



# The Meadows

Primary School

## **‘Learning by Caring and Sharing’**

### **Behaviour Policy**



This Behaviour Policy is in conjunction with other school policies including:

- Anti-Bullying Policy
- Positive Handling and Restraint Policy
- Safety Online Policy
- Safeguarding Policy
- Home-School Agreement
- Radicalisation and Extremism Policy
- Medication Policy
- Exclusion Arrangements

Furthermore, it is written in accordance with DFE legal requirements:

- The Equality Act 2010
- School Behaviour and Attendance DFE 2015
- Searching, screening and confiscation DFE 2018

## **Aims**

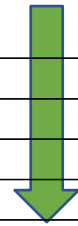
At The Meadows Primary School, our aim is for all of our children to be successful learners, so they are able to grow, develop and mature into successful adults. Whilst we strive for high academic achievement, success at The Meadows is about happiness, making good choices and feeling proud of yourself. To be successful all children and adults have to overcome setbacks and show resilience. We believe that a successful lifelong learner is one who cares for others around them and is able to share resources, ideas and their knowledge with enthusiasm.

NICE guidance recommends that primary education providers include a curriculum that integrates the development of social and emotional skills within all subject areas (these skills include problem-solving, coping, conflict management/ resolution and understanding and managing feelings)

Children need to be prepared for an ever-changing world. The teaching of mindsets builds resilience and a desire to learn, to challenge themselves and to encourage others – all of which are necessary for children's success both at school and for their future.

Research over many years has highlighted that we all differ as learners, being mostly fixed or mostly growth, and differing in different situations. The table below highlights the differences between the two mindsets.

Fixed Mindset (performance orientation)	Growth Mindset (learning orientation)
Intelligence is static. I must look clever!	Intelligence is expandable. I want to learn more!
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
<b>Likely to plateau early and achieve less than full potential</b>	<b>Reaches ever higher levels of achievement</b>



Research shows that humans' brains have a quality known as 'neuroplasticity' – in other words, it is actually possible to learn new things and make new connections between the neurons in our brains, even as we progress through into adulthood. People who innately recognise this fact tend to bounce back quickly from failures and setbacks and are more likely to explore how they can get better at doing something. They are described as having a 'growth' mindset; they do not define themselves by the outcomes of tasks but by the effort put in.

The Growth Mindset approach reinforces the Secrets of Success which are at the very core of our school culture.

We understand that positive behaviour allows a child to be successful – both in their learning and their personal development. In other words, a child's behaviour has a direct impact upon their attainment and progress, as well as that of other pupils within our school community.

As a result, we aim to create a learning environment where everyone feels valued – where each child has the opportunity to strive for success.

We remind the children that success isn't just about money. It is about feeling happy, being able to make good choices and ultimately feeling good about themselves.

We believe that successful people feel good about :

- How hard they have tried.
- Who they are.
- What they spend their time doing.
- The choices they have in their lives. Furthermore that:
- We are not born successful.
- Everyone has setbacks and failures.
- The first step to success is choosing.

In order for pupils to be successful in their life and learning, we believe that children need to value the



behaviours and attitudes below:

1. Try new things
2. Work hard
3. Concentrate
4. Push themselves
5. Imagine
6. Improve
7. Understand others
8. Not give up
9. Compete
10. Staying Safe



These ten core attributes are known to our children as 'The Secrets of Success'.

Within our school community, we actively encourage our children to be:

1. Confident, self-assured learners.
2. Respectful of the opinions of others.
3. Able to value their education and rarely miss a day at school.
4. Driven and motivated to learn.
5. Able to work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
6. Feeling safe at all times.
7. Able to keep themselves safe online.
8. Able to trust staff to deal with any of their issues and concerns.
9. Being able to explain accurately and confidently how to keep themselves healthy.
10. Caring and active citizens in school and in wider society.

