



The Meadow Community
Primary School and Pre-School

Behaviour Policy

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| Adopted by The Meadow Community Primary School on: | Date: May 2023 |
| This policy will be reviewed | As policies, procedures and regulations are updated. |
| Version | 2.0 30 th May 2023 |

Behaviour Policy

A clear behaviour policy, consistently and fairly applied, underpins effective education. This policy aims to clarify and explain procedures to promote and reward positive behaviour at the Meadow Community Primary School and the sanctions that relate to unacceptable behaviour. It aims to support all staff throughout the school in managing behaviour. This policy aims to comply with the ethos of the Disability Discrimination Act, and therefore reasonable adjustment to the policy and procedures, contained in this document, may be made for children whose behaviour is affected by their particular disability.

The children of the Meadow Community Primary School are encouraged to learn in both a caring and supportive environment and through the attention and support of the staff they are taught to appreciate and develop their own needs as well as those of others. The purpose of this policy is to give a clear code of conduct for all to use at The Meadow Community Primary School and after discussion with both the staff, parents, governors and children it reflects the values and principles that we consider to be very important to the school as a whole.

Aims

- The main aim of this policy is 'self-discipline' and 'respect for each other, belongings and needs'
- To 'promote excellence in behaviour'
- To provide 'positive role models for pupils' in relation to behaviour (Core Value: Professionalism)
- To 'remain positive at all times' in relation to positive behaviour management
- To 'all strive for the same goal' and 'support each other' in relation to working as a staff team to apply this policy consistently within school
- To ensure our 'Pupil Values' drives pupil conduct and behaviour throughout The Meadow.

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'Route to Resilience' is promoted throughout the school where the children work on displaying as many of the different positive characteristics as they can to help them be the best versions of themselves that they can be. *Route to Resilience* is an evidence-based and practical approach to supporting schools and families in their work developing the emotional wellbeing and *resilience* of children and young people.

We believe that social and emotional well-being of our children is a crucial part of helping them to cope with the pressures they face as they grow up. All the staff are committed to supporting children's happiness and developing character traits that will help them be successful both at school and in life. Our values and growth mind set

ethos run throughout our curriculum and we are building on this further this year through the Route to Resilience project. All staff and children are learning about the power of vocabulary and choosing our words carefully to help the children 'exercise these character muscles'. Some of the words we are using are:

Perseverance
Focus
Bravery
Listening
Curiosity
Kindness
Good humour
Cooperation
Reasoning
Self-esteem
Self-manage
Friendship
Resilience
Honesty
Optimism
Gratitude
Respect

We continue to look at important life skills/character muscles and recognise transferable skills in our children. The language of 'Route to Resilience' is used daily in lessons and by all staff in school. We aim to build confidence and resilience so children can achieve their full potential and be the best they can be, able to cope with whatever the future holds for them.

We also aim to provide a safe, secure and happy atmosphere for all people who enter into the school and this includes children, staff, parents, governors, local community and visitors. School rules are visible in every classroom and each year pupils will create a set of class rules with their teacher. In the event of a pupil showing inappropriate and unacceptable behaviour that is of a serious or continuous nature then the school will seek to involve the parents and if deemed necessary outside agencies, at the earliest opportunity and together will discuss the matter and work out a way forward.

We expect a good standard of behaviour from all of the children including: -

- Consideration
- Tolerance
- Taking turns
- Care of property
- Politeness and
- Honesty

But the main propriety that all of these are based on is 'respect', including themselves, each other and the school.

Good behaviour underpins the effective running of the school through the relationships of everyone. Pupils are expected to be polite and well-behaved. They are positively encouraged to respect themselves and others as well as their own and other people's

property; treat others as they wish to be treated themselves and to take pride in and care for their own environment. Children are expected to take responsibility for their own actions and this in turn is supported by their right to be given a fair and consistent approach to discipline.

Discipline is best centred on a positive approach, giving praise where it is due and rewarding hard work and good behaviour. If children do not behave in an appropriate manner and abide with the school rules, appropriate sanctions will then be applied.

We reward hard work, positive behaviour and good citizenship by:

Public praise –

- Sending a child with their work to another teacher or the head teachers
- Giving praise in front of the class or group of pupils
- Positive verbal comments are given to the child
- Send copies of work home
- ‘Special Mention’ certificates are given out in a whole school assembly
- The younger children give each other a ‘clap’ whenever praise is given
- Pupil of the Term
- Dojo points where 100 points gains a reward.
- Headteacher stickers

Teaching

At The Meadow, our ‘Pupil Values’ are an integral part of each classroom and are used to demonstrate excellent conduct and support improved conduct of pupils as well.

