



Growing at Meadowside Primary School

# Behaviour Policy

## Our Vision

Meadowside is a nurturing community primary school with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

## Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.



Rakim  
Responsibility



Aretha  
Respect



River  
Reflection



Rex  
Resilience

<b>Chair of Governors:</b>	Angela Pratt	<b>Signed:</b>
<b>Chair of Committee:</b>	Full Governing Body	
<b>Committee Responsible:</b>	Full Governing Body	
<b>Staff Responsible:</b>	Josie Garnham	
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2	16.1.24	CM	Child on child abuse Assessment and Record Keeping	More detail added

At Meadowside Primary School we take professional responsibility seriously, this applies to:

- reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
- a clear commitment to treat all information acquired through employment, both formally and informally, in strict confidence.
- to be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.

### **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department of Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002 (outlines a school's duty to safeguard and promote the welfare of its pupils)
- Section 88-94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

### **Equality Duty**

At Meadowside Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

## **Principles**

At Meadowside Primary School, we hold an unconditional positive regard for children and have high expectations for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. The school fully supports the emotional health and mental wellbeing of all pupils and this will always be at the core of our policy. Our aim is that pupils develop into young people who are sensitive to the needs of others, able to keep themselves safe through the decisions they make and who show acceptance and consideration for other people and property.

Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

All adults in school should be good role models to children and be enablers of positive behaviour. Through a consistency in expectations and implementation of the policy, children will assume responsibility for their own actions and be able to self-regulate their behaviours.

## **Our school values**

These are fundamental school expectations and are encompassed in all aspects of school life including out in the local community, through rewards, assemblies, the dining hall, the playground and the classroom.

### **Respect**

- I work well with others and treat everybody respectfully.
- I am polite and helpful to everyone.
- I know when to learn alone and when with others; I can share ideas and information.
- I look after the environment and resources.
- I learn from the way other people do things.

### **Responsibility**

- I take responsibility for my own learning and behaviour.
- I keep myself safe and healthy.
- I am kind and take care of others.
- I know who to ask for help if I need it.
- I complete tasks to the best of my ability.

## **Resilience**

- I like a challenge.
- I am not afraid of finding things hard.
- I make accurate descriptions / observations.
- I minimise negative distractions.
- I stick at things despite difficulties.

## **Reflection**

- I like to organise my work; I can sort out what needs to be done.
- I know what I have done well and what I need to do to improve.
- I transfer learning from one area to another.
- I can anticipate problems and ask enquiry questions.
- I am curious and notice things.

## **Aims**

- To encourage a calm, purposeful and happy atmosphere at school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To create an environment in which each individual can develop their self - esteem and demonstrate their respect for other people.
- To enable all children to develop increasing independence and self-discipline so that they are able to control and accept responsibility for their behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement

## **Objectives – Encouraging outstanding behaviour for Learning in school**

We will:

- provide a calm and caring ethos where learning is valued.
- provide a caring and supportive atmosphere in which adults are good role models
- have clear expectations and standards for good behaviour which will be consistently applied by every adult
- have a clearly explained structure for the use of rewards to reinforce acceptable behaviour
- have a clearly explained structure for the use of sanctions to deter unacceptable behaviour
- ensure that every individual takes responsibility for their own appropriate behaviour
- remind children that they have a choice as to how to behave and may need guidance to make good choices.
- help children learn to value each other's opinions and personal qualities.
- provide time for children to develop self-esteem and the necessary social skills to prepare them for life now and in the future.

## **Equal Opportunities and Inclusion**

Our purpose is to deliver a well - planned and appropriate curriculum, including Personal, Social and Health Education, to meet all the needs of the community we serve. We have high expectations of all our children and provide them with quality behavioural learning experiences. These are irrespective of race, religion, gender, disability and class. The schools' ethos supports the development of cultural and personal identities and prepares children for full participation in society.

It is important that everyone in our school community values both themselves as well as others around them. We understand that some children may need additional support with their behaviour and readily work with them, their parents, carers and outside agencies to support these pupils. Where necessary the Inclusion Lead and SENDCo will work with class teachers and other key staff to ensure that individual behaviour support plans are in place. In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Clearly stating what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents or carers at home.

## **Special Educational Needs**

### **Recognising the impact of SEND on behaviour**

The School recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children may be drawn to the attention of the SENDCo (Refer to SEND policy for details of procedures.) The class teacher will draw up a plan for each child, in consultation with the SENDCo, parents and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken.

