflectiveness) in their learning or towards their peers.
- **Achievement Cup** – awarded each term to one pupil in the lower school and one pupil in the upper school who has demonstrated an exemplary attitude towards all areas of school life.
- **Service to the School Shield** – awarded annually to one pupil in Year 6 who has contributed to the life of the school during his/her time at the school.
- **Achievement Cups** – awarded for a range of subjects to pupils in Year 6 who have made a particular effort or achieved highly.

#### COMMUNICATION AND PARENTAL PARTNERSHIP

- We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.
- Where the behaviour of the child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response.
- The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.
- Early warning of concerns must be communicated to the Senior Leadership Team, so that strategies can be discussed and agreed before more formal steps are required.
- A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- Parental participation in all aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.
- There may be times when it is appropriate for our Parenting Support Advisor to work with parents to strengthen partnerships.

#### SANCTIONS

- When considering sanctions, we should remember and emphasise the aims and ethos of our school and, in particular, the importance of self-discipline and the values that guide our behaviour.
- It is vital that we use a consistent framework for dealing with behaviour that is not positive. All staff must apply the same criteria in dealing with issues following a simple step-by-step guide.
- Whilst consistency is of crucial importance, we also recognise that some pupils may have a particular challenge with behaving appropriately, in the same way another child may experience challenges with learning to read. In these cases, it may be necessary to approach the behaviour of such children in a different way, in effect modifying our policy. In cases

where this happens, parents will always be informed, and it is likely that external specialists will be working with the child, who will advise school staff regarding appropriate modifications to our policy.

- In these cases, a behaviour plan will be devised and shared with staff, parents and the pupil, as appropriate. A behaviour plan is likely to be written when a child has Special Educational Needs that impact on their ability to behave appropriately. Also, see the Inclusion Policy.

### **Classroom Sanctions**

***Please note bullet point three above when applying sanctions.***

- **Step 1** – Three incidents of behaviour that is not conducive to learning or results in unkindness to others will result in the child being asked to leave the classroom.
  - A child causing a distraction will receive a warning.
  - Three warnings will result in the child being asked to leave the classroom. Classes are partnered for the purposes of sending children to an alternative class: Y6 & Y2, Y5 & Y1 and Y3 & Y4.
  - The work missed should be completed at lunchtime or taken home to complete.
  - If appropriate “Golden Time” may be lost.
  - The child will be sent to speak to the key stage leader.
  - A letter will be sent home to parents every time a child is sent out of class.
  - Parents will also be informed by letter if their child has received two warnings, three or more times during a five day period. In Y5 & Y6 this will result in an after school detention.
  - The head teacher will also speak to such children and monitor their behaviour using the SIMS behaviour management log.
- Serious misconduct in the classroom, such as violence towards others, threatening behaviour, swearing or racism will result in an immediate internal exclusion. A member of the SLT should manage this step.

Foundation stage children are not sent out of the class, instead a child who has misbehaved has their name moved to the “cloud” and then the “rain cloud” and miss time at playtime. A more serious incident would mean that the child is removed from an activity and spends time sitting on the “time out” cushion. Parents will be informed if these steps need to be taken on any more than an occasional basis.

If a child is sent out of class 3 times or more during a week or if a particular pattern is observed step 2 is moved to.

- **Step 2** – Formal meeting with class teacher and parents. If there is a repeat of the child being sent out of the class within 2 weeks of such a meeting, step 3 is moved to.
- **Step 3** – Formal meeting with key stage leader and parents.
- **Step 4** – Put on internal report. Parents informed. To be checked by the Key Stage Leader each day. Three weeks to improve –
  - minimum 80% success required in the first week
  - minimum 90% success required in the second week
  - 100% success required by the third week.

Parents will be informed of progress at the end of each week.

- **Step 5** – Meeting with head teacher. Parents involved. External report sent home daily.
- **Step 6** – P.S.P. in place. (Involves meetings between parent, head teacher, SENDCo and a representative from Woodlands Referral Unit).
- **Step 7** – Exclusion.

