



Loughton School

Behaviour Policy

Autumn 2022

Introduction

This policy is provided to give clear guidance to staff on how to manage the behaviour of pupils.

Loughton School has established a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes that children should learn to become considerate, respectful and aware members of society. The development of high self-esteem is critical to this.

Aims

- To create an environment in which children feel safe, secure and respected.
- To create an environment which encourages and reinforces appropriate behaviour that is conducive to learning.
- To promote self-esteem, self-discipline and positive relationships.
- To define acceptable standards of behaviour and to view this as appropriate and inappropriate rather than good or bad.
- To ensure that the school's expectations and approach are widely known and understood, and consistently applied across the whole school.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos

All staff have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As staff of Loughton School we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Tasks must be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom organisation, management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about

the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm for learning and the active participation of all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

We give praise and rewards for behaviour which is over and above our expectation:

- Consistently ready without reminders
- Demonstrates respect, kindness and friendship at all times for all people
- Courage and persistence when things are tricky
- Looking after own safety and others

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

All members of staff, including visiting teachers, use the rewards to encourage appropriate behaviour. Rewards can be non-verbal, verbal or in the form of notes, stickers or certificates.

Rewards can be:

- A smile
- Positive praise - the class teacher will attempt to praise each child at least once throughout the day.
- Being placed on the recognition board

- Being named VIP of the day
- To be given a special job
- To be given public acclaim in class
- An email to be sent home to share good news
- Being nominated to attend the Senior Leadership Team's hot chocolate Friday
- To show work to headteacher/deputy headteacher/assistant headteacher or another member of staff.

Recognition boards

Recognition boards must be present in all teaching areas. For the first six weeks of the school year, they will be a specific focus each week. These will comprise of the school rules and the Loughton Stars. After Autumn half term, children can be placed on the recognition board for displaying any of the school values or for showing they are following the three school rules.

Each child aims to be placed on the recognition board each week which is rewarded each Friday with Feel Good Friday. Children must be told what they are working towards at the beginning of the week e.g. a biscuit whilst they complete their work, an additional short playtime, listening to an audiobook whilst they eat their lunch etc. Rewards **cannot** be taken away; once earned they must be granted.

VIP emails

The aims of VIP emails home are as follows:

- To give parents more positive news, in a personal way. It makes them smile and feel proud.
- To focus home communication on learning and success.
- To involve more parents, including separated and working parents, grandparents and carers, and the harder to engage parents.
- To sustain consistent parent engagement in every class.

When sharing news that a child has been placed on the recognition board or has been made VIP of the day, a personalised email will be sent home to the child's main caregivers to share their success.

Emails about children being placed on the recognition board or being made VIP should be sent daily, so that the children can be praised by their families the same day for their hard work. These can be sent during the day or at the end of school.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of inappropriate behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval is a powerful punishment.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group consequences should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is targeted.

All staff

Low-level disruptions
Playground disputes
Refusal to work
Shouting out
Not following school rules
Pushing/shoving
Swearing
Hurting another child unintentionally

Year managers

Behaviours which have resulted in the child reaching step 5 of behaviour on a page excluding the list below.

Senior Leadership Team

Safeguarding
Continually reaching step 4 of behaviour on a page (where the child is being sent out for a 5-minute time out)
Hurting a child- - medical support needed
Spitting at another person
Fighting (with intent to harm)
Racism
Homophobic language
Destruction of property
Any behaviour which may lead to an internal exclusion
Bullying (see correct definition of this in bullying policy)
Cyber bullying
Gang-related bullying

Children with specific SEN needs (eg ASD) often present many of the behaviours above when having an extreme anxious state. In these circumstances, the children are dealt with by pastoral team or senior staff in these situations, solely because they are working with the families/outside agencies very closely and know the clear actions which are appropriate. Each case is continuously reviewed based on the individual child and the circumstances surrounding the event.

