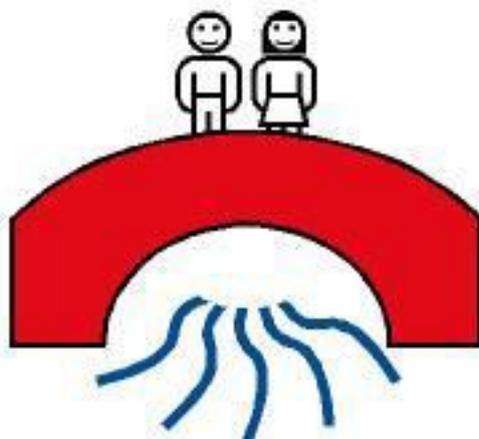


Loddon Primary School



Positive Behaviour Policy

Author: Sarah Phillips

Committee responsible: Curriculum Committee

Date of last review: June 2017

Date of next review: June 2019

Authorised on 21/6/17

_____ (signature)

Sarah Phillips

Headteacher

_____ (signature)

John Brady

Committee Chair

Summary of Positive Behaviour Policy aims:

At Loddon Primary School we aim to:

Create a community in which mutual respect is the principle underpinning all relationships;

Ensure that children and adults display high standards of good behaviour and courtesy at all times;

Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;

Ensure that pupils develop self-esteem and self-discipline;

Provide clear guidelines to staff, pupils and parents about expectations of behaviour and the range of rewards and sanctions that are applied;

Involve fully all members of the school community in the application of this policy.

The Loddon Code

We will be guided by the Loddon Values to:

- Always treat others as we would want to be treated.
- Listen carefully and be ready to learn.
- Do our best in all our learning at school and at home.
- Be polite and helpful to others and always consider their feelings as well as our own.
- Take care of our school and our own and other peoples personal belongings.
- Tell an adult about any important problems as soon as possible.
- Wear our school uniform and be tidy in appearance.
- Attend school regularly and on time.

Aims and expectations

Our school aims to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to ensure that all members of the school can live and work together in a supportive way.

Policy Aims

- To promote an environment where everyone feels happy, safe and secure.
- To help children to become positive, responsible and increasingly independent members of the school community.
- To guide staff and parents in a fair and consistent approach to positive behaviour management.

The school sets out its expectations within the Loddon Code. The class teacher discusses The Loddon Code with his/her class on at least a termly basis. The Loddon Code is displayed in all classrooms and around school. In addition to the Loddon Code, each class also has its own Class Pledge, which is agreed with the children and displayed on the wall of the classroom.

Rules for playtime are reviewed annually with School council, and are displayed in the playground. In this way, every child in the school knows the standard of behaviour that we expect in our school.

We commit to treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of thoughtfulness and co-operation. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Adults congratulate children through verbal praise and acknowledgment of expected behaviour.
- Adults may also use extrinsic motivators such as stickers or certificates for specific achievements.
- At Loddon Primary School we also operate a **House system** which rewards all children for good behaviour such as consideration to others or courteous behaviour as well as hard work or achievement. Adults will award a house point sticker when they observe a child doing well. House points then contribute to a weekly house team total. All staff at Loddon Primary School are able to award house points and are encouraged to recognise pupils' good behaviour through the award of points in this way.
- Where a child has been recognised for exemplary demonstration of a Loddon Value they may be awarded a House Gem by a member of staff. The child will be given a gem, receive 10 house points for their house and have their name read out in celebration assembly. Their name and achievement will also be written in the next school newsletter to parent/carers.
- Golden Time is organised by class teachers on a weekly basis for all children.

- At the end of each week one child from each class is chosen by their teacher to be 'star of the week'. The 'stars of the week' receive a certificate and their names are read out in assembly.
- Also in celebration assembly weekly one child per class is celebrated as the 'Gold Pupil'. During the week their peers select strengths and attributes which they would like to celebrate in this individual and these are read out in assembly. The child also receives a certificate.
- Our school sharing assemblies provide regular opportunities for children to showcase recent work in front of an audience of pupils, parents and carers.
- Individual children are sent to the Headteacher/Deputy Headteacher/Assistant Headteacher to be congratulated on especially good work, or particular kindness and consideration towards others. They will be praised for their efforts and awarded with a Head teacher's Gold Sticker and/or house points.