Also, we teach about relationships as part of our Citizenship, Personal, Social and Health Education work (PSHE) and our Spiritual, Moral, Social and Cultural (SMSC) work which is integrated within all areas of the curriculum. In addition, the ‘morality’ of events etc. are discussed as and when related to the curriculum and in respect to incidents that may occur in school from time to time.

Issues which may be included in such teaching are:

- Teasing
- All aspects of stereotyping
- Racism and incidents of hate*
- Sexism
- Ageism
- Providing alternatives to violence
- Truth/lying
- Abuse – physical, emotional, and sexual
- Cooperation
- Anti-social language
- Disabilities
- Feelings
- Stealing
- Bullying, including homophobic and cyber bullying
- Consequences of actions and behaviours

The term 'bully' is commonly used. At The Meadow we seek to always clarify this term in the correct manner for both pupils and parents and will differentiate between the two. See extract from Anti Bullying Policy below:

'Bullying is deemed to be a combination of all three of the below:

Bullying is the intention to hurt or intimidate another person.

Bullying results in pain and distress to the victim.

Bullying is Several Times On Purpose (S.T.O.P.) (3 or more occasions)

For example, a child who is aggressive towards a variety of different children, on separate occasions would not be deemed a 'bully'. Their behaviour would be challenged by The Meadow under the 'Behaviour Policy'.

Sanctions

At The Meadow, sanctions for unacceptable behaviour are used to demonstrate that there is always a consequence for behaviour which is less than exemplary. These are suitable for the vast majority of pupils at The Meadow.

Level 1 Sanctions: applied in a staggered manner

- First warning
- Second and final warning
- Missed playtime/lunchtime (amount to be determined by class teacher)

Level 2 Sanctions: applied in a staggered manner

- Removal from playground for break or lunch time for a fixed period
- Work in isolation – if class related

Level 3 Final Sanctions: applied in a staggered manner and suspension only as a FINAL resort

- Parents of perpetrator invited into school to discuss inappropriate behaviour.
- Detention at break or lunch.
- Child subject to 'Head teacher report' card.
- Suspension from lunchtimes or from school for fixed periods of time (reference Symphony Learning Trust Suspension and Exclusion Policy).
- Permanent exclusion (reference Symphony Learning Trust Suspension and Exclusion Policy).

Individual Isolated Incidents (Low Level)

1. Calm and comfort the individual parties
 2. Listen to both sides of the story, including witnesses. Try to ascertain facts. This may involve children talking, drawing or writing about incidents.
 3. Try to clarify whether this was intentionally 'aggressive' or 'accidental'.
 4. Encourage a written or verbal apology.
 5. Show disapproval of the unacceptable behaviour. Appropriate Level 1 sanction applied – see above.
 6. Discuss with the children alternative ways of avoiding or dealing with such incidents should they reoccur.
 7. Inform parents of each party if deemed necessary at this stage.
- See Appendix 3.

Serious individual and isolated incidents must be reported to the class teacher by other members of staff who have dealt with them and investigated further by the class teacher if necessary. The class teacher will then inform the parents/carers of both parties and head teachers.

Repeated Inappropriate Behaviour

WHEN SEVERAL INCIDENTS INVOLVE ONE INDIVIDUAL (OR A GROUP) WE DO NOT CONSIDER IT TO BE A COINCIDENCE.

IF THE REPEATED INAPPROPRIATE BEHAVIOUR IS ALLEGED TO BE 'BULLYING' THE INCIDENT MUST BE INVESTIGATED USING THE STEPS IN THE 'ANTI-BULLYING' POLICY.

1. Involve Key Stage leaders/Assistant Head Teacher for following steps:
2. Discuss incidents with perpetrator and encourage a written or verbal apology.
3. Key Stage leaders/Assistant Head Teacher to show disapproval of unacceptable behaviour. Level 2 sanction applied – see above.
4. Arrange to speak with parents more formally about the repetition of behaviour and discuss the sanction being applied.
5. Record incident on CPOMS.

Serious and Severe Individual Incidents (e.g. incidents that cause physical or mental injury, leading to a child being sent home and/or parent/carer being contacted) or Re-repeated Inappropriate Behaviour

1. Matter to be brought to the Headteachers.
2. Recorded on CPOMS behaviour Tracking.
3. Meeting with Headteachers and parents/carers of perpetrator and victim.
4. Level 3 sanction applied – see above.
5. In some circumstances we may recommend a physical, psychological or psychiatric assessment. We may direct parents to their G.P. or other appropriate agency for support. SENCo may become involved.

Behaviour involving gender, race, 'hate' and/or bullying

Any incidents in school which involve comments or actions relating to gender, race, 'hate' or bullying MUST be recorded on CPOMS as such and the head teacher should be alerted. (Bullying incidents are investigated under the 'Anti-Bullying' policy)

Lunchtime Behaviour

Good behaviour at lunchtimes is achieved through positive praise and behaviour management. Midday Supervisors can reward children with stickers or dojo points.