Staff must refer to each child's individual learning plan to prevent extreme anxiety states wherever possible. Where needed, a personalised behaviour plan will be created (see appendix 5) and shared with staff working with the pupil. These will be reviewed fortnightly.

At Loughton School we will not tolerate any of the following:

- Bullying
- Child on child abuse
- Aggressive or disrespectful behaviour – verbal or physical e.g. racism, sexism, homophobic
- Stealing
- Offensive language

When an incident occurs that involves the above, the parents of all those children concerned will be contacted.

Persistent misbehaviour or poor behaviour will result in more prolonged consequences and the pastoral and senior leadership team may be involved at this stage. Action will be taken in line with the schools SEN policy i.e. a personalised plan will be written to target the child's unwanted behaviour.

Targets will be discussed with the child, the class teacher and parents. This plan will be reviewed on a regular basis. This may be every two weeks if necessary. If behaviour continues to deteriorate outside agencies/support will become involved.

Loughton School Rules:

- **Ready**
- **Respectful**
- **Safe**

Small steps for inappropriate behaviour are used across the whole school. The sanctions should always be consistent and used progressively.

Stepped Sanctions

Step 1 – Reminder – privately address issue (quickly) in a positive manner (may be non-verbal)

Step 2 – Last Chance delivered privately to make pupil aware (Script intervention)

Step 3 – Reflection – 5 minutes time out in another part of the class

Step 4 - Change of face 5 minutes in another class

Step 5 – Repair – walk & talk or more formal restorative with a middle or senior leader

30 second micro-script

Deliver quietly and maintain pupil dignity/repeat if needed

I noticed you are.(specify behaviour/emotion)

I need you to be.(specify (rule)

These are your choices (x,y). I know you're going to make the right choice because you are (positive attribute).

Thank you for making the right choice, you've made me really happy.

Walk away/give reflection time/follow sanctions if not

Restorative Questions

Step 5 – to repair an issue/formal for persistence

I can see you're feeling (x) Tell me what happened.

Was that the right choice to make?

Next time, what would be a better choice?

How are we going to move on and make it better?

Behaviour on a page

Our behaviour on a page at Loughton has four elements:

1. School rules – these are reinforced with examples by class teachers
2. Visible consistencies
3. Over and above behaviours
4. Consequences

Break and Lunchtime

The policy for behaviour is the same as during lessons.

Searching Children

Children are taught and made aware that it is not sensible or permissible to bring items that could cause harm to themselves or others. This may include items such as, sharp/cutting objects (e.g. knives), matches lighters or stolen objects. In line with the Education Act of 2006, Senior Staff (headteacher, deputy headteacher, assistant headteacher) are able to search children for any of the above items with or without their permission.

Managing a significant disruption

Should any incidents of significant disruption or danger occur, a member of the Senior Leadership Team should be informed immediately. Radios should be used by staff to contact other staff when required.

Use of Restraint

Staff should protect themselves and children from physical harm, using appropriate de-escalation techniques as advised by SLT from de-escalation and positive handling training. **This does not include restraint.** At this point, a member of the senior or pastoral team must be summoned. If there are no senior or pastoral staff available, then the child must be kept safe and their parents called.

Any member of staff who is not fully trained in de-escalation and positive handling a child may leave themselves open to disciplinary or legal action.

All staff may safely guide children who require assistance or support in moving around the school.

Bullying

Any incident of bullying will be investigated in the first instance by the class teacher to find out the seriousness of the situation. Procedures will be followed as set out in the schools Anti – Bullying Policy.

Bullying is repeated harassment or aggressive acts which cause hurt to another. The hurt can be either physical or psychological. It can be inflicted by one child or a group of children. Bullying makes a child feel unsafe because he or she has no choice, no control and there is no time limit to it.

Racism

See Single Equality Scheme

Pastoral System

The children's class teacher will be responsible for pastoral care. In addition, problems may be discussed with the Pastoral Team. Where an incident of inappropriate behaviour has been reported to a member of staff, the incident will be investigated by the member of staff and recorded on CPOMs where necessary.