### **Adapting sanctions for pupils with SEND**

Some children may need the outlined behaviour sanctions to be adapted in order to support their SEND need. Key questions may need to be asked when considering a behavioural sanction such as:

- Was the child able or unable to understand the rule or instruction?
- Would the child have acted differently at the time or is it due to their SEND need?
- Is the child likely to behave aggressively due to their particular SEND need?

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.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's SENDCo may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical practitioners and/ or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents/carers to create the plan and review it on a regular basis.

## **Pupils with an Education, Health and Care (EHC) Plan (EHCP)**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **Supporting Pupils following a Sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Following a removal from the classroom, the pupil will have a discussion with a member of the Inclusion Team to gain an understanding for the behaviour and how the pupil can be supported when re-entering the classroom. Where a pupil has had a fixed term exclusion, the parents along with the pupil will be invited to attend a reintegration meeting to identify next steps on re-entering the classroom.

## **Quality of Teaching and Learning**

The quality of our children's' behaviour is dependent on all staff consistently promoting and sustaining the same behavioural expectations. Through the giving of consistent messages regarding what is appropriate and acceptable behaviour, children, parents and the community will be encouraged to respond positively. Through discussions and role-play situations children can be encouraged and guided to make good choices independently. By helping children to take responsibility for making appropriate decisions regarding their behaviour, we are preparing them for their future schooling and life experiences.

## **National Curriculum**

As a school we seek to develop the whole child academically, physically, emotionally and socially. Every child needs to achieve success in order to develop a positive self-image. We deliver the National Curriculum in all aspects whilst extending pupils awareness of acceptable behaviour and their understanding of the beliefs, values, feelings and attitudes of others. This is achieved by developing social skills such as respect and empathy.

## **Planning**

The success of the behaviour policy relies upon a consistent approach by all staff, whether teaching or associate, in response to children's behaviour. The children need to know that there are clearly stated boundaries, rewards and sanctions. The school places a significant emphasis on the use of praise to promote acceptable behaviour.

Through the use of a variety of strategies e.g. stickers, special awards etc. children are encouraged to work and behave in an acceptable way. Pupils also benefit from having peer group recognition when special award certificates are presented in assemblies.

The school allocates curriculum time to promote PSHE within the classroom. Specific time is also allocated to class discussions and role-play activities. These activities help to promote children's social skills and give the opportunity for the development of oral expression.

## **Health and Safety Statement**

The Governors of Meadowside Primary School recognise their legal responsibilities to ensure the health, safety and welfare of all employees, pupils and any other person associated with the school. We recognise that there may be times when staff will have to use their professional judgment to intervene in situations where children are endangering themselves or others.

## **Community Links**

A secure home - school link is vital in the successful enforcement of our high expectations of behaviour. This is based on regular communication and co-operation between staff, parents and governors. To encourage the behaviour that is expected in school to be extended into the wider community we maintain close links with local police officers. We also make positive use of the expertise from outside agencies that are available to us - for example, Jogo, Behaviour Specialist and the Educational Psychologist.

## **Safeguarding**

The school recognised that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this is the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. (Refer to our child protection and safeguarding policy for more information)

## **Child-on-Child Abuse**

In line with the Safeguarding Policy September 2023, Meadowside Primary Primary School is committed to safeguard and promote the welfare of all children. We recognise that pupils may direct inappropriate or unacceptable behaviour towards each other. This is defined as 'child-on-child abuse'. Meadowside Primary is

committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. The behaviour and safeguarding policy will be adhered to in this instance to act in the best interests of the child at all times.

We recognise that a crucial part of our safeguarding responsibility is to minimise the opportunity for child on child abuse to occur. In order to do this, and to establish a safe environment for all children in which staff and pupils understand that we have a zero-tolerance approach to any kind of child on child abuse and staff are trained thoroughly so that they are confident to challenge inappropriate behaviours between peers. We never downplay certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”, as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Children will learn about child on child abuse through the PSHE and Online safety curriculum. We ensure that our systems for reporting all safeguarding concerns are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously. We ensure that children are aware of our safeguarding and child protection procedures, including how to raise concerns about child on child abuse. Children can discuss a concern with a trusted adult, or write the concern down and place in the worry box.