Midday Supervisors are responsible for the behaviour and safety of all pupils during the lunch hour; therefore, they are afforded the same responsibilities as any other adult in school, i.e., the ability to reward and the ability to manage inappropriate behaviour using agreed sanctions.

Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Staff must keep parents informed about any concerns with behaviour and involve parents when deemed necessary and at the earliest opportunity.

Our expectations for behaviour are in the Home School Agreements, and we expect parents to read these and support us.

Use of Reasonable Force

There may be extremely rare occasions whereby physical restraint of pupils is deemed necessary, reasonable and justifiable. Where possible, there will always be at least two members of staff who have undertaken training in Physical Restraint present (Team Teach) however all staff have the authority to intervene where necessary and justifiable.

For further details on our policy in this area, see Appendix 1 below.

Child on Child Abuse

As per our Safeguarding Policy, this school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, child on child abuse is more likely to be perpetrated by boys on girls. The school and its staff will take all actions to ensure child and child abuse cannot go unnoticed through discussion at age-appropriate level, education activities such as ‘danger zone,’ ‘safe touch’ etc., opportunities for disclosure e.g., ‘worry box’ etc.

Process to be followed following an allegation of ‘child on child abuse’:

1. Allegation is made and a full investigation take place by a DSL
2. Outcome of investigation shared with parents of abused and abuser
3. If needed, a referral would be made to Social Care and/or the Police, depending on the type of abuse
4. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned
5. If needed, further steps such as change of class or exclusion may need to be considered.

Out-of-school’ behaviour issues (including ‘online’ issues)

The Meadow will always strive to maintain an excellent reputation for pupil behaviour both in school and also out of school hours. This includes ‘online’ issues which may arise. As a school, we will investigate any incidents of misbehaviour or anti-social behaviour that we are made aware of and this is important to ensure any behaviour issues do not spread into the school day. It is noted however that the school only has a limited level of jurisdiction for out-of-school behaviour and in such circumstances, we would work alongside parents/carers to ensure they play the lead role in resolving such behaviour. The school

also reserves the right to involve other agencies to support their stance on out-of-school behaviour issues (for example, the police). We would certainly be in immediate contact with such agencies if any aspect of safeguarding for the child/ren was being compromised by their out-of-school or online behaviour. It is important for parents/carers to note that the school will always assist with out-of-school behaviour issues but cannot be held responsible or accountable for them.

Partnerships with other agencies.

Pupils have the opportunity to speak to the school counsellor if it is felt that it would be of benefit. Parents are asked permission for this and liaison between the two is ongoing. The smooth transition between year groups is aided by several meetings between the relevant staff to discuss pastoral information and any behavioural issues. Transition between The Meadow and the relevant secondary school consists of two days for all the year 6 pupils but for any pupils with more complex needs, alternative arrangements are made, and extra induction days are organised. Meetings occur between the staff at both schools and background information shared and discussed.

APPENDIX 1

Use of Reasonable Force

All staff at The Meadow have a duty (and a legal right under the Education and Inspections Act 2006) to intervene and use reasonable force in any aggressive or physical behaviour in order to keep pupils and adults safe from harm or distress. This includes in the defence of self. Reasonable force however is **only used** in order to 'control or restrain' a pupil.

At The Meadow any use of physical intervention would be a last resort (unless the pupil was in immediate danger) and de-escalation techniques will be utilised in the first instance.

De-escalation techniques:

- Calmly re-stating the rules and expectations;
- Removing other pupils from the situation who may be at risk through being an audience;
- Use of physical proximity, but not in a threatening way;
- Encouraging the pupil to withdraw to a safer and calmer situation;
- Calling for another adult for support or to take over.

If reasonable force is needed however, this is governed by the DfE's guidance document 'Use of Reasonable Force' document July 2013.

Reasonable force can be used to:

- Stop a pupil committing a criminal offence;
- Prevent a pupil injuring themselves, others, or staff (including fights);
- Prevent damage to property including pupil's own;
- Remove a pupil from a classroom when they have refused to do so;
- Prevent a pupil leaving a classroom if there is concern, they could hurt or disrupt others;
- Prevent a pupil disrupting a school event or trip;
- Keep a pupil safe when at risk of harming themselves through physical outbursts.

We use the following words to define types of 'reasonable force':

CONTROL: 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 e.g. a pupil is persistently (and on many occasions) refusing to leave his/her parent/guardian to come into school; a pupil has a temper tantrum in the classroom, upsetting to the other children and needs to be removed to a calm location.