At all times staff should feel confident that they can discuss strategies with colleagues in order to promote positive behaviour within the school.

Exclusions

a) There are three types of exclusions that the school may apply.

Internal Exclusion: Children withdrawn from their class and learning, and work in isolation with a member of staff, normally a senior member of staff.

Fixed Exclusion: Children are sent home for a period of 1 to 5 days.

Permanent Exclusion: Children are permanently excluded from school. The governors are involved in this process and need to agree with the head teacher's case for a permanent exclusion.

For all exclusions, parents/carers are contacted and the reason for this action is explained.

b) The sanction of exclusion is often the last resort and is infrequently used. Exclusion could be used for the following:

i) Serious one-off incidents of dangerous or bad behaviour including, swearing at teachers, physical bullying and physical aggression.

ii) Where there is build-up of serious poor behaviour that is disrupting the teaching and learning and/or damages the well-being of others.

The school will follow the DfE guidelines on exclusions.

Walking to and from school and trips

Children's behaviour on walking to and from school, or on school trips and residential are subject to the same expectations as apply in school. The school will act if the SLT feels that a child has brought the reputation of the school into disrepute.

Working with parents

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 a 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 which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Year Manager and Senior 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 many 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.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Support from external agencies

When a child's behaviour has been a concern over a period of time and targets set by the class teacher, parents and pastoral team are not having the desired effect in modifying behaviour, the local authority and/or the Educational Psychologist will be contacted for advice and guidance.

Equal Opportunities

All our children must have equal access to the full range of rewards. They should not be disadvantaged in any way because of their age, attainment, gender, religious/ethnic background, physical capability or competence in English as a second language.

Monitoring and Evaluation

The effectiveness of the policy is continually monitored and evaluated by the leadership team as they move around the school. A more formal Monitoring and Evaluation of policy and practice takes place in the Summer term each year and any necessary revision or changes are made in the following September.

Related policies

Inclusion Policy
Anti- Bullying Policy
PSHE policy
Anti- Racism Policy / Equal Opportunities
Online safety and acceptable use of Internet Policy
Teaching and Learning
Social Media Policy

Appendix 1 Physical intervention
Appendix 2 Loughton School Restrictive Physical Intervention report
Appendix 3 Loughton School behaviour on a page
Appendix 4 Loughton School behaviour on a page- COVID
Appendix 5 Loughton School individual pupil's behaviour support plan

Behaviour Policy

Appendix 1

Restrictive physical intervention

We seek to create an atmosphere where children feel safe and where their behaviour towards each other and towards other members of the school is kind and considerate. However, we recognise that there could – very infrequently - be occasions when – for the safety of a particular child, group of children or member of staff - a child may have to be physically restrained. This policy sets out the principles and practice of the school in such situations.

Objectives of this policy

- To promote the safe and effective management of behaviour to safeguard and protect children and other members of the school community.
- Along with other relevant policies to promote the development of effective relationships and interpersonal skills and the focus on de-escalation to minimise the need to use restrictive physical intervention.
- To ensure that restrictive physical intervention is used **only** as a last resort, to prevent injury to the child, others, or significant damage to property.
- To promote clarity of expectation for staff in order to provide a consistent and safe environment for all members of the school community.

Levels of physical intervention to manage children's behaviour

There are 3 levels of physical intervention which can be used to manage children's behaviour when other methods have failed:

- *Management by simple physical presence, involving no contact:* e.g. standing in doorway to prevent exit, or being assertive in emphasising verbal instructions.
- *Guiding or touching a child to persuade them to comply.* This should be seen as persuasion rather than attempting to enforce control and it is therefore distinct from restrictive physical intervention. e.g. this could be taking a child by the arm to lead them away, or laying the hands on shoulders to gain attention.
- *Restrictive Physical Intervention, the purposeful physical intervention used to control a child or positively apply force with the intention of overpowering the child. Trained staff only.*

Preventative strategies

The school has established a positive culture aimed at creating and promoting a calm environment in order to minimise the risk of incidents that might require the use of restrictive physical intervention.