Incidents of child on child abuse will be reported on Myconcern. Any incidents of child on child abuse will be reported to Governors. Incidents of child on child abuse will be reviewed and if necessary a risk assessments will be generated. This will be evaluated termly.

### **Assessment and Record Keeping**

Where appropriate careful and detailed records will be kept about incidents of inappropriate or unacceptable behaviour (Setting, Trigger, Action, Response Chart-STAR) and the methods and resources employed to deal with them. All entries in the records will be dated. These records will be required at a later stage by the Inclusion Lead and SENDCo to provide evidence if any further action is to be taken (See SEND Policy for details). Individual behavioural programmes are used as a strategy for those children who require them.

### **Professional/ Staff Development**

The SENDCo will be able to offer advice and support to staff regarding behavioural concerns. The SENDCo and PSHE co-ordinator will be involved in prioritising INSET needs to ensure the implementation of the Behavioural Policy with regard to staff development and budget implications. Protective Behaviours and our PSHE scheme is used throughout the school to support the children in developing social skills and self-awareness as well as an awareness of others. Issues of classroom management and behaviour are regularly reviewed through staff meetings and INSET. It is recognised and understood by all staff that lunchtime behaviour has a direct impact on class



discipline and behaviour in the afternoons. To achieve and maintain a calm and organised lunchtime routine it is essential that there is an orderly transition between teachers and LTSs.

## **Home-School Agreement**

At the beginning of each academic year, parents and children are expected to sign the Home-School agreement. This ensures that we can work in partnership to maintain the highest standards of behaviour and work. The child undertakes to keep to the school's values and exhibit these through their behaviour whilst the parent(s) agree to support the school's behaviour policy.

## **Expectations of Behaviour**

At Meadowside, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. This includes safeguarding all stakeholders. KCSIE (September 2021) talks about Sexualised Behaviour including sexual comments, name calling, jokes and taunting, any form of picture or photograph, online sexual harassment and exploitation. **Please see Meadowside Safeguarding Policy September 2023, which outlines in more detail the expectations of our pupils and staff in school.**

### **The Governing Body are expected to:**

- Review and approve the behaviour policy in conjunction with the Executive Head teacher and Head of School
- Monitor the policy's effectiveness
- Hold the Executive Head teacher and Head of School to account for its implementation

### **The Executive Head teacher and Head of School are expected to:**

- Review this policy in conjunction with the Governing Body
- Approve this policy
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour
- Monitor that the policy is implemented by staff consistently with all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offer appropriate training in behaviour management, and the impact of SEND and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**Staff are expected to:**

Create a calm and safe environment for pupils  
Establish and maintain clear boundaries of acceptable pupil behaviour  
Show respect and promote positive behaviour  
Listen to pupils  
Speak calmly and authoritatively  
Treat pupils fairly  
Help pupils manage their emotions and behaviour  
Support and encourage the school uniform code  
Challenge unacceptable behaviour, by focusing on the behaviours seen from the perpetrator  
Keep parents and carers informed about behaviour issues and / or good behaviour  
Model positive behaviour, high standards of presentation, respect and learning behaviours  
Implement the behaviour policy consistently and adhere to procedures when dealing with behaviour issues  
Provide a personalised approach to the specific behavioural needs of particular pupils  
Recording behaviour incidents promptly on My Concern  
Consider their own behaviour on the school culture and how they can uphold school rules and expectations  
The senior leadership team will support staff in responding to behaviour incidents.

**Pupils are expected to:**

Follow school rules and expectations at all times  
Listen to adults – staff, parents, visitors etc. and show respect  
Show respect for the learning environment by keeping rooms and corridors tidy, clearing away at the end of lessons and tidying when asked to do so  
Promote the good reputation of the school in the community  
Speak to an adult if they are upset or worried about anything  
All pupils should behave in such a manner that allows teachers to teach and children to learn.  
Wear the correct uniform at all times  
Accept sanctions when given  
Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

**Parents are expected to:**

Support their child in adhering to school expectations  
Support the school's behaviour policy by talking to their children about behaviour in school encourage respect for their child's school, staff and peers  
Show respect for Anti-Bullying and Anti-Discrimination policies  
Keep the school informed about any issues or changes in circumstances that may affect their child's learning or behaviour  
Behave in an acceptable manner on the school premises and in the immediate vicinity of the school.  
Discuss any behavioural concerns with the class teacher promptly.  
Take part in any pastoral work following a misbehaviour incident such as attending meetings to review the behaviour.

