

Loughton School

Relationships Policy

(previously know as behavior policy)

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September 2025	Page 2 Page 8	- updated date on KCSIE to 2025 - addition of offensive weapons in school to SLT list of behaviours - addition of external suspension or permanent exclusion	

	Page 9 Page 11 Appendix 1	- change of wording in behaviour rules to responsible and change to 'over and above' - recognition physical restraint changed by NB and RG to link to Positive Handling Policy - change of wording in behaviour rules to responsible and change to 'over and above' recognition - additional of offensive weapons and suspensions to SLT list	
Update February 2026-In light of Mobile Phone Guidance (from April 2026)	Page 10 Page 14	- Pupils' Personal Electronic Devices sanctions added - Pupils' Personal Electronic Devices Policy added under related policy	

Introduction

This policy is provided to give clear guidance to staff on how to manage relationships and 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.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Aims

- To create an environment in which children feel safe, secure, respected, and supported in building positive relationships with peers and adults.
- To foster an environment that encourages and reinforces appropriate behaviour conducive to learning and respectful interactions.
- To promote self-esteem, self-discipline, and the development of positive relationships among pupils, fostering mutual respect and cooperation.
- To define acceptable standards of behaviour, framing them as appropriate or inappropriate rather than as good or bad, and helping pupils understand the impact of their behaviour on relationships within the school community.
- To ensure that the school's expectations and approach to behaviour are widely known, understood, and consistently applied, creating a cohesive school-wide culture of respect and responsibility.
- To encourage active involvement and collaboration between home and school in the implementation of this policy, promoting a unified approach to supporting positive behaviour and relationship-building.

School Ethos

All staff have a vital responsibility to model positive relationships through high standards of behaviour, both in their interactions with children and with each other, as their example significantly influences the children.

As staff of Loughton School, we should aim to:

- Foster a positive environment with realistic expectations;
- Emphasise the importance of each individual being valued within the group;
- Promote honesty and courtesy by example;
- Create a caring, supportive learning atmosphere;
- Build relationships founded on kindness, respect, and understanding of others' needs;
- Treat everyone fairly, regardless of age, gender, race, ability, or disability;
- Show appreciation for the efforts and contributions of all.
- By prioritising these values, we strengthen our school community and nurture meaningful relationships.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

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.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Each new academic year will begin with children spending time getting to know their new class and teacher, fostering positive relationships.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Consistency is key to creating a predictable environment for behaviour.

Consistency in Practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior leadership level, never passing problems up the line. All adults taking responsibility for behaviour
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent, consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- Consistent, simple rules/agreements/expectations
- Consistent respect from the adults: Even in the face of disrespectful learners! You model the expected behaviour.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, adults as role models for learning, adults learning alongside learners.
- Consistently reinforced rituals and routines for behaviour: In classrooms, around the school, at reception, in the lunch hall etc.
- Consistent environment: calm and inclusive classroom approaches with everyone's opinions valued and respected. Physical environment calm, clutter free, accessible with identified nurture nooks where required.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

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
- Feel Good Friday treat
- 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.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Change of face with a different adult

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 suspension/external suspension or permanent exclusion
Bullying (see correct definition of this in bullying policy)
Cyber bullying
Gang-related bullying
Having anything in school that could be deemed as an offensive weapon

Children with specific SEND needs (e.g. 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 SEND 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**
- **Responsible**
- **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.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The school will follow the procedures outlined in its Staff Code of Conduct and Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

Pupils' Personal Electronic Devices

Using a personal electronic device is a privilege which can be revoked at any time. Any pupil who does not hand their device in after registration and is caught acting in a manner that contradicts this policy will have their personal electronic device confiscated until the end of the day.

Confiscated personal electronic devices will be reported to the headteacher be locked away securely in the main office. Confiscated personal electronic devices will be collected by the pupil's parent.

Bullying via personal electronic devices will be dealt with in line with the school's Anti-bullying Policy.

Mobile phones will be confiscated if they are seen, heard or used during the school day unless a pupil has been given permission. The headteacher will determine the length of time they deem proportionate for confiscation.

Pupils caught taking mobile phones or tablets into examinations will be banned from bringing personal electronic devices into school and will be banned from bringing them in until the end of term. They may also risk being disqualified from additional examinations.

Searching Children

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

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.

Physical Intervention at Loughton School

At Loughton School, physical intervention is only ever used as a *last resort* when all other strategies have been exhausted and there is an immediate need to reduce risk to a child or others. Our staff are not formally trained in restraint techniques; however, members of the Senior Leadership Team have previously undertaken training, though this has now expired.

In exceptional emergency situations, staff may use reasonable physical intervention to prevent harm and ensure safety. Where parents request support and give consent for staff to guide or

gently restrain their child, we work in partnership with them to provide consistent and safe support.

Our approach prioritises de-escalation, positive behaviour management, and safeguarding, with physical intervention used only when absolutely necessary to protect the welfare of children.

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 and Learning Support Assistants will be responsible for pastoral care. In addition, problems may be discussed with the senior leadership 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.

Suspensions (Fixed term exclusions) and Exclusions

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

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

Suspension (Fixed Term Exclusion): Children are sent home for a period of 1 to 5 days. If the suspension needs to be more than 5 days the head will find alternative arrangements for the child to be educated on day 6 onwards.

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 residentials are subject to the same expectations as apply in school. The school will act if the Senior Leadership Team feels that a child has brought the reputation of the school into disrepute.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

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 Leader and 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 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.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be monitored and objectively analysed termly by the assistant headteacher. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

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
Positive Handling Policy
Anti- Racism Policy / Equal Opportunities
Online safety and acceptable use of Internet Policy
Teaching and Learning

Social Media Policy
Suspension (Fixed Term policy) and Exclusion policy
Absconding policy
Pupils' Personal Electronic Devices Policy

Appendix 1 Loughton School behaviour on a page

Appendix 2 Loughton School individual pupil's behaviour support plan

Behaviour on a Page

Rules	Visible Consistencies	Over & Above Recognition
Be your best		
Be Ready	Meet and Greet	VIP of the day
Be Responsible	Recognition boards	Feel Good Friday reward
Be Safe	Hands up for silence	Stars assembly nomination

Our Behaviour Values Message: Consistent and Clear

Consequences	Microscripts & Mantras
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. 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. 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. 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. 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.	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

Refusal to work
Shouting out
Not following school rules
Pushing/shoving
Swearing
Hurting another child unintentionally due to reckless actions

Year Leaders

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

Senior Leadership Team

Safeguarding
Continually reaching step 4 of behaviour on an 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 suspension, external suspension or permanent exclusion
Bullying (see correct definition of this in bullying policy)
Cyber bullying
Gang-related bullying
Having anything in school that could be deemed as an offensive weapon

Appendix 2
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)