We recognise that effective relationships between children and staff are central to good behaviour management.

All staff are given the opportunity to develop a range of skills to manage behaviour positively, and to prevent and defuse situations which could result in restrictive physical intervention.

The strategies that the school uses are set out in the Behaviour Policy.

Use of restrictive physical intervention

We recognise that the proper use of restrictive physical intervention requires judgement, skill and knowledge of non-harmful methods of control.

Restrictive physical intervention must only be used, when necessary, to:

- Prevent risk, injury or danger to the child
- Prevent risk, injury or danger to others
- Prevent serious damage to property

The decision to use restrictive physical intervention lies with the staff present and can only be made on the assessment of risk at the time. This must include the risk to staff from the use of, or failure to use, restrictive physical intervention.

The purpose is to take immediate control of a dangerous situation and to reduce significantly the threat the child poses to themselves or others.

If restrictive physical intervention is required, only that force necessary to prevent injury or damage must be used and must be proportionate to the risk presented.

A full assessment should be made, exploring if there were opportunities to de-escalate, if not taken why not and how Loughton School can avoid using physical restraint next time.

Doctrine of minimum force

We recognise that if restrictive physical intervention is used without reasonable cause it could, under common law, constitute unlawful restriction of liberty or, under criminal law, assault.

Force is only lawful if the use complies with the legal doctrine of minimum force. This specifies that any force used must be the minimum necessary to achieve the lawful objective.

The amount of force used must be proportionate to the degree of risk and the level of force being used by the child.

Permissible restrictive physical intervention

Whenever possible, staff must give a verbal warning, repeated if necessary, before undertaking restrictive physical intervention. This may bring the situation under control.

Staff should protect themselves and children from physical harm, using appropriate de-escalation techniques as advised by Senior Team from Team Teach training. **This does not include restraint.** At this point a member of the senior or pastoral team must be summoned. If there are no senior or pastoral staff available, then the child must be kept safe and their parents called.

If a child needs restrictive physical intervention where possible the staff member should ensure there is another member of staff present. Where possible other children should be

removed from the situation. Only trained staff, or a member of the Senior Team /pastoral team, should attempt to do more than guide a child, and another member of staff must be present.

Staff should advise and reassure the child that restrictive physical intervention will cease when they regain self-control or are safe, so reducing the length of time for which it is necessary.

Only approved restrictive physical intervention techniques will be used. Key staff will be trained in them on courses approved by the LA. These courses are known as 'Team Teach' or 'Positive Handling'

Following use of restrictive physical intervention

As soon as a child is in control of his or her behaviour or is safe s/he will be released from restrictive physical intervention. The situation may not have been resolved for the child and a further period of close supervision may be necessary.

As soon as is practicable staff must ask whether the child has any injuries. If a medical professional is not available this must be carried out by a qualified First Aider, or by the Head/Responsible person and recorded on the child's records. In exceptional circumstances a medical examination may be required, although a child of sufficient age and understanding may refuse permission for this to occur. All circumstances, detail of injuries, actions and decisions must be recorded on the child's file. Wherever available, a child must be offered to be seen by a qualified medical practitioner or First Aider as soon as possible following the use of restrictive physical intervention. Where not available, the child must be closely monitored by staff.

The child's parent/carer must be informed at the earliest opportunity and in all cases before the end of the day on which the incident has occurred.

Staff may need to be medically examined or seek medical advice.

If a child is assaulted or alleges that they have been they must be given the opportunity to report this to the Police or through safeguarding procedures.

If a staff member is assaulted they also have the right to report this to the Police.

Professional judgement will be used to determine when to return the child to his or her class.