Meadowside Primary School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

The following are specific expectations that we have in order to promote positive behaviour.

### **Movement around school**

- Children should move quietly and sensibly around school.
- Children should talk using quiet voices.

### **Assembly**

- Children should enter and leave assembly quietly.
- Children listen with respect to the person leading assembly.
- Classes remain seated until asked to stand by an adult.

### **Playtimes and Lunchtimes**

- First whistle/bell: Children stop, move off equipment.
- Second whistle/bell: Children stand still silently.
- A year group at a time called to return into school.
- **All** staff to be placed strategically to ensure children are entering the building quietly and safely.

### **Toileting**

- Children are encouraged to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, children are allowed to go to the toilet during lessons and individual teachers have a system set up to ensure children are safe and learning is least interrupted.

### **Lunch and Break time supervision**

- If children are given permission to stay in during lunchtime or break times, they must be directly supervised by staff at all times.

### **Pupils' Conduct Out of School- 'DFE Behaviour and Discipline in Schools 2016'**

At Meadowside any non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by a staff member or directly reported to the school by the witness will be dealt with in line with the school's Behaviour Policy.

The school will discipline a pupil and apply sanctions set out in line with the different levels of behaviour within the school's behaviour policy. Incidents inside and outside of school will be dealt with in the same manner.

### **If the pupil is:**

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a pupil at the school.

**Or misbehaviour at any time, whether or not the conditions about apply, that:**

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Mobile Phones**

- Staff's mobile phones are to be turned off or put on silent during teaching sessions locked away and playtime duties. They should remain in bags and lockers during working hours. (See staff handbook 2022-23 General Information and Procedures iii)
- Year 5 and 6 children are only permitted to bring their mobile phones to school. They must be turned off and handed to the class teacher who will lock them away until the end of the school day. Parental permission must have been given.
- Parents/ carers and pupils need to be aware of age restrictions on the use of social media including What's App, Snap Chat, Instagram.
- Issues arising from misuse of these apps for example what's App, snap Chat, Instagram will be referred to parents and/ or carers and advice given for them to contact the police.

### **Praise and Rewards**

At Meadowside, all staff reward positive behaviour and value the efforts and achievements children make. The following strategies are used to praise and reward children.

- **Smiles, praise and encouraging words**
- **A focus on positive behaviour** – spotting those children who are doing the right thing. “Thank you \_\_\_ for being ready to listen”; “Thank you \_\_\_ for looking this way”; “Thank you \_\_\_ for showing you are ready to learn” etc.
- **Proximity praise** – praising other children who are behaving in the desired way.
- **A positive message sent home** - a sticker on the child's jumper or a postcard sent with the child

### **Celebration Assembly (Friday)**

Celebration Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

### **Pupil of the Week**

Every week, a child is chosen from each class by their teacher to receive the Pupil of the Week award in celebration assembly.

### **Values Certificates and Stickers**

Every week, a child from each Key Stage is chosen to receive the cup and a certificate in recognition of how they have upheld the school values of Respect, Responsibility,

Resilience and Reflection. When sharing these awards with the children, staff will use the specific phrases linked to the school values. For example, “You have shown great resilience with .....

Children will also be awarded value stickers that reflect the school’s values. These will be given out .....

### **Governor’s Value Certificate**

Every term, each class teacher will chose a child to receive the Governor’s Value Certificate. This is to promote the four school values of resilience, respect, responsibility and reflection. A Governor will visit the school and give out the certificates.

### **House Points**

House Points are awarded for areas where children go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being a reflective or resilient learner
- Showing respect or responsibility
- Good effort with homework
- Positive behaviour around school

Children collect these points on an individual basis to achieve bronze, silver and gold certificates and collectively to work towards a house reward which is organised each term (3 times a year) for the house with the most points.

### **Head Teacher’s Afternoon Tea**

Each half term one child per class is selected by class teachers to be invited to attend an afternoon tea party. Invitations are sent out by post.

### **Responding to misbehaviour**

When a pupil’s behaviour falls below the standard that is expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of Meadowside’s standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviours will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Where pupils behaviour is unacceptable, we have a staged approach to the behaviours. These are divided into three broad bands:

Level 1: Low level disruption (Within this level, pupils are returned to ‘The Zone’ (KS2) or Top of the Rocket (KS1) at the beginning of each new teaching session.)

## Level 2: Consistent or significant disruption

A child would receive a Level 1 or 2 when the misbehaviour is seen in the form of disrupting lessons, poor attitude, non-completion of classwork, disruption in the shared areas and toilets and poor behaviour at break and lunchtimes.

Level 3: Extreme Behaviour- this would be seen in the form of:

- repeated breaches of the school rules
- any form of bullying
- sexual harassment, meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including social media)
- any sexual violence
- vandalism
- theft
- fighting
- racist, sexist, homophobic or discriminatory behaviour

## Class Behaviour Grid

Each class teacher completes a weekly behaviour grid which tracks any children receiving a 2 or 3 in class or on the playground at break time. These grids are monitored weekly by the SENDCo to track those children who are getting regular 2s as well as the 3s, so that intervention and support can be put in place at the earliest opportunity. Any child, who has not received a 2 or a 3 by the end of the week will be highlighted on the grid, a raffle ticket written out and placed in a pot stored centrally by the teacher. At the end of every half term, all the raffle tickets will be put together and the winning ticket will receive a prize for example a book token.

## Reflection Room

The Reflection Room is a quiet place where individuals can reflect on their behaviour at lunchtimes. It is staffed by members of the SLT on a rota basis.

It provides an opportunity for pupils who have received two 3s in a 24 hour period or an automatic 3 (for behaviour such as swearing, deliberately physically hurting someone or intentional damage to property), to discuss and take responsibility for their behaviour.

The class teacher will record the incidents leading to a 3 on My Concern and inform the parent that the pupil has spent time in the Reflection Room.

If the behaviours continue the next stage in the Behaviour Policy will be initiated.

Behaviour	What happens?	Our teacher will say
The Zone/ The Rocket	<ul style="list-style-type: none"><li>• Pupils receive positive praise and access all rewards available in school</li></ul>	

Level 1 Low level	Stage 1	<ul style="list-style-type: none"> <li>Individual reminders to display the desired behaviour.</li> <li>Name moved on the rainbow / class chart.</li> </ul>	'That's 1'
	Stage 2	<ul style="list-style-type: none"> <li>Second individual reminder.</li> <li>Name moved on the rainbow / class chart.</li> <li>Record kept on class behaviour grid which is handed in and monitored weekly by the Inclusion Lead.</li> </ul>	'That's 2'
	Stage 3	<ul style="list-style-type: none"> <li>Child has 5 minutes time out within the learning environment or in partner class.</li> <li>Name moved on the rainbow / class chart.</li> <li>Minutes missed from break if required to catch up on work.</li> <li>Record kept on class behaviour grid.</li> </ul>	'That's 3'
Level 2 Consistent/ significant disruption		<ul style="list-style-type: none"> <li>If two 3s are received in 24 hour period or an automatic 3 is given, child attends the 'Reflection Room' at lunchtime.</li> <li>If two 3s are received within a week.</li> <li>Phone call home or face to face meeting held with parents at the end of the day.</li> </ul>	
Level 3 Extreme	Green report	<ul style="list-style-type: none"> <li>If a third 3 is received, parents and child are invited to a meeting where a green report card is set up for the period of one week.</li> <li>A STAR response chart will be completed alongside the green report card. This will be completed by all adults working with the child to record the triggers and actions of the behaviour taking place.</li> <li>If behaviour improves, return to The Zone.</li> </ul>	
	Orange report	<ul style="list-style-type: none"> <li>If insufficient improvement is seen, an orange report card is set up which is seen by SLT daily.</li> <li>A behaviour support plan is also discussed and put in place to enable improvements to be made. This is completed daily by the class teacher and by SLT weekly.</li> <li>If behaviour improves, return to green card for a further week.</li> </ul>	
	Red report	<ul style="list-style-type: none"> <li>If insufficient improvement is seen, a red report card is set up which is seen by the Head teacher daily.</li> <li>A behaviour risk assessment is completed and support from outside agencies is sought.</li> <li>If behaviour improves, return to orange card for a further week.</li> </ul>	
Level 4		<ul style="list-style-type: none"> <li>Follow exclusion policy.</li> </ul>	

### Level 2 Behaviours

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the SENDCo or a member of the

Inclusion Team will support the class teacher and year group team to deliver suggestions and strategies.

### **Level 3: Extreme Behaviour**

Occasionally, behaviour may escalate straight to Level 3. At this stage, the Executive Head Teacher, Head of School or member of SLT will be involved in managing this. An internal inclusion may also be used in some cases.

#### **Examples of Level 3 behaviours are as follows:**

- Any form of bullying- (see Anti-Bullying Policy)
- Persistent disruptive behaviour
- Damage to property
- Physical assault against an adult or pupil
- Verbal, racist, sexist, homophobic or discriminatory abuse against an adult or pupil
- Repeated breaches of the school rules
- Sexual harassment, meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including social media)
- Any sexual violence
- Theft
- Fighting

#### **Automatic Level 3 Behaviours**

Again, these unacceptable choices will result in a staged response:

Stage 1 - Unsafe or careless behaviour leading to accidental injury to others or damage to property – Assistant Head Teacher/SEND/CO manages the incident; the Head of School and Executive Head Teacher are informed.

Stage 2 - Unsafe or careless behaviour (including being in the building unsupervised), inappropriate use of equipment likely to intentionally cause injury to others, intentional damage to school property – Assistant Head Teacher and/ or Head of School manages the incident; the Executive Head Teacher is informed.

Stage 3 - Intimidating or threatening behaviour, bullying, physical aggression to others, verbal aggression, play fighting, refusing, non-compliance, rudeness to staff, bad language, racist or derogatory comments – Executive Head Teacher and/ or Head of School manages the incident.

#### **Level 4 Behaviours**

In extreme cases, children will be excluded. The Executive Head Teacher and/ or Head of School has the responsibility for giving fixed-term or permanent exclusions in line with the exclusion policy.



## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited period of time. Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classrooms are supervised by a member of the Inclusion Team and will be removed for a maximum of 20 minutes. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Head Teacher and /or Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/ carers will be informed on the same day that their child has been removed from the classroom.

Staff will record all incidents of removal from the classroom along with details that led to the removal, and any protected characteristics of the pupil on My Concern.

## **Fixed Term and Permanent Exclusions**

Where serious or repeated incidents have occurred then parents will be contacted to discuss their child's behaviour and ways to move forward. Where deemed necessary and appropriate, the Executive Head Teacher and Head of School may exclude the pupil from school for a fixed period. This may be for such things as severe disruption to the learning of others, offensive or sexualised language and behaviour, violence or damage to property or against adults and pupils.

We recognise that particular environmental factors are often an influence in negative behaviours being exhibited by children that could warrant a fixed-term exclusion. In such instances, every effort to support a child who may be vulnerable to the risk of fixed-term or permanent exclusion is made through implementing a Pastoral Support Plan. This will detail the specific arrangements put in place to support that child.

The support of external agencies such as Education Entitlement Service, Children and Families Support, Social Health and Care and Bereavement Counsellors may also be pursued where appropriate.

In extreme circumstances or where the child's behaviour presented a significant risk to the safety, well-being or learning of themselves, other children or staff, a permanent exclusion would be a last resort. Exclusions are managed through the Exclusion Policy.

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with children. Only staff who have been Team Teach trained may use reasonable force on a child. Incidents of reasonable force must be used as a last resort, applied using the minimum amount of force and for the minimum amount of time, be used in a way that maintains the safety and dignity of all concerned, never be used as a form of punishment and be recorded and reported to parents.

### **Parental Involvement**

Our partnership with parents is highly valued and parents are encouraged to take an active role in the life of the school. Parents can always discuss a problem with their pupil's teacher, the appropriate member of SLT and the Head Teacher. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for an adequate discussion. In an emergency, parents will be contacted immediately. Early parental involvement is essential if there is a problem of any sort.

We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts, they may not know a situation exists;
- It is important to keep a sense of perspective and responses to behaviour are proportionate;
- Under no circumstances must parents take action against another pupil or parent, either physically or verbally.
- Parents should send their children to school with a positive message about behaviour and learning.
- Parents are expected to support the school's behaviour policies including rewards and sanctions.
- Class teacher is the first port of call for parents regarding behaviour issues. Parents must discuss a problem with a pupil's teacher first. If this is an extended conversation an appointment needs to be made. Please use staff email address to make this appointment. If the issue needs discussing further then a member of SLT will become involved."
- There will be a Note of Meetings with actions and signatures.

The behaviour policy will be shared on admission to the school and is on the school website.