## The Law

The Meadows Primary School endeavours to comply with the legal requirements placed on schools and the Academy Council to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils..." (Education and Inspections Act 2006, section 89). The school will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable. Schools are required to comply with the new equality duty "The Equality Act 2010". The public sector equality duty has three aims:

- To eliminate unlawful discriminations, harassment, victimisation and any other conduct prohibited by the law
- To advance equality of opportunity between people who share a protected characteristic and people who do not share it
- To foster good relations between people who share a protected characteristic and people who do not share it.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Rights and Responsibilities**

At The Meadows, we firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

Moreover, we believe that everyone within our school community has a right and responsibility to ensure that our school is a safe place in which to learn, work and play.

We believe that:

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and supportive community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.
- All members of our school community (including children, staff, parents and Academy Council) should act as role models, promoting positive behaviour. Our school Motto is 'Learning by caring and sharing' something which we strive to be promoted by all members of our community.

### **Positive Behaviour**

In the world around them, children see many different examples of how people behave. As a school, we believe that we have a responsibility to help children understand that they have choices about how to behave and that there are consequences to the choices that we make – some that can even have an impact upon us in the future. We aim to help our pupils develop the strategies required for them to make appropriate choices.

One way in which we encourage children to make good choices is through the promotion of positive behaviour. Partially, this is since we recognise that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

At The Meadows, we believe that children respond best to praise and encouragement. We try to find every opportunity to praise children when they are showing positive behaviour or are demonstrating one of the eight characteristics of a successful person such as to: work hard, push themselves, concentrate, try new things, imagine, understand others, improve, compete, stay safe and not give up (see above regarding 'The Secrets of Success').

Throughout the school we use an electronic system called 'Class Dojo', to promote these characteristics. Each child is provided with an avatar and is rewarded a 'dojo' when they demonstrate success. This may be given by a teacher as part of oral or written feedback. The children accrue dojos during the course of the term. This system is used to track behaviour – both positive and negative. It allows teachers and the Academy Council to scrutinise pupils' behaviour, identify trends and to support any learners displaying negative behaviour characteristics.

#### Rewards

Throughout the school, staff promote 'The Secrets of Success' at every opportunity, for example through:

- Positive verbal praise.
- The use of electronic rewards (Class Dojo).
- Rewarding individuals with stickers promoting 'The Secrets of Success.'
- School assemblies focusing on talking about or reinforcing 'The Secrets of Success'.
- One celebration assembly per week identify children in each class who have been 'successful' in the learning, demonstrating one of the eight secrets of success or producing WOW work. All names and example of work are displayed within school and on the school website. The classes are also ranked depending on who has highest average amount of dojos and which class has the highest attendance figure.
- Acts of kindness or outstanding behaviour are also identified by the school Ambassadors during celebration assemblies.
- Acknowledging all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in cups, certificates and other awards gained outside school.
- One assembly per term recognising those children who have accumulated the most amount of dojos per class.

#### **Unacceptable Behaviour and Sanctions**

At The Meadows, we believe that positive reinforcement is the key to successful, confident and motivated learners. However, we also recognise that no-one is perfect and that at times we sometimes make wrong choices. As a result, there are consequences.

When a child is displaying a negative behaviour within school, we remind children of the importance of making the right choice. They are given a warning to improve their behaviour. However, they are warned

that if they continue to make the wrong choice then there will be a consequence.

If a child then continues to make the wrong choice, displaying unacceptable behaviour, then there are specific consequences.

### **Low Level Disruption**

The following low level behaviours are unacceptable:

- Shouting out
- Interrupting
- Talking when not directed to
- Lack of effort
- Running in the corridor
- Lack of concentration
- Loitering in the corridor or cloakroom (lack of punctuality)
- Not sharing
- Lack of empathy
- Unkindness
- Refusal to participate with no valid reason
- Incomplete or insufficient work (where appropriate)
- Invading personal space in order to intimidate
- Name calling

The consequences of displaying such behaviours are:

- The loss of dojo points from their individual total
- Personal reflection time
- A note is placed on 'Class Dojo' regarding their behaviour

At The Meadows, we believe that personal reflection time is a crucial part of children learning from their mistakes. They are provided with a reflection template which allows them to identify where they went wrong (in other words, made the wrong choice), how they should have behaved and the impact that their behaviour has had upon themselves and others around them. The reflection also provides them with the opportunity to recognise how they were feeling before and after the incident, providing them with a scale and emotional language to use to aid them with their reflection.