### School wide sanctions

**Please note bullet point three in the SANCTIONS section when applying sanctions (pg 4).**

The following reasons will result in a child missing 5 minutes of break time:

- Talking on the way to, before or during an assembly.
- Moving place in the line when travelling around school.
- Inappropriate behaviour in cloakrooms.
- Needing to return to cloakrooms once a lesson has started for forgotten items.
- Running in corridors.
- Running or jumping up or down stairs at all times.
- Shouting in corridors.
- Running around car park.
- Not standing still and quietly when the whistle is blown.

A first “offence” during a week will result in 5 minutes of break being missed; a subsequent “offence” will result in 10 minutes of break missed and so on. However if three “offences” occur during a week a letter will be sent home to parents detailing this.

### Playtime Sanctions

**Please note bullet point three in the SANCTIONS section when applying sanctions (pg 4)**

- **Step 1** – Walking with Midday Supervisor or teacher on duty, for a period of approximately 5 minutes. If a child is particularly agitated they must be sent in to the office area to “calm down”, prior to an incident being dealt with, they should be given a blue card to take with them.
- Each mid-day supervisor will have a carbon book to record the issuing of any yellow or red cards. The top copy should be placed in the wallet folder of the relevant classroom straight after lunch. There will also be a carbon book for recording incidents at break-time.
- If red cards need to be issued after the lunchtime these will be written by the office staff.
- **Step 2** – Yellow card. A yellow card may be given for any of the following reasons:
  - Retrieving balls from the field if not a house captain
  - Misuse of playground equipment
  - Name calling or unkind language
  - Playing in the toilets
  - Inappropriate or rough play
  - Running in the quiet area

Children who receive a yellow card should sit on the blue bench under the walkway and wait there for the remainder of the break until told to return to class by an adult on duty.

- **Step 3** – 2 x yellow cards in one week = red card.
  - A red card will be given instantly for any deliberate physical behaviour for example punching or kicking, swearing or racism.
  - Red card = 2 days off the playground. Parents will be informed by letter if this happens and if subsequent red cards are received. A child who has received a red card may not attend lunchtime clubs.
- **Step 4** – Each subsequent red card = additional days off the playground, i.e. 2 reds = 4 days, 3 reds = 6 days.
- **Step 5** – Persistent red cards (5 in a term) = lunchtime exclusion.

Children in Foundation Stage will not be issued with yellow or red cards, at either playtime or lunchtime. Instead, they will need to walk with a member of staff on duty or mid-day supervisor for

5 minutes. If the behaviour is repeated, they will walk with a member of staff again for 5 minutes. If a similar incident occurs three times within the same break or lunchtime, the child should be brought to the office so they can be spoken to immediately. At the end of break or lunchtime, a member of the Foundation Stage staff should be made aware of the incident and will then decide whether parents should be informed.

*At the beginning of every term, each child starts afresh.*

### **When will sanctions be applied?**

Classroom sanctions will be applied when the behaviour of a child disrupts the learning of other children in the class. This may be due to persistent calling out, moving around the classroom inappropriately and distracting others, using mean or disparaging language to talk about other children or adults or a refusal to follow instructions given by an adult.

Playground sanctions will be applied when the behaviour of a child has a negative impact on the play of others. This may be due to a pupil playing unfairly or with inappropriate aggression or excluding others from activities. Sanctions will also apply to children who speak inappropriately to other children or adults on the playground. This may be disparaging or disrespectful language or swearing.

### **Exclusion Policy**

- Before an external exclusion is given, it is likely that a child will first receive an internal exclusion.
- An internal exclusion is when a child will spend half a day or a full day in a different class. It is also likely that they will not have normal playtimes with their peers.
- An internal exclusion is given to demonstrate the seriousness of an incident.
- Parents will always be informed that an internal exclusion has taken place and that if similar behaviour occurs within a half term an external fixed term exclusion will result.
- External exclusion, whether fixed or permanent, is the very last resort.
- By ensuring that the whole school community is aware of the Behaviour for Learning and Positive Relationships Policy, exclusion should be rare.
- If a child's behaviour is likely to result in exclusion, wherever possible parents will be contacted by phone to make them aware of the situation. They will be invited to intervene at this stage to prevent an exclusion being given.
- A permanent exclusion may result from a particularly serious incident or it may come about after a series of fixed term exclusions that have had a limited or no impact in improving a child's behaviour.

Loudwater School has adopted the LA procedure for exclusion and will follow the guidelines as set out in Bucks County Council's Exclusion Guidance (This follows the DfE guidance 2017).

### **Exclusions will usually result from:**

Persistent bullying including cyber bullying

Damage

Drug and alcohol related actions

Physical assault against adult or pupil

Persistent disruptive behaviour

Racist abuse

Sexual misconduct

Theft

Serious verbal abuse/threatening behaviour against adult or pupil

Bringing into school any item that could cause damage or harm to people or property

Inappropriate use of internet, photography, social media or video including actions that cause offence/upset to a member of the school community or brings the school into disrepute.

### **The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour. The governors support the head teacher in adhering to these guidelines. Governors must ensure that all those working in school are familiar with and follow this policy.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Governors must ensure that copies of the policy are available to parents and that the policy is published on the school website. Governors must ensure that the policy, its application and effectiveness is reviewed annually. Where it may be necessary to restrain pupils or implement a behaviour plan governors should ensure that risk assessments are regularly reviewed and updated.

### **Policy review**

This policy will be shared with pupils and parents and will be published on the school website. It will be reviewed annually in line with the governors' policy review schedule

January 2020

## **Appendix one**

### **The use of reasonable force to control or restrain pupils.**

#### **Introduction**

This guidance should be read in conjunction with, the recommendations in the DfE Document The Use of Reasonable Force in Schools (July 2013).

#### **Objectives and Principles**

The head teacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property.

As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are committed to the principle that force and restraint should only be used in a reasonable way and when other means of resolving issues are ineffective.

We recognise that force in schools is generally used for two different purposes:

- a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
- b) To Restrain: When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

#### **Minimising the Use of Force:**

At Loudwater School, we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Our values led approach is used to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

#### **Staff Authorised to Use Force**

Permanent Authorisation:

A list of those staff that have authority and training to use force to control or restrain pupils is available from the school office on request. This list is reviewed each year and includes an up to date record of appropriate training.

Temporary Authorisation:

In some circumstances, staff whose jobs do not normally involve supervising pupils and volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:

- School trips
- Offsite learning activities
- After school activities

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the head teacher.

### **Deciding Whether to Use Force:**

Staff should only use force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of achieving the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or objects
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To restrain a pupil at risk of harming themselves through physical outbursts
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

***It is unlawful to use force as a punishment and staff should not do this under any circumstances.***

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils will have an individual risk assessment and individual behaviour plan that determines the likely triggers for behaviour and the effective ways to manage such pupils.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

### **Using Force**

Any staff using force or restrain to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation, a child will be given an oral warning that force may have to be used if the situation or behaviour persists. This must be done clearly and calmly in language the child can understand.
- Wherever possible, staff should not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is not used.

### **Staff Training**

The head teacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Reasonable Force.

At Loudwater School, we will ensure the following training is in place:

- All teaching staff and support assistants, where necessary will have received training by expert accredited providers in physical intervention and restraint techniques. This will be reviewed as roles change and children move through the school. Training will be updated at least every three years.
- All staff are made aware of the policy on the use of reasonable force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

### **Recording Incidents**

Any use of force or restraint must be recorded on the format in the bound and numbered book in the head teacher's office. This book must be completed as soon as practicable after the incident and by the end of the working day on which the incident occurred.

### **Reporting Incidents**

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the head teacher parents will be informed. This will be by telephone or in a face-to-face meeting and will occur as soon as possible after the incident.

Families will have access to a copy of this policy. If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who will liaise with relevant agencies.

### **Post Incident Support**

If there is any injury to the child because of the use of restraint or force, first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

### **Complaints and Allegations**

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints will be dealt with according to the school complaints procedure.

### **Monitoring and Review**

The head teacher will give a termly report to the Governing Body on the use of force and restraint. This policy will be reviewed alongside the School Behaviour for Learning and Positive Relationships Policy annually.

**Date of Approval and Adoption by the Governing Body: September 2016**