The school acknowledges all the efforts and achievements of children, both in and out of school. Pupils are encouraged to report their achievements in out of school activities in assemblies, and to bring in medals and certificates to show to the whole school. Certificates and prizes for school events are also given out in assemblies.

Sanctions

The school employs a number of sanctions to achieve school expectations, and to ensure a safe and positive learning environment for all. We will employ each sanction as we deem appropriate to the individual situation as well as the individual understanding of the children involved.

Initially, except in exceptional circumstances, children will be given a verbal reminder of the school's expectations for behaviour and the opportunity to discuss their behaviour as well as to attempt to put their behaviour right themselves.

We may then apply one or more of the following sanctions as is appropriate and relevant to the behaviour involved:

- Move the child to a place nearer the teacher, or to sit on their own.
- Ask the child to redo a task, or to complete it during a break time.
- Following agreement with parent/carers send a task home to be completed overnight.
- Provide an opportunity for time out until child calms down, and is in a position to work sensibly with others once again. This time out can be taken in another class within the team.
- Send the child to the team leader or in more serious/persistent situations the Deputy Headteacher/Assistant Headteacher or Headteacher.
- A generic behaviour chart is shown in Appendix 1 for behavioural incidents.
- If a child's behaviour endangers the safety of others, staff will stop the activity and may prevent the child from taking part for the rest of that session.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents/carers and seek an appointment in order to discuss the situation with a view to improving the behaviour of the child.
- Behaviour at break or lunchtimes that is detrimental to the safety and wellbeing of others may lead to a child missing break or lunchtime.
- Likewise a child may miss privileges such as playing football at lunchtime if their behaviour is inconsiderate to the needs of others.

- Items which are considered to be unsafe, inappropriate to the ethos of the school or which through their use are causing disruption to the expected levels of discipline or learning within school maybe confiscated. In usual circumstances where an item is confiscated it will be returned to a pupil or parent/carer by the end of the school day or as soon as possible thereafter.
- In exceptional circumstances such as persistent anti-social behaviour or persistent significant disruption to school routines a child may be given a fixed-term or permanent exclusion from the school.
- When children's behaviour has become significantly difficult and the usual strategies to resolve this are not effective, then the teacher will employ the procedures outlined in the 'Procedures for Critical Incidents' (see Appendix 1).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (See Procedures for Use of Force and Restraint to control Children - Appendix 5)

Additional Behavioural Support

At Loddon Primary School we recognise that in order to meet our aims of ensuring that every member of the school community feels valued, included, respected and that each person is treated fairly and well we sometimes need to offer an individual approach.

Some children such as pupils with a specific Special Need or exceptional circumstance will require additional support with regards to their behaviour in order to learn the standards of behaviour that come naturally to the majority of our community. In such cases an Individual Behaviour Plan will be organised (or specific behaviour targets including on a child's Individual SEN provision plan) and shared with parents/carers as well as relevant staff. This plan will outline the extra support needed for these pupils as well as appropriate rewards and sanctions to use for their individual needs.

The class teacher, Inclusion Leader and senior staff liaise where appropriate with external agencies to support and guide the progress of each child. They may, for example, discuss the needs of a child with the Education Welfare Service or the Foundry College.

The school uses peer mediation at every lunch break to support any pupils experiencing difficulties. If children have an issue which they need some support to resolve they can go and discuss their issue with trained Year 5/6 peer mediators. The peer mediators are also trained to pass more serious concerns to the adults in school.

Our 'trained Playmakers' are also available at breaks to support any child with a problem in the playground.

The role of teaching/non-teaching staff and other adults in school

It is the responsibility of all paid staff and other adults to act as role models in their behaviour whilst at school and in the presence of our pupils. As such we expect all adults, including visitors to

site, to model the behaviours they would expect our children to show such as politeness, consideration and responsibility.

In addition teachers are bound by specific professional standards of behaviour (Teacher Standards 2012) and all our staff are required to work to a professional code of conduct (WBC 2012).

