



The Meadows
Primary School

Behaviour for Learning Policy

September 2020

Next review September 2022

Behaviour Policy Principles

The Meadows Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Honest, Kind and Respectful.'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome students at the start of the day and after lunch
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Honest, Be Kind and Be Respectful'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise for children who go above and beyond, phone calls/postcards and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Behaviour for Learning

The Meadows' principles: 'Be Honest, Be Kind and Be Respectful'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes' and training by South Glos. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules which link to our values '**Be Honest, Be Kind and Be Respectful**' which can be applied to a variety of situations and behaviours and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Above & Beyond Recognition
1. Be honest 2. Be kind 3. Be respectful	1. Daily meet and greet 2. Lovely lines 3. Wonderful walking 4. Smart presentation	1. Recognition boards 2. Home contact by teacher 3. Certificates 4. Postcards 5. house points 6. HT termly afternoon tea 7. house term rewards

Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Wonderful walking around school	Consistent language - link behavior conversations to values
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Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message		
Step 1	Application	Useful language
Reminder	<ul style="list-style-type: none"> No set number of reminders. Links back to the 3 school rules or the routine which isn't being followed. Make a point of congratulating a pupil who is completing the action/ request correctly first and putting the focus on this correct behaviour. Delivered as privately as possible (don't make the poor behaviour the focus). <p>Distraction can work well for refusal behaviours at this point.</p>	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a reminder that you need to be (honest, kind, respectful)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you're not focusing on your work. You are not making the right choice of being respectful. Please concentrate and get your work done. Thank you for listening.'</p>

Step 2	Application	Useful language
First warning	<ul style="list-style-type: none"> Given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive). Remind child of the rule or routine which is not being followed. Walk away so as not to get into a back and forth negotiation. 	<p>I noticed you chose to (Noticed behavior)</p> <p>This is the second time I have spoken to you. If you continue to make the wrong choice you will have a final warning (learner's name), Do you remember when</p> <p>(Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not focusing on your learning. You are not making the right choice of being respectful so you now have a first warning. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>

Step 3	Application	Useful language
Final warning	<ul style="list-style-type: none"> • Uses the 30 second scripted intervention (see language). • Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). • Finish by reminding the child of when they did succeed in following this rule – try to be specific. • Walk away so as not to get into a back and forth negotiation. 	<p>30 second scripted intervention:</p> <ol style="list-style-type: none"> 1. “[NAME], I notice that you are... [Specify unwanted behaviour].” 2. “It was the rule about being [Honest/ Kind/ respectful] that you broke.” 3. “If it continues then you have chosen to go to another class and talk to me at break.” 4. “Do you remember last week when you [highlight example of the child succeeding in following the rule]?” 5. “That is who I need to see now [NAME].” 6. “I know you can succeed.” 7. “We will talk about this at the end of the session.” <p>Then walk away to give ‘take up time’ and to avoid getting into a negotiation or shifting of blame.</p>

Step 4	Application	Useful language
Reflection Time	<ul style="list-style-type: none"> • Sent to another class as appropriate for a specified time (X Minutes) – with work. • If a child is deregulated it might be a walk with another adult or (older children) a trip to the water fountain to give some ‘time out’. If it is playtime or PE then X minutes on a bench to allow thinking time. • 5+ minute discussion at the next break about what happened and how it can be avoided in future. 	<p>I noticed you chose to (noticed behaviour) You need to: Go to sit with other class for 10 minutes or go to Headteacher (depending on behaviour displayed) Playground: You need to: 1. Stand by other staff member 2. Sit under the shelter 3. Go to Headteacher’s office (depending on behavior displayed) I will come and speak to you at the end of the session. Example - ‘I have noticed you are still not focusing on your learning. You are not making the right choice of being respectful. You have now chosen to be sent to another class. I will come and speak to you at the end of the session. Thank you for listening.’</p> <p>*DO NOT describe child’s behaviour to other adult in front of the child*</p>

Step 5	Application	Useful language
Follow up, repair and restore	<ul style="list-style-type: none"> • Most important part of the process: • Can either be an informal chat at breaktime walking in the playground (walk and talk) or in the classroom; or a more formal restorative meeting with a senior staff member present. 	<p>Repair – 5 questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/ feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected? How? 6. How could we do things differently next time?

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At The Meadows, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'being naughty' or 'melt down' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion. If a child is sent to another class or is sent to the Headteacher then restorative conversations will happen with the staff member present and this will be recorded on CPOMS for monitoring purposes. If a child has time out at playtime then this will be recorded in the playtime book.

BEHAVIOUR PATHWAY

Reminder

Warnings

Reflection Time

Follow up/Restorative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Restorative Conversation then follow the guidelines below:

Sent to HT/SLT

Parents contacted

Meeting with parents

Seclusion

Exclusion



Extreme Behaviours

Some children exhibit particular behaviours based on adverse childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. Appendix B.

The school will record all serious behaviour incidents on CPOMS and any restraints using the form in our bound and numbered record book.

Exclusions will occur following extreme incidents at the discretion of the Headteacher or Deputy Headteacher. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At the Meadows Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed (see Appendix B). Only staff who have been trained in Safe Handling should restrain a child but staff will intervene to protect their own or others safety.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored different strategies and support for the child and have created a plan to support this child's behaviour.

Permanent Exclusion

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family and the Academy Trust leaders before this decision is taken.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool or school trips, but the same principles of promoting good behaviour through the policy will always apply.

Appendix A

POSITIVE HANDLING PLAN

Child's Name:..... Date of Plan: Review Date of Plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Removing audience			
Supportive touch			
Success reminded			
Listening			
Others			

Diversions and distractions

Any medical conditions to be taken into account before using Physical interventions?

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Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

How should we record incidents and who should we inform?

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Stage 4 Follow Up (Only after Crisis Behaviour). Please complete a record of incident on CPOMs and record in bound and numbered book if any safe handling has had to be used.

Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- **Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR) Appendix C.