Following an incident, all parties will discuss the restrictive physical intervention in order to:

- Reflect on and analyse the incident in order to understand why restrictive physical intervention took place.
- Discuss what action could prevent this in the future.
- Consider whether the child's individual needs, including diversity, have been considered and addressed.
- Review the child's Behaviour Management/Care Plan or similar.
- Identify any further post-incident support which may be required.

A record of this meeting will be made by the headteacher or nominee and will be kept for future reference.

The child will be given the opportunity to debrief in a manner suited to his/her individual needs. The debrief will be undertaken with the child at a time when the child is able to listen, wherever possible within 48 hours of the incident. The purpose of this is to provide an opportunity for the child to express their own views of the incident and raise any concerns. The debrief must be recorded in writing and added to the other records relating to the incident.

If a serious incident has occurred, the headteacher or a deputy may need to have a formal recorded meeting with the child to outline the unacceptable nature of the behaviour and future action that may be taken should this behaviour be repeated. In every case where action or additional support will be provided for the child, the incident will be followed up with the child by the most appropriate member of staff to make clear what will happen next.

The child may wish to make a complaint or discuss the incident further with a member of staff, parent/carer or Independent Person. If a complaint is made the school will follow the internal complaints procedure. In such a situation all relevant evidence must be preserved and safeguarded, incident reports, etc.

Recording and reporting

Any incident involving the use of restrictive physical intervention must be recorded in writing and reported to the headteacher or deputy within 24 hours. This should be on the CPOMS system. A further account in the 'Physical Restraint Bound and Numbered Book', held in the headteacher's office, must also be completed.

The school will maintain a record detailing every incident of restrictive physical intervention and a record of any sanctions imposed. This is on CPOMS. Other records such as daily record sheets, communication logs, accident reports etc. must also be completed.

The headteacher or a nominated member of staff will ensure the child's parents/carers have been notified and that a record of this has been made as part of the report.

A copy of the incident report will be retained and made available for later inspection as necessary.

Staff training

Training falls into two categories:

- Good practice with regard to ensuring that the school is a calm, safe, secure place where children's behaviour is managed with fairness and consistency.
- Training in restrictive physical intervention.

All training in restrictive physical intervention techniques is delivered by qualified trainers. The school keeps up to date training records, detailing those staff who have completed required training – including refresher training - on restrictive physical intervention.

Appendix 2

Loughton School Restrictive Physical Intervention report

CPOMS and headteacher proforma - can be found in headteacher's office.

Behaviour on a Page		
<p>Rules Be your best</p> <p>Be Ready</p> <p>Be Respectful</p> <p>Be Safe</p>	<p>Visible Consistencies</p> <p>Meet and Greet</p> <p>Recognition boards</p> <p>Hands up for silence</p>	<p>Over & Above Recognition</p> <p>VIP of the day</p> <p>Feel good Friday reward</p> <p>Children sent to SLT or invited to SLT hot chocolate Friday</p>
Our Behaviour Values Message: Consistent and Clear		
<p>Consequences</p> <ol style="list-style-type: none"> 1. Reminder/Caution- verbal or non-verbal e.g.... I need you to listen 2. Last chance (with script intervention) 3. 5 minutes time out in another part of the classroom e.g. on the carpet away from peers. 4. 5 minutes time out in another class (not with the year manager) with a restorative conversation upon return with the class teacher. Incident to be written up on CPOMs by class teacher. <p>Once a child returns to class and a restorative conversation has taken place, the consequence process will be reset. Should a child reach step 4 again during a lesson, then the teacher should go straight to step 5.</p> <ol style="list-style-type: none"> 5. The child is sent to year leader to explain their behaviour. The year leader (or deputy in their absence) will have a restorative conversation and give a consequence. This should be written up on CPOMs and year leader will inform parents. At this point, the child is no longer able to take part in the feel-good Friday reward. <p>Children should be sent to the relevant member of SLT for the behaviours as detailed overleaf or for continually reaching step 5 within a one-week period.</p> <p>Should a child continually make poor choices, then SLT will seek the help of family support workers to use alternative intervention e.g. social stories to ensure that the child understands the consequences of their behaviour.</p>	<p>Microscripts & Mantras</p> <ol style="list-style-type: none"> 1. I can see you are not ready at this moment, I will be back to speak to you in a minute. 2. These are your two choices... 3. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, this will happen... I'll leave you to make your decision. 4. You are not being.... Right now, you need to... Then walk away. 	<p>Restorative Questions</p> <ol style="list-style-type: none"> 1. Finding out: What happened? What were you thinking at the time? What have you thought since? What did you think when you realised what happened? 2. Effects: Who has been affected by what happened? How have they been affected? How do you feel about what happened? What has been difficult about this for you? 3. Responsibility: What are you thinking now about what has happened? What needs to happen next? What would help to fix things? What should we do to put things right?

