



Loughborough Primary School & Nursery Behaviour Policy 2025-2026

Graziella Williams
Headteacher

Katie Freeman
Chair of Governors

At Loughborough Primary School and Nursery, we uphold consistently high expectations for children's behaviour. We believe that working in partnership with families is essential in supporting children to meet these expectations. Creating a calm, respectful, and safe environment for all pupils and staff is a top priority and is non-negotiable.

Our Mission:

- All children will be high achievers who fulfil their potential
- All children have the right to learn and adults have the right to teach
- All children and adults have the right to be treated equally and with respect
- Children will take pride in what they do and be inspired to become life-long learners
- The partnership between school, family and our local community is strong and effective.
- Children develop as healthy citizens who are equipped both academically and socially to participate fully and responsibly in a 21st century world

It is the right of every child in the school to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.

It is the right of every teacher and adult in the school to be able to teach without obstruction and to work in a mutually respectful environment.

At Loughborough Primary we:

- Teach children to take responsibility for their behaviour and be reflective encouraging understanding of their own behaviours.
- Teach responsible behaviour to our pupils using a range of strategies.
- Raise pupil self esteem and awareness of wider community and societal expectations of good manners and personal conduct.
- Are explicit about what adults and pupils at Loughborough Primary School can expect from each other.
- Integrate behaviour management into all areas of school life through a structured and consistent approach.

What can you expect from the school?

We recognise that all behaviour is a form of communication, often reflecting needs, emotions, or past experiences. Our approach seeks to understand the underlying causes of behaviour and respond with empathy, support, and appropriate intervention. While our priority is to use relational and restorative strategies, appropriate and proportionate sanctions will be applied when necessary—particularly when other interventions have not been successful or to ensure the safety and wellbeing of the wider school community.

Core strategies for ensuring outstanding behaviour at Loughborough Primary School are:

- **Core values** guide **practice**, shape **expectations**, and are central to creating a **safe, respectful, and nurturing environment** for all.
- We prioritise **quality first teaching** that is **inclusive, challenging, fun, and inspiring**—underpinned by strong **planning** and precise **assessment**.
- **Positive relationships** with **parents** are built through **regular communication**, being **visible** at the start and end of the school day, and sharing both **positive** and **concerning behaviour** updates.
- **Good behaviour** is consistently **recognised** and **rewarded** through **praise, class rewards, house points, achievement assemblies, and positive messages home**.
- Teachers give clear, **explicit directions** with **explanations** and consistent **consequences** to support **understanding and accountability**.
- We ensure a fair and balanced approach to behaviour by avoiding whole-class sanctions and always using thoughtful, **proportionate consequences** when necessary—especially when supportive strategies have not had the desired impact.
- **Children** are offered **structured choices** to promote **responsibility** (e.g. “You can complete your work now or at playtime – it’s your choice”).
- **Staff** listen **respectfully to pupils**, but maintain **clear boundaries**, with decisions made in line with **school expectations and values**.
- We develop children’s **independence** and **confidence** through knowing them as **individuals** and supporting them to become **active, reflective learners**.
- **Circle time, role play, and class discussions** are used to help children build **emotional resilience** and develop **strategies** for managing **social situations and conflict**.

What we expect from the Parents/Carers

For pupils to achieve their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within and beyond school.

Parents can support their child to adhere to the expectations of the school community by:

- **Explaining the purpose of school** as a place for learning, sharing, and cooperating with others.

- **Supporting your child's learning** by showing interest in their work, ensuring homework is completed, and attending meetings to discuss progress.
- **Sharing concerns with the school** by speaking directly to the class teacher and arranging an appointment, rather than discussing concerns in front of your child.
- **Acting on school messages**—praise or support actions at home to reinforce school expectations and avoid undermining the teacher in front of your child.
- **Modelling positive behaviour**—children learn from their parents' actions, so negative or disrespectful behaviour towards the school can impact their learning.
- **Ensuring punctuality and attendance**, notifying the school if your child is unwell and arranging for timely collection.
- **Preparing your child for school** by ensuring they are well-rested, well-fed, and dressed appropriately to focus and learn.
- **Informing the school of any special needs** or circumstances that may affect your child's learning.

For safety and consistency, during the school day, all parents, carers, and visitors must report to the school office before contacting staff or children. Parents should not approach staff during teaching time or directly discuss their child's behaviour with support staff. Behaviour concerns should first be addressed with the class teacher, Deputy Head, or Headteacher. Additionally, parents should refrain from seeking the views of other parents or children on behaviour issues specific to their child.

What we expect from the pupils

At our school, we believe that all children can learn and grow socially and emotionally when supported in a safe, respectful, and nurturing environment. These expectations are listed below;

- **We work together kindly and respectfully**, cooperating with staff and classmates.
- **We take responsibility for our choices**, with help when we need it.
- **We are learning to manage our feelings and actions**, developing self-control with support and guidance.
- **We treat others with kindness**, using polite words and actions.
- **We try to be honest and own our mistakes**, knowing we are supported to put things right and using a restorative approach.
- **We follow our class charters**, which we help create and agree to together.
- **We care about how others feel**, and we work through problems using words, not hurtful actions.
- **We respect each other's property and school equipment**, and take care of shared spaces.
- **We listen to others and wait our turn**, knowing that everyone's voice matters.
- **We try to stay focused and allow others to learn**, understanding that effort looks different for everyone.
- **We do our best in all parts of school life**, knowing that our best effort helps us grow.

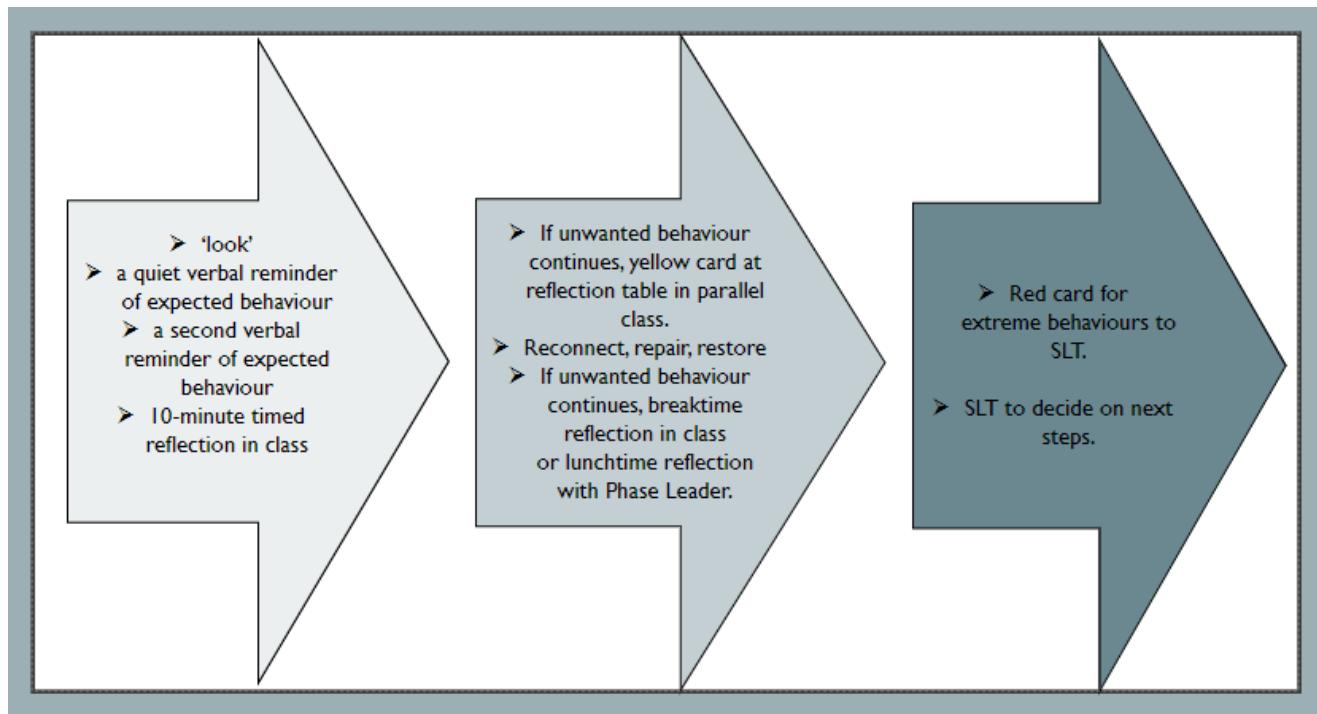
Recognising and rewarding positive behaviours

Positive recognition is one of the most powerful tools for encouraging and reinforcing positive behaviour. By consistently noticing and celebrating what's going well, we help create a culture where positive choices are valued and repeated. At Loughborough Primary this includes;

- **Weekly celebration assemblies** celebrate adherence to school values, positive behaviour, hard work, and achievements from each class.
- **A certificate is sent home** to parents for children who are recognised in the assemblies.
- **Classroom reward systems** are in place to acknowledge individual, group, and whole-class achievements.
- Rewards may include:
 - Stickers
 - House points
 - Certificates
 - Work sent home
 - Work displayed in class
 - Sharing work with another adult in the school
- **Every Friday**, a child is chosen to have **hot chocolate with the Headteacher** as a reward for demonstrating excellent behaviour throughout the week and consistently following Loughborough school values.