It is the day to day responsibility of the class teacher to ensure that the school rules (as outlined in the Loddon Code) are enforced in their class, and that their class behaves in a responsible manner. Teaching assistants, lunchtime staff and other staff have a duty to support class teachers in this responsibility.

The class teachers in our school are expected to have high expectations of the children in terms of behaviour, and to strive to ensure that all children work to the best of their ability.

The class teacher and other staff will treat each child fairly and enforce the classroom rules consistently. All children will be treated with respect and understanding.

Class teachers are responsible for maintaining a record of all ongoing concerns in relation to pupils within their class. This record will be stored within the pupil's blue folder and treated confidentially.

The class teacher reports to parents and carers about the progress of each child in his/her class, in line with the whole-school policy. The class teacher or other members of school staff may also contact a parent if there are specific concerns about the behaviour or welfare of a child.

The role of team leaders/inclusion manager/other senior staff

More serious or persistent misbehaviour is dealt with via an escalation process that always begins with teaching or support staff and may then be escalated to more senior staff.

Within this structure it is the role of senior staff to model expectations in line with this policy to both children and adults within their teams.

Where behaviour concerns are over and above those that might usually be expected or where class based sanctions have not resulted in improved behaviour, staff should seek support in managing pupil behaviour from their team leader or the most appropriate member of senior staff.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher, and in their absence the Deputy Headteacher, is the final stage in the behaviour escalation process and as such more serious or longer term concerns should be brought to his/her attention. The Headteacher will maintain records of all reported serious incidents of misbehaviour which are brought to his/her attention.

The Headteacher provides leadership to the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the sole responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. No other member of staff may exclude a child.

In the event of either type of exclusion the Chair of Governors will be notified.

The role of parents and carers

The school works collaboratively with parents and carers in an effort to ensure that children receive consistent messages about how to behave from home and within school.

We explain the school values and expectations in the home-school agreement (see appendix 4), and we expect parents and carers to read these and support them.

We hope that parents and carers will be keen to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have significant concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions for a child, the expectation is that parents and carers will support the actions of the school. If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school office who will arrange for a senior member of staff to meet with them. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the Head teacher and school governors. (See complaints procedure).

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

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

In the event of a formal complaint or appeal a committee of governors will oversee the grievance process.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the

Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If a child is thought to be at risk of exclusion, a pastoral support plan (PSP) will be set up, which involves setting targets and reviewing every six weeks. A PSP is designed to support the child in modifying his or her behaviour appropriately and will remain in place until the child is no longer at risk of exclusion. Parents and carers are always invited to any meeting at this level regarding their child.

If the Headteacher excludes a pupil, s/he informs the parents and carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents and carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents and carers how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any exclusion, whether fixed-term or permanent.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion from school, they consider the circumstances in which the pupil was excluded, hear any representation by parents and carers and the Local Authority, and decide whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Pupils Behaviour outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

This policy will be applied to all planned school activities including those that take place off the school premises or those arranged by the school outside of usual school hours.

The school will also apply this policy, in partnership with parent/carers as appropriate, where a pupil's misbehaviour outside of school could have repercussions for the orderly running of the school, pose a threat to another pupil of the school or member of the public or could adversely affect the reputation of the school.

Allegations against staff

Staff are expected to act as Role Models for positive behaviour working in line with school policies including the Staff Code of Conduct as well as the values of our school. Allegations against staff members will be responded to in line with the 'Keeping Children Safe in Education' guidance (2016).

Under our duty of care to employees we will ensure we provide effective support for anyone

facing an allegation and provide the employee with a named contact if they are suspended. There is no automatic expectation that a member of staff who has been accused of misconduct would be suspended, but all reasonable steps would be taken to ensure a full and fair investigation takes place.

Any allegation of abuse made against a teacher or other member of staff or volunteer will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Where a child is found to have made a deliberately false allegation against a staff member or volunteer then a sanction in line with this positive behaviour policy will be given.

Monitoring and Record Keeping

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents for the children in his/her class. Senior staff, including the Headteacher, record those incidents where a child is sent to him/her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime controllers give written details of any incident in the incident book that we keep in the school office.

Racist incidents are also recorded in a separate file, and a tally of such incidents is reported to the local authority and to the governing body termly.

The Headteacher keeps a record of any pupil who is excluded from school, either for a fixed term or permanently.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Progress of individual pupils towards targets on Behaviour Support Plans is monitored at regular intervals. Records of pupils on Behaviour Support Plans are coordinated and maintained by the school Inclusion Manager.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Loddon Primary School Procedure - Behavioural Incidents

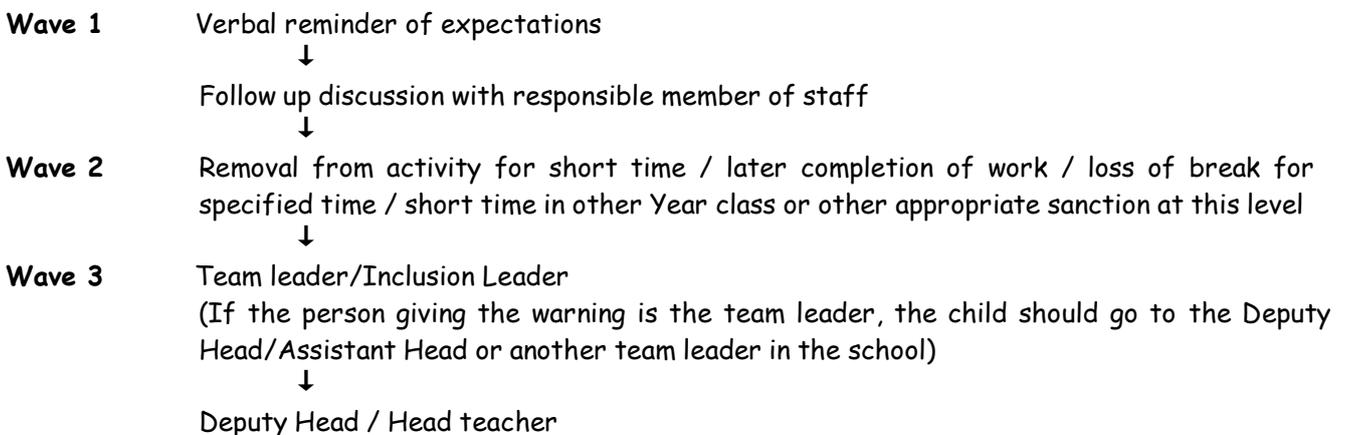
Definitions

Wave 1 behavioural incidents are those that can be resolved using the normal behaviour management strategies of the class teacher or other responsible member of staff (e.g. TA taking activity session, HLTA taking class session). Incidents at this level would include examples such as name calling, talking in class, lack of completion of a task, inappropriate language or other predictable low level behaviours that have occurred as a one off or infrequently.

Wave 2 behavioural incidents are those that can be resolved using additional strategies such as Time Out for 5-10 minutes. Incidents at this level would include examples such as deliberate disruption within a lesson, offensive language, inappropriate physical behaviour or repeated low level behaviours over a longer period of the day.

Wave 3 behavioural incidents are those that cannot be resolved using Wave 1 and Wave 2 strategies. They will typically involve the child or young person becoming extremely angry and upset, significantly disrupting the learning of others, physically hurting others or refusing to follow adult direction. They may also involve significantly abusive language or aggressive behaviour directed at others. At this stage the child will be seen by the team leader or for the most serious behaviour the Assistant Headteacher/ Deputy Headteacher or Headteacher.

Generic behaviour chart:



Where a child's behaviour at Wave 2 has been concerning enough for the child to be referred to the team leader or more senior staff member then consideration should always be given to the need to inform parent/carers via a follow up conversation with the child's class teacher or other responsible member of staff. Consideration should also be given to the need to review current provision or targets to support a proactive approach to improving pupil behaviour. All Wave 2 and 3 incidents should be recorded on the school's behaviour monitoring log.

Procedure for Wave 3 Critical Incidents

1. Rapid response to initial incident

The adult in charge should send for a member of the Senior Leadership Team. The Team Leader will send a Teaching Assistant to provide support. The preferred option is to withdraw the child to a safe place.

2. Bringing the situation under control

If the teacher considers that a third adult is needed (s)he may also send for a TA to support. This is intended as an emergency measure to bring the situation under control. It is important to avoid too many adults becoming involved at this stage as the child may feel overwhelmed - three adults should be sufficient at any one time during the handling of a Wave 3 incident.

In exceptional circumstances where a child's behaviour poses a likely risk to others the class may be evacuated from the area and the target child kept there with a member of staff until senior staff arrive.

If positive handling is used the appropriate forms must be completed as soon as possible after the incident, and the parent/carers must be informed immediately that the situation is brought under control.

3. Child wandering around site after initial incident

The designated TA should keep the child under observation from a distance if possible. They should also inform the office who will inform a senior member of staff. As soon as possible the TA should take the child to a quiet place and move to the calming down procedures below.

4. Child leaving the site

Should the child leave the site the designated TA should go to the office and inform the staff there of what has happened, ensure that a member of SLT is informed, and complete an incident form. At this point our 'child running away' procedures apply.

5. Calming Down Time

As soon as possible the TA should take the child to a quiet space and monitor him/her there for a maximum of 15-20 minutes. The member of SLT called should 'check' on the situation within 5 minutes - if the TA needs help they will use thumbs up or thumbs down to communicate this situation to 'checking' member of staff.

At any point in this process if an adult feels or appears stressed that person should identify someone to take over and should withdraw completely from the situation once it is clear that others are available to manage the child.

Once the child is reasonably calm (s)he should be taken to a safe and quiet space. Good activities for this phase would include writing or drawing (own choice of content), hugging soft toy, playing with fidget gadgets. In the earlier stages of calming down such activities will need to be child-directed, and caution should be used in moving into the adult-directed stage as this may unsettle the child. SLT will continue to check on a child during the calming phase and the staff member may still summon help as outlined above should the situation deteriorate.

At the end of the session if an additional internal exclusion is agreed as appropriate by a member of SLT, the child will work one to one in a supervised area for the time agreed.

6. If calming down fails

If there has been a serious breach of the school's code of conduct which has placed other pupils/adults or property at risk of significant harm and such that an exclusion from school is appropriate the

parent/carers may be asked to collect the child immediately.

The senior member of staff (usually this will be the Head teacher, Assistant Head teacher or Deputy Head teacher) who takes the decision to send the child home should make the call to parent/carers and should also be the one to inform the child what is happening – this should normally only happen once the parent has arrived to avoid a difficult waiting time if the parent is delayed.

Should a parent refuse to collect an excluded child before the end of the school day, or be unable to do so, the school is responsible for managing the child until (s)he can be collected. In these circumstances if the child poses a real threat to him or her-self and to other children or adults it may be necessary to consider summoning the police.

7. Following up the Wave 3 incidents

Parent/carers will be informed of all Wave 3 incidents as soon as possible by class teacher and/or team leader/senior member of staff. Where an injury has occurred causing a mark or serious emotional distress, both sets of parent/carers must be informed before the end of the day.

The incident needs to be followed up by a debrief session as soon as possible, and always on the first day of return to school if it has not been possible on the day itself. The timing of the debrief session should depend mainly on the needs of the child, although timetable considerations may also play a part. The debrief needs to be carried out on an individual basis with a key adult with whom the child has a positive relationship. The class teacher and/or team leader should identify the best person to undertake this role.

The 'Thinking sheet' or 'Putting your feelings' on paper' sheet (saved in the Loddon Toolkit or paper copies outside the staffroom) provide a possible structure for the debrief discussion, but the aim is always to accommodate to the needs of the individual child to ensure a positive outcome. The child should always be asked if there is anything (s) he would like to do to make amends. The debrief sheets should be returned to the class teacher and then filed in the child's pupil file.

Serious incidents should be investigated immediately and notes should be taken.

For all serious incidents such as: intentional damage, theft, leaving site without permission, threatening behaviour, racial abuse, persistent verbal abuse etc. an INCIDENT FORM must be completed (saved in the Loddon Toolkit or paper copies outside the staffroom)

Updated June 2017

Appendix 2 - 'Waves' Additional guidance

Wave 1 - POSITIVE CORRECTION (Details saved under Loddon Toolkit in staff share)

- In class strategies used by class teacher
- Positive correction strategies: e.g.