Pupils are supported in their reflection by our Behaviour Mentors. These are chosen from a group of Y6 children who display outstanding behaviour. They promote positive behaviour throughout the school, help to monitor behaviour on the playground and support children who have been given reflection time to think about their behaviour and how they can improve the choices they make.

They have a termly meeting with Mrs Procter and a member of the Behaviour and Welfare committee.

All reflection sheets are kept as evidence, in conjunction with 'Class Dojo' records, and will be analysed half termly. Actions may then be put in place to support children who are frequently displaying unacceptable behaviours.

### **High Level Disruption**

Unfortunately we are aware that some children make wrong choices that are of a much more serious nature. In this case a warning may not be given, depending on the severity of the behaviour displayed by the child.

We believe that the following high level behaviours are never acceptable:

- Constantly and purposefully disrupting the learning of others
- Being rude or disrespectful
- Leaving the classroom without permission
- All bullying behaviours including physical, emotional and online
- Any physical or verbal intimidation
- Inappropriate use of language which is offensive based upon the protected characteristics below:
  1. Age
  2. Disability
  3. Gender reassignment
  4. Marriage and civil partnership
  5. Pregnancy and maternity
  6. Race
  7. Religion and belief
  8. Sexual orientation
  - Threatened violence
  - All forms of lying
  - Inappropriate physical contact
  - Repeated incidence of invading personal space in order to intimidate
  - Mimicking others

The consequences of displaying such behaviour are:

- Negative dojos
- Personal reflection time
- A letter of apology (where appropriate), photocopied and placed on file
- A note is placed on 'Class Dojo', as well as in the head teacher's log, regarding their behaviour
- Dialogue with the child's parents

For serious or repeated incidences, it may be necessary to:



- Removal of a child from the classroom into a separate learning environment
- Removal of a child from an after school club
- The completion of a risk assessment to ascertain where it is safe to allow a child from participating in an activity or attending a school trip. Where it is deemed unsafe, a child will not be allowed to attend such activities.
- Referral to the Head teacher or a member of the Senior Leadership Team
- The creation of an Individual Behavioural Plan (IBP)
- Fixed-term or permanent exclusions

## **Exclusions**

Protocol prior to decisions about exclusion

The Meadows Primary School will only exclude as a last resort. All children in our school are entitled to a safe and orderly learning environment, and all of our staff are entitled to work in an environment free from violence and disruption. Our behaviour policy is designed to ensure such a safe environment and to promote good behaviour.

If a child may possibly be permanently excluded, the head teacher must take account of DfE guidance Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion (2012).

The guidance says in paragraph 15 that a decision to permanently exclude a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The DfE guidance is available here:

If your child has been permanently excluded, be aware that:

- The school's Academy Council is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- If the Academy Council approves the exclusion, you can appeal to an independent appeal panel
- We must explain in a letter how to lodge an appeal
- We will work in partnership with other Shaw Education Trust Schools to provide full time education for any pupil from the sixth day onwards until the exclusion ends
- The local authority must provide full-time education from the sixth day of a permanent exclusion

Children with SEND

The guidance refers to pupils with a statement of SEN, and applies to pupils who have education, health and care plans (EHCPs). While schools may exclude pupils with EHCPs or statements of SEN, paragraph 20 of the guidance explains that these pupils are especially vulnerable to the impact of exclusion. Head teachers should, as far as possible, avoid permanently excluding these pupils.

*Paragraph 24 adds:*

Where a school has concerns about the behaviour or risk of exclusion of a child with additional needs, including a pupil with a statement of SEN ... it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required.

This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim/emergency review.

Guidance

1. