



The Meadows  
Primary School

# **Behaviour for Learning Policy**

**July 2023**

**Next review July 2024**

## Rationale

The development of positive social, emotional and learning behaviours is at the heart of The Meadows Primary School's Behaviour Policy.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ'

Duckworth and Seligman 2005

'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.'

British Educational Research Journal 2013

## Aim of the behaviour policy

- To develop a sense of belonging in our school community.
- To use a Restorative Approach at the core of our whole school ethos and across our whole setting.
- To enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives.
- To become independent and enthusiastic learners with a willingness to take risks.
- From the earliest opportunity, pupils will be encouraged to accept and celebrate others' differences, make good choices and take responsibility for themselves in society.
- Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school.
- To develop children who are able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.
- 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

## 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.' These values are how we expect children to behave.

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.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

### • Key principles of our approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication.
- We take a non-judgemental, curious and empathic attitude towards behaviour.
- We put relationships first.
- We maintain clear boundaries and expectations around behaviour.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control.
- Encouraging parental engagement and involvement is crucial when addressing and planning support for children and young peoples' SEMH needs.

- A whole education setting approach to achieve authentic inclusion and wholehearted learning.
- This guidance promotes the idea that the Social Emotional and wellbeing needs of all should be at the heart of the education setting and supports a foundation to enable access to learning for all.



### **To promote our policy all staff must:**

- Take time to welcome children at the start of the day
- Never walk past or ignore students who are failing to meet expectations
- Always redirect children by referring to 'Be Honest, Be Kind and Be Respectful'
- Regularly celebrate children whose efforts go above and beyond expectations

### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Encourage use of positive praise for children who go above and beyond, phone calls/postcards and certificates
- Provide clear induction to staff and children on our behaviour policy and approach.
- Ensure staff training needs are identified and targeted.
- Support teachers in managing children 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 children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Review the expectations of Respect, Kindness, Honesty and Self-belief so children are clear what this looks like in practice.

## **Whole School Visible Consistencies**

Children are expected to respect the school and everyone in our community. We expect children to show these visible consistencies

**Lovely Lines** when moving around the school and after playtimes. Lovely lines are straight, orderly, quiet and walk one behind each other.

**Wonderful Walking** when moving around inside the school building. This makes sure everyone is safe.

**Smart Presentation** in our class environments, our cloakrooms and in our uniform. WE also always make sure we present our work smartly, adhering to the expectations of work in our books.

## **Lunchtimes**

In the dinner hall, children should line up quietly, be polite when receiving their meal and follow any directions from adults in charge. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground. On the playground, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing an SMSA if they have been hurt, or need support. The adults on duty are responsible for ensuring that all children are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Throughout lunchtimes, children are expected to respond to the whistle and stop for further instructions.

## **Rewards for recognising positive behaviour**

### **House Points**

Children can be given a house point by any adult in the school for: good manners, effort, behaviour, achievement etc. There must only ever be one house point given at a time. The class count up the house points to identify the winning house for their class and this is recorded as a tally chart on the hall board in celebration assembly. The termly house winners get a reward at the start of the next term. House Captains are selected as role models in our school and help support adults in celebrating excellence that we see.

### **Postcards/notes home**

Teachers have a praise pad so that notes or postcards can be sent home to recognise children's efforts.

### **Certificates**

Certificates will be awarded weekly in celebration assembly, linked to our Meadow's Promise. This will be for excellent learning or demonstrating our values. Parents of children receiving the certificate are invited in to school via a letter sent home the week before. The children and parents have squash and biscuits after the assembly. Only one certificate should be awarded by each class every week. Support staff can give out a 'Wow' certificate for any children they feel are going above and beyond expectations. These are handed out in assembly each week.

### **Afternoon Tea for Above and Beyond Behaviour**

The Headteacher invites children to a termly celebration of their above and beyond behaviour. This is an afternoon tea with them in the staffroom.

## Supporting unexpected behaviours

Our aim is to give support and opportunities for children to regulate and use an appropriate strategy. However, if they are unable to do so, a response will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe. In most cases, unexpected behaviours can be addressed through the application of a clearly defined behaviour intervention strategy as outlined below:

	Unexpected Behaviours	Behaviour Intervention	Useful Language
<b>Level 1 Behaviours</b> First or final warning given	Disturbing their own or others learning Failing to comply with instruction Refusal to work Unkind behaviours Not following expected routines	Verbal reminder(s) with reference to the class expectations and reminding them of the behaviour principles that are expected. First/Final warning given	This is a reminder that you need to be (honest, kind, respectful) You now have the chance to make a better choice Thank you for listening
<b>Level 2 Behaviours</b> Reflection Time CPOMs record by teacher	Continuing to disturb their own or others learning Continuing to fail to comply with instructions Continuing to refuse to work Using inappropriate language Demonstrating aggressive behaviour at a low level e.g. pushing, play fighting	Reflection Time  If aggressive behaviour or inappropriate language go straight for reflection time of 10 minutes in a partner class.  On return the teacher has a private restorative conversation.	I have noticed you have chosen to (noticed behaviour) after already having warnings. You will now go for reflection time of 10 minutes in XXX class or I have noticed you have used language that we do not use in school/ you are speaking aggressively to others so need to go straight to reflection time without any warnings. We will speak about this at xxx time.
<b>Level 3 Behaviours</b>  CPOMS record by teacher	Continuation of inappropriate behaviours once the child has returned to class. Targeted inappropriate language or intentional aggressive behaviour that has caused harm.	Reflection time with SLT member during a break time/or immediately (same day or next day) – to identify the unexpected behaviours and plan successful strategies going forward (repair conversation) Record on CPOMs. Teacher speaks to parent at end of day (in person or by phone) If this behaviour is persistent* then SLT monitor patterns and write to parents to arrange a meeting.	Repair questions used <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking or feeling at the time?</li> <li>3. What have you thought since?</li> <li>4. How did this make others feel?</li> <li>5. Who has been affected and how?</li> <li>6. How could we do things differently next time?</li> </ol>
<b>Level 4 Behaviours</b> CPOMS record by SLT	Verbally abusive towards peers and/or adults Physically abusive towards peers and/or adults	Alternative provision for a period of time with a member of SLT. SLT talk to parent at end of day. Meeting arranged to make a plan of support if necessary.	De-escalation and distraction strategies used to re-regulate a child. Space given if necessary and monitor safety from a distance. Repair questions used when child is calm. Sanctions only

	Unsafe behaviour		given when child is regulated.
<b>Level 5 Behavioural CPOMS record by SLT</b>	<b>Continuation of (in 1 day) or repeated</b> Verbally abusive towards peers and/or adults Physically abusive towards peers and/or adults Unsafe behaviour	In agreement with the Headteacher, alternate provision (internal seclusion) for an (am/pm) and a letter home to parents or suspension at home depending on severity of behaviour. Children's additional special educational needs will be taken in to account when making a decision on suspension so this may not be the same sanction for all similar incidences.	De-escalation and distraction strategies used to re-regulate a child. Space given if necessary and monitor safety from a distance. Repair questions used when child is calm. or during the reintegration meeting if the child does not regulate before going home. Sanctions only given when child is regulated.

\*persistent is defined as four or more level 2 behaviours or two or more level 3+ behaviours over a four week period (term time).

Where persistent undesired behaviours are shown, a member of SLT (usually the phase group leader in the first instance) will contact home to discuss what will be done to support their child's behaviour in school and how we would like them to support at home.

Daily check-ins will happen with the child to celebrate success, or discuss any undesired behaviours should they have occurred. This support will last for two weeks. If, after two weeks, behaviour has improved in line with what we expect then we will update parents/ carers to celebrate their child. If we do not feel behaviour has improved significantly, then we will inform home and check-ins will occur with the head teacher until we are satisfied that the child is showing desired behaviours.

## 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 'Individual Behaviour Plans' and/or Individual Risk assessments that can be found in Appendix A and B.

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 C.

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

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

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour and can't re-regulate to do this in school
- 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 this.

## **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 where the child 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 – Individual Behaviour Plan**

# Behaviour Plan

Child's name:

Date of initial plan:

Review Date:

<b>Known triggers:</b>

Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1 – When starting to become anxious/dysregulated			
2 – Crisis			
3– Recovery			
4 – Reintegration			

Ongoing support and intervention:
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## Appendix B Individual Risk Assessment

### SEND Individual Pupil Risk Assessment

This risk assessment template aims to identify and assess all aspects of risk relating to a CYP individual needs. This process will support leaders and school staff in planning to mitigate risk and make provision to fully include a CYP in all aspects of school life. It should be preceded by a conversation with the CYP and their parents/carers (see My Support Plan, section 6.2) as part of the co-production process. Any worries or issues identified by the CYP or parent/carer should be reflected in this risk assessment. Schools should carry out an initial accessibility audit for the CYP and then regularly update this risk assessment to ensure any new risks or changes in need are well planned for.

Related documents (please tick any relevant documents)	
<ul style="list-style-type: none"><li><input type="checkbox"/> My SEND Support Plan (section 6.2 of toolkit)</li><li><input type="checkbox"/> Personal Needs Plan (section 6.18 of toolkit)</li><li><input type="checkbox"/> Annual review documents (section 6 of toolkit)</li><li><input type="checkbox"/> Individual Accessibility Audit completed on entry of child with SEND (section 6.16 of toolkit)</li><li><input type="checkbox"/> EHAP (where appropriate)</li><li><input type="checkbox"/> CP/CiN Plan (where appropriate)</li><li><input type="checkbox"/> PEP for Looked After Children (where appropriate)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Safeguarding and Child Protection Policy</li><li><input type="checkbox"/> Health and Safety Policy</li><li><input type="checkbox"/> Medical Needs Policy</li><li><input type="checkbox"/> Administration of Medication Policy</li><li><input type="checkbox"/> Risk Assessment Policy</li></ul>

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major</b> Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	<b>Severe</b> Causes physical injury or illness requiring first aid.	H	M	Low (L)
	<b>Minor</b> Causes physical or emotional discomfort.	M	L	L

Area for concern	Risk rating prior to action H/M/L	Recommended controls – actions to mitigate against risk	In place ? Yes/No	By whom ?	Deadline	Risk rating following action H/M/L

Name of Child:	Assessment conducted by:	Role:
Date of assessment:	Review interval:	Date of next review:
Signed by CYP:	Signed by Parent/Carer:	Signed by School:

## Appendix C

# 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 and other adults in school e.g. unpaid volunteers or parents accompanying students on a school trip, have a legal power to use reasonable force.

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. A medical check will be carried out after any physical intervention when the child is regulated. A parent or carer will be contacted within 24 hours of the intervention.

### 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 our bound and numbered book.