Managing low level disruption in the classroom using the warning system

If redirection and positive encouragement do not work, staff will use the Warning System (explained below):



If a child continues to struggle with behaviour despite consistent support through our warning system, we will put in place a personalised behaviour plan to help them succeed. This will be discussed with parents and carers so that we can work together to support the child. Clear, achievable targets will be set in collaboration with the child, helping them to understand what positive behaviour looks like and how to get there. The plan will provide regular check-ins throughout the school day, offering timely encouragement, guidance, and

opportunities to reflect. Most importantly, it creates space for the child to receive immediate recognition and praise when they make positive choices, helping to build confidence and motivation.

If, at any time, the school does not believe that a child is able to follow reasonable instructions, then it may not be appropriate for them to attend a trip or an out-of-school opportunity. In this situation, the school will communicate this to the child and parent/carer, so they understand the reason for it. The school's decision will be final in this circumstance.

Restorative Justice

At Loughborough, we use a restorative approach to behaviour that is grounded in the principles of connection, empathy and accountability. We recognise that behaviour is a form of communication and often reflects a child's emotional state, past experiences, or unmet needs.

When harm occurs—whether between students or between students and staff—our goal is not simply to apply consequences, but to understand what happened, why it happened, and how we can repair relationships and move forward. This approach supports children in developing emotional literacy, empathy, and the skills they need to resolve conflicts peacefully and take responsibility for their actions in a safe, supported way.

Restorative conversations give children a voice, foster mutual respect, and help rebuild trust. We do this through calm, structured dialogue that focuses on:

- *What happened?*
- *How did it affect others?*
- *What could you have done differently?*
- *What do you need to do to make things right?*
- *How can we work together to move forward?*
- *What support do you need?*
- *What are our school values, and how can we show them?*
- *How will you feel once things are fixed?*

Sanctions

At Loughborough, our primary focus is on understanding behaviour, building relationships, and supporting children to develop the skills they need to self-regulate and thrive. However, this does not mean an absence of boundaries or consequences.

Sanctions still have a place—but they are used thoughtfully, proportionately, and as part of a wider strategy to teach, not punish. When a child's behaviour causes harm or disrupts learning, appropriate consequences may be necessary to ensure safety, uphold expectations, and support accountability. These are always paired with restorative conversations and emotional support, so that the child has a chance to reflect, repair, and learn from the experience.

	Behaviour	Appropriate Sanctions	Comments
Stage 1	Aggravations <p>Calling out Wandering about classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/Minor Annoyances Pushing in the line Talking during silent work Minor Playground Incidents</p>	Eye contact Discrete reminders Verbal reminder Reminder of positive behaviours Change of seating Tactically ignore Directed to re-read class/school expectation	Not recorded. No other staff members involved. TA & Teachers on duty deal with playground incidents After repetitions within a small time frame then move to stage 2
Stage 2	Less Serious <p><i>Repeated stage 1 behaviour</i> Eating sweets in school Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, off hand comments Minor challenge to authority Minor, non - directed swearing Repeatedly annoying other children Playground skirmish (pushing, barging) Being in a building unauthorised</p>	Reflection table in class (reflection sheet kept in class folder) Time out/reflection in another class (20 mins) Writing a letter of apology Reflection at break time with class teacher Repair/clean-up of damage. Yellow card (see arrow 1 & 2)	TA/Teacher on duty to report playground incident to class teacher Class teacher log yellow cards and reason on C-POMS Parents informed if x3 yellow cards issued in a rolling week (log conversation on CPOMS)
Stage 3	More Serious <p><i>Repeated Stage 2 Behaviour</i> Deliberately throwing small objects with intention of harming or breaking them. Physical aggression -peer on peer Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling</p>	Informal contact with parents by class teacher Separation from the rest of the class – reflection table (reflection sheet kept in class folder) - external removal from classroom – yellow card Writing a letter of apology during breaktime Behaviour chart - monitored by SLT (copy sent home at end of week with covering letter to parent) Breaktime reflection Lunchtime reflection Internal exclusion/playground exclusion Withdrawal from whole school events where appropriate Red card	Incidents Parental contact recorded on C-POMS Red card sent straight to SLT Log all yellow and red cards and reason on C-POMS (add action if known) X3 yellow cards within a rolling week – parents informed – note on CPOMS
Stage 4	Very Serious <p><i>Repeated Stage 3 Behaviour</i> Repeatedly leaving the classroom without permission Serious fighting with intent to cause physical harm Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, road. Physical aggression towards an adult Vandalism/Graffiti Stealing Persistent bullying Discriminatory behaviours (racist/homophobic/sexist) Truancy Absconding from school site Carrying a weapon Any criminal behaviour</p>	Red card Formal telephone call/contact/ letter/ meeting with parents Possible recompense for damaged property from parent School duties Behaviour chart monitored by Assistant Headteacher/ Deputy Headteacher/headteacher - <u>(copy sent home at end of week with covering letter to parent)</u> Withdrawal from whole school events where appropriate. *Internal exclusions Possible suspension up to 15 days/managed move/Permanent exclusion Offsite directions Call/inform police	Requires immediate involvement of Deputy/ Headteacher Where appropriate place on SEND register Involvement of outside agencies Incidents recorded on red form and logged on CPOMS. Personalised behaviour chart logged on CPOMS (to be agreed with SLT). Parental contact recorded on CPOMS