### **Banned items**

In line with the 2014 DfE Screening Searching and Confiscation Advice Act, Meadows Primary identifies prohibited items as:

- knives or weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

For the purpose of this policy - The definition of 'Knife' in this document includes any bladed article that could cause harm, injury or distress

Meadowside Primary School's Governing Body considers that the following items are inappropriate and should not be brought into school:-

Any items that could cause harm such as:

- catapults, Lighters, matches,
- Solvents and sprays including: gas canisters and aerosols
- Any item fashioned to cause injury i.e. a sharpened stick
- E cigarettes
- Stink bombs
- Chewing gum
- Fizzy drinks
- Mobile devices

This is not an exhaustive list and the Head of School or the Executive Head may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

#### **Links with other Policies**

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Restrictive Intervention and Positive Handling Policy
- E Safety Policy
- Staff Handbook 2023-24
- Anti-bullying Policy
- Inclusion Policy

**Appendix - Useful Resources**

### Green Focus Card

Green Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **the week** by a member of the Leadership team.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										

### Orange Focus Card

Orange Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **every day** by a member of the Leadership team.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										

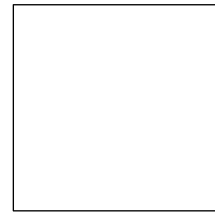
# Red Focus Card

Red Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **the day** by the Head teacher.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										



Growing at Meadowside Primary School



## Individual Behaviour Plan

Pupil name:

Class/Year Group:

**Outside agency previous and current involvement:**

**SEN support/HNF/EHCP**

**Main area of need: SEMH - Behaviour**

**Behaviour targets:**

**Methods and resources to meet targets:**

**Success criteria:**

**Rewards:**

**Sanctions:**

**Actions:**





Growing at Meadowside Primary School

## Setting, Trigger, Action, Response chart

STAR Behaviour chart for .....

	<b>Setting</b>	<b>Trigger</b>	<b>Action</b>	<b>Response</b>
<b>Date and time</b>	<b>What was going on at the time?</b>	<b>What happened immediately before?</b>	<b>What did the child do?</b>	<b>What was the response to this?</b>



## Reflection Room

The Reflection Room is a quiet place where individuals can reflect on their behaviour at lunchtimes. It is staffed by members of the SLT on a rota basis.

It provides an opportunity for pupils to discuss and take responsibility for their behaviour.

### **During their time in the Reflection Room:**

- Their class teacher will escort them to the Reflection Room (The Library) and explain what has **happened**
- Their attendance will be recorded along with the reasons
- They will be expected to complete any work that they have missed as a result of their behaviour or answer a series of questions to reflect on their actions and contemplate how they would change it in future
- They will discuss their behaviour and future actions with the member of SLT on duty



### **Criteria**

In line with the Behaviour Policy the following conditions would require a pupil to visit the Reflection Room:

- Receiving two 3s in a 24hr period
- Receiving an automatic 3 (e.g. swearing, physically hurting someone or intentional damage to property)

The class teacher will record the incidents on My Concern and inform the parent that the pupil has spent time in the Reflection Room.

If the behaviours continue the next stage in the Behaviour Policy will be initiated.

Please inform SLT before 12.00pm to ensure SLT are in place to receive pupils and hear the reasons for them being in the Reflection Room.



Growing at Meadowside Primary School

### Behaviour Reflection

You have made a choice to do something that means you need to stop and think about the following things:

What happened?

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What were you thinking at the time?

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What have you thought about since the incident?

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Who has been affected by what you have done?

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What do you think you need to do to make things right?

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## Playground Rules

- Show respect when using equipment.
- No play fighting or rough games.
- No hanging or climbing on trees.
- Ask an adult before entering the building.
- Respect the rota.
- Take care of the wildlife.
- Only the JLT will bring out the equipment.
- If you need first aid find a lunchtime supervisor immediately.
- Don't steal anyone's personal items E.g. watches, hats, jumpers.
- Don't interfere with other people's games.
- The friendship ambassadors are for people who are struggling to make friends.
- If there is a problem speak to an adult as soon as possible.
- Always sanitize after break and lunch.
- Respect the lunchtime supervisors.
- Respect fellow pupils.
- Don't throw or pick the acorns.
- Wipe your shoes before entering the building.
- If you have snack with rubbish put it in the bin.

Written July 2021 by JLT