PHYSICAL INTERVENTION: Physical intervention may be used to describe the use of minimal force to briefly prompt, guide, contain or direct free movement, in circumstances in which there is no extended or extreme resistance. For some individuals, these may not be regarded as significant incidents and, in some settings, may not require recording and reporting. E.g., a pupil attempts to run out of the classroom and does not stop when told to do so. They may be held by a member of staff and walked back into the classroom where they can talk about appropriate behaviour.

RESTRAINT: 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. All restraint is considered 'significant' and is recorded in a bound and numbered book.

Certain staff are trained in positive handling techniques (TEAM TEACH) and any significant incidents, use of restraint or restriction is recorded in the bound and numbered book, kept in the Head Teachers office however all staff have the right to intervene physically if needed.

All significant incidents requiring restraint will be reported as follows:

- Head Teacher informed if not already present;
- Incident recorded fully on CPOMS;
- Incident recorded in the bound and numbered book (located in Heads office);
- Parents informed (face to face or phone).

If a child is deemed to be a risk to others around them due to their behaviour, a Behaviour Risk Assessment will be completed by the class teacher and SENDCo and/or Head Teacher to assess their behaviour and strategies put in place to deescalate the risky behaviours (see Appendix 2). These will also be added to CPOMS.

Children with Education, Health & Care Plans (EHCPs) and children with special educational needs who may need regular restraint should have a Positive Handling Plan. This must be agreed to and signed by the parents before being put into practice. Follow-up to any restraining incident should be recorded and reported to the parents as with any other child.

APPENDIX 2:

Pupil Behaviour Risk Assessment

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| Pupil Name: | |
| Class: | |
| Persons completing the RA: | |
| Date: | |
| What health and safety hazards arise or could arise from the behaviour of the pupil? | |
| 1. What risks do they pose and to whom? | LEVEL OF RISK High / Medium / Low |
| 2. What has been done so far to remove or reduce the risks? | REMAINING RISK: High / Medium / Low |
| 3. What further action is required to reduce the risk? | LEVEL OF RISK ONCE ALL CONTROL MEASURES ARE IN PLACE: High / Medium / Low |
| What activities cannot be managed safely, as far as it is possible to foresee? | |
| Any further comments? | |
| Signature of Senior Leader: | This must be uploaded onto CPOMS |

APPENDIX 3:

Levels of behaviour.

| Level 1 | Range of Possible Sanctions |
|---|---|
| Out of seat Rocking on seat, slouching Calling out Not listening/ paying attention Pushing, shoving in line Running indoors In wrong place Not working Not clearing up | Informal gesture: eye contact, frown, gesture. Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice. Repetition of task/ completion of work in own time. Movement down the 'ladder'. |
| Persistent Level 1 & Level 2 | Range of Possible Sanctions |
| Distracts others Throws small objects to distract – not to hurt Inappropriate physical contact, e.g. poking, flicking, pulling hair, Complains or mutters disruptively/persistently Talking at an inappropriate time, or asking inappropriate questions to disrupt Hides work or resources Interferes with other’s property Minor deliberate damage (pencils) Leaves the room without permission Lies(older pupils) Telling lies to get others into trouble <ul style="list-style-type: none"> • Persistent rough play | 5 minutes off playtime or lunch time. Sent to Assistant Head or DHT Missing whole/ part of a breaktime or lunchtime Write letter of apology |
| Persistent Level 2 & Level 3 | Range of Possible Sanctions |
| Encourages others to misbehave Uses obscene words to offend Causes hurt intentionally Verbal abuse of adults Answering back or constantly questioning adults’ decision or request Refuses to obey instruction Destroys own work Destroys others’ work Insulting, name calling including racist and homophobic language Petty theft Damage to property or equipment (including play equipment). Threatens violence Bullying Stealing | Parents informed- meeting with Class teacher to discuss Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. Sent to HT- recorded in Behaviour Book/ Child put ‘on report’ for a period of time Loss of whole of Playtime or Lunchtime Follow up letter sent home to parents. Child uses ‘time’ to try to make amends e.g. repairing property; re-doing work; apology Temporary exclusion Lunchtime exclusion |
| Persistent Level 3 & Level 4 | Range of Possible Sanctions |

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| <p>Physical or violent assault causing injury, or persistent violent behaviour</p> <p>Sexualised behaviour or assault</p> <p>Serious damage to property (e.g. vandalism)</p> <p>Carrying a weapon with the intention to wound (e.g. knife)</p> <p>Persistent Bullying including homophobic, racist threats and abuse</p> <p>Carrying, supplying or abusing drugs</p> | <p>Meeting with parents/and HT with follow up letter home</p> <p>Temporary exclusion</p> <p>Lunchtime exclusion</p> <p>Permanent exclusion</p> |
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