***Internal Exclusion** requires a student to be excluded from all contact with classmates during the school day including breaktimes & assemblies and to be supervised by an appropriate adult with the parent or carer formally informed of actions.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a neurodiversity, special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

As part of meeting legal duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. We anticipate and remove triggers of misbehaviour using strategies such as: short, planned movement breaks, adjusting seating plans and using separation spaces to provide space for children to regulate their emotions.

Adapting sanctions for pupils with SEND When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Suspensions

On rare occasions the headteacher may feel that a formal process should be activated to remove the child from the school temporarily. Such suspensions are an extreme step and will only take place when long term misbehaviour is not improving as a result of the above strategies, and the learning/safety of others is seriously hindered. Very occasionally, an incident may be serious enough to warrant an immediate suspension. Please see the Trust's suspension policy for more details.

When exclusions take place, each incident is investigated by the Senior Management Team before a decision is made and the Chair of Governors is informed as well as the parent. Fixed term exclusions are applied in line with DFE guidance. We will also offer a support plan which is tailored to the needs of each child. All other options will be exhausted before an exclusion is considered.

Permanent Exclusion

We are mindful of the DFE's statutory guidance that permanent exclusion should only occur 'in response to a serious breach, or persistent breaches, of the school's behaviour policy' and 'where allowing the pupil to

remain in school would seriously harm the education or welfare of the pupil or others in the school'. A permanent exclusion is only ever used as a last resort.

Unauthorised items in school

Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer.

If we become concerned that a pupil has brought a dangerous item into school, we will always endeavour to contact parents and seek consent before searching for 'prohibited items'.

Only in the event we are unable to contact parents and the threat is imminent, will the headteacher/deputy headteacher authorise a search.

"Prohibited items": may include but are not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence,
- cause personal injury or damage to property.

Staff should never search students alone – always in a pair and the person searching should be the same sex as the pupil being searched. Staff should also decide the risk involved and should not hesitate to call the police if the risk is deemed too high. Advice can be sought from the Headteacher or Deputy Headteacher if necessary. **Note:** *There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.*

3 Section 550ZB(5) of the Education Act 1996

Communicating the school's approach to the use of force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force.

The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff member then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform the Designated Member of Staff. **If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated member of staff immediately.** Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies.

Peer on Peer Abuse and Bullying: Some forms of Red Card behaviour such as inappropriate sexualised language or physical aggression may also constitute peer on peer abuse and /or bullying. They will be addressed via our Child Protection and Anti Bullying procedures.

ASSOCIATED POLICIES

Child Protection & Safeguarding Policy

Equalities Policy

LEGISLATIVE LINKS

The Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

DfE Use of reasonable force:

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Appendix 2

Loughborough Primary School Behaviour Chart

Name: _____

Date: _____

	Session 1 9.00-10.15	Break 10.30-10.45	Session 2 10:45 – 12:15	Lunch 12.15/3 0-1.30	Session 3 1:30 – 2:30	Session 4 2:30 – 3:30	Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Targets:

Headteacher/Deputy headteacher end of week comment:

Appendix 3



Yellow Behaviour Card:

Time Out

Pupil:

Class:

This pupil has received a number of sanctions in class. Thank you for taking this pupil into your class for a "time-out", they have brought a reflection sheet to do. Please give this card to the child's Year Group Leader at the end of today. Thank you for your help.

Sanctions applied:

Please tick

Verbal reminder

Second verbal reminder

Time out at Reflection table

Time out in another class

Missed playtime

Description of behaviours:

Time out to end (maximum 20 minutes)

Teacher:

Date:

Sent to:

Appendix 4



Red Behaviour Card:

Pupil:

Class:

This pupil has engaged in severely unacceptable behaviour as described below.

Please tick

Swearing loudly and repeatedly
 Seriously damaged property
 Threatening behaviour
 Discriminatory Behaviour/language
 Stealing property refusing to return it
 Serious fighting resulting in injury
 Leaving the class/school premises without permission.
 Bringing the school into disrepute

Description of incidents and witnesses:

Member of staff:

Date:

Member of SLT:

Follow-up action:

Please give this card to a member of the Senior Leadership

Audience	All Staff, Governors, Parents
Date for renewal/updates/review	Annually
Named person responsible for monitoring	Governors & Headteacher
Ratified by Governors	