Pause Direction	Partial Agreement	When-then direction	Choice direction	Rule reminder
Take up time	Privately understood signals	Tactical ignoring	Distraction & diversion	Question & feedback

Wave 2 - CONSEQUENCES

- Used if positive correction strategies aren't returning pupil to learning
- LEAST INTRUSIVE = relocation in room + 'Cool-off time' (approx 5mins)
- MORE INTRUSIVE = 'Time out' in another classroom (5-15mins)
- Older children could complete '4W's' or another reflection sheet (3Ws)
- All pupils will need careful reintroduction to class after time out
- Deferred consequences negotiated and agreed as necessary if appropriate
- Pupils repeatedly needing time out in another classroom may then need an individual behaviour plan- targets and strategies written down and discussed with child and parents

Wave 3 - CRISIS MANAGEMENT

- Exit plans: if children need to leave the classroom, e.g. because of significantly disruptive or aggressive behaviour, OR the child refuses to leave for Wave 2 time out, colleagues will be called to support
- Colleague support: Other year group teacher - Team Leader - Inclusion Leader -Assistant Headteacher /Deputy Headteacher / Headteacher
- Colleagues informed of need for support by use of 'alert card' with class name on
- Pupil removed from classroom and taken to another time out area
- Deferred consequences negotiated and agreed
- Parents informed of events - behaviour plan/targets discussed and agreed
- Repeated or significant Wave 3 incidents will lead to a consideration by HT of fixed term exclusion

See further details in 'Procedures for Wave 3 Behaviour' - Appendix 1

Appendix 3: What to do if a child runs away

In the Foundation Stage, specific procedures and physical barriers are in place to prevent children leaving the building unaccompanied at any time, particularly during arrival and departure time.

As part of our duty of care, if a child is seen by a member of staff leaving the building without an adult or with an unknown adult, he/she may choose to follow that child after an assessment of the risks involved. The child's age and any specific needs will always be contributory factors in assessment of risk. Before following the child, they should alert another staff member and inform them of their chosen course of action, insuring that no other children are put at risk by their decision.

If they are on site

Watch them - from a distance if possible
Tell the office who will inform a senior member of staff

If they go off site

Tell your team leader what has happened
Tell the office what happened (you may need to talk to the Headteacher)
Complete an incident form

The office will

1. Start an incident log (exact time/event)
2. Find out what happened and what the child was wearing
3. Ring the parent
 - a. say their child has left the site,
 - b. ask if it is OK if we ring the police (if they say no the parent is taking responsibility for the child)
4. Tell the Head teacher what has happened (or equivalent)

If ok to ring the police or we can't contact the parent immediately (within 5/10 minutes)

The Head teacher should ring the police on the fast response number **08458 505 505**, using the following information

- a. Name and DOB of child
- b. Home address and telephone
- c. Contact numbers and address for parents
- d. Description of child, what (s)he was wearing
- e. Which direction (s)he went in
- f. What caused him/her to run away

The office will continue to monitor the situation including

- a. Signing the child out
- b. Telling interested parties (parents, police, Headteacher etc) when (s)he is found

Last update February 2015

Appendix 4 Loddon Primary School: Home/School Agreement

CHILD'S NAME _____

The Family: We will do our best to:

- see that our child goes to school regularly, on time, and avoid taking term-time holidays wherever possible
- ensure that the Loddon School uniform is worn and named and that our child has the relevant equipment for learning
- make the school aware of any concerns or problems that might affect our child's work or behaviour
- support the school's policies and guidelines for behaviour
- support our child's learning at home
- attend parents' evenings and discussions about our child's progress
- show an interest in school life and activities
- inform the school of absence on the morning of the first day of absence

Signature(s) _____

At Loddon Primary School we will do our best to:

- care for your child's safety and happiness
- ensure that your child is given every opportunity to achieve his/her full potential as a valued member of the school community
- encourage in your child the desire to care for the surroundings and people within the school
- provide a balanced curriculum and meet the individual needs of your child
- achieve high standards of work and behaviour through building good relationships and developing in your child a sense of responsibility
- ensure that any Internet Access allowed to your child is appropriate and monitored closely
- ensure that precautions are taken to protect school computers from virus infection and inappropriate materials
- keep you well informed about general school matters and about your child's progress in particular
- be open and welcoming, offering opportunities for you to become involved in the daily life of the school, and in the extension of your child's learning at home
- take prompt action to address any concerns that you as a parent may have about your child's wellbeing.