Appendix 4 Loughton School behaviour on a page - to be used if COVID restrictions return

Behaviour on a Page			
Rules Be your best Be Ready Be Respectful Be Safe		Visible Consistencies Meet and Greet Recognition boards Hands up for silence	Over & Above Recognition VIP of the day Feel Good Friday reward Children's name sent to SLT
Our Behaviour Values Message: Consistent and Clear			
Consequences 1. Reminder/Caution- verbal or non-verbal e.g.... I need you to listen 2. Last chance (with script intervention) 3. 5 minutes time out in another part of the classroom e.g. on the carpet away from peers. 4. 5 minutes time out with a member of staff allocated to the class with a restorative conversation upon return with the class teacher. Incident to be written up on CPOMs by class teacher. Once a child returns to class and a restorative conversation has taken place, the consequence process will be reset. Should a child reach step 4 again during a lesson, then the teacher should go straight to step 5. 5. Should a child continually make poor choices or break the charter rules, then SLT should be called. They may seek the help of family support workers to use alternative intervention e.g. social stories to ensure that the child understands the consequences of their behaviour. Parents may also be contacted by SLT.	Microscripts & Mantras 1. I can see you are not ready at this moment; I will be back to speak to you in a minute. 2. These are your two choices... 3. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, this will happen... I'll leave you to make your decision. 4. You are not being.... Right now, you need to... Then walk away.		
	Restorative Questions 1. Finding out: What happened? What were you thinking at the time? What have you thought since? What did you think when you realised what happened? 2. Effects: Who has been affected by what happened? How have they been affected? How do you feel about what happened? What has been difficult about this for you? 3. Responsibility: What are you thinking now about what has happened? What needs to happen next? What would help to fix things? What should we do to put things right?		

All staff

Low-level disruptions
Playground disputes
Refusal to work
Shouting out
Not following school rules
Pushing/shoving
Swearing
Hurting another child unintentionally due to reckless actions

Year managers

Behaviours which have resulted in the child reaching step 5 excluding the list below.

SLT

Safeguarding
Continually reaching step 4 of behaviour on a page (where the child is being sent out for a 5-minute time out)
Hurting a child - medical support needed
Spitting at another person
Fighting (with intent to harm)
Racism
Homophobic language
Destruction of property
Any behaviour which may lead to an internal exclusion
Bullying (see correct definition of this in bullying policy)
Cyber bullying
Gang-related bullying

Appendix 5 Loughton School individual pupil's behaviour support plan

Behaviour Support Plan/Risk Management Plan

Name:	Class:	Date:	Confirmed diagnosis:	SEND level:	Review date:
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Potential Triggers / Key Themes:
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What we want to see •	Strategies to maintain •
First signs that things are not going well •	Strategies to support •
Where this behaviour leads next •	Strategies needed •
What are we trying to avoid? •	Interventions necessary •

.....'s plan

(Details of the aims of this plan and what success looks like)