Signature _____ (Headteacher)

The Pupil; I will do my best to:

- always treat others as I would want to be treated
- listen carefully and be ready to learn
- do our best in all our learning at school and at home
- be polite and helpful to others and always consider their feelings as well as my own
- Take care of our school and our own and other people's personal belongings
- Tell an adult about any important problems as soon as possible.
- wear the school uniform and be tidy in appearance
- attend school regularly and on time

Signature _____

Appendix 5: Policy on the use of force or restraint to control children

At Loddon Primary School we aim to foster an environment, which enables us to care for the health, safety and welfare of every child. Staff members are required to maintain good order among the pupils. The use of force or restraint in school will never be used as punishment but will be used in extreme cases to promote the health and safety of pupils and staff. The majority of the time there will be no need for physical intervention and other methods can be used.

Objectives

This policy conforms to the 1996 Education Act section 550A as well as the DFES 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders'. In order to promote the appropriate and fair implementation of this policy, the school will ensure that:

- As a community, people are aware of the policy. This includes all staff, parents through the school prospectus and pupils.
- Any LEA guidelines and advice will be included in the policies and procedures.
- Specific plans for an individual child who is experiencing behavioural difficulties will be communicated to that child's parent/carer.
- In exceptional circumstances all staff are authorised to use reasonable force.

Occasions where force or restraint may be used

Physical Intervention used by staff must be in accord with the idea of 'Reasonable Force' and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequence it is intended to prevent. Any Physical Intervention will take in to account age, size, gender, stature, medical history, cultural background and the understanding of the pupil.

Reasonable force or restraint will be used where:

- 1) There is an imminent risk of injury
- 2) There is a developing risk of injury or significant damage to property

Examples

- A pupil attacks a member of staff or another pupil
- A pupil is engaged in or on the verge of starting to damage property
- A pupil is running up and down a corridor in a way that could cause injury
- A pupil is absconding (NB this only applies if the child is at risk if they leave the room/building)

Accepted Physical Interventions

Staff may have to deal with a range of incidents that could include:

- Wrist and hair grabs
- Neck holds
- Bear hugs and bites
- Punches and kicks
- Weapons / missiles

Physical Intervention may include:

- Physically interposing between pupils
- Blocking a pupil's path

- Holding
- Pulling, leading by hand or arm
- Shepherding - open hand in centre of back
- Use of more restrictive holds such as wraps in more extreme circumstances.

Unacceptable force includes:

- Restricting breathing
- Slapping, punching or kicking
- Twisting limbs
- Tripping up
- Holding hair or ear
- Holding face down
- ALWAYS avoid touching or holding in a way that would be construed as being indecent

Procedures

1. When a child puts him/herself or others at risk (see above) any member of staff may intervene using reasonable force.
2. Ask for help when necessary and ensure another member of staff is available.
3. The incident must be reported to the Headteacher and to parents.
4. The incident must be recorded using the appropriate documentation and referred to the Headteacher.
5. Where appropriate, a debrief will take place for the staff and pupil(s) involved.
6. In extreme cases the Head teacher will consider exclusion.
7. Parents must refer to the complaints procedure if they wish to make a complaint.

Reporting and Monitoring

Reporting and monitoring is of paramount importance to ensure protection for staff and pupils and also to keep a record of, and track, number of/areas/times of day that most incidents occur. All incidents of physical restraint should be recorded on the appropriate form.

Senior management will monitor that intervention:

- is not routine
- does not escalate
- is appropriate and proportional to the incident
- takes in to account the potential for damage to persons or property
- is discussed and that strategies for control are considered when IPP/IBPs are drawn up

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

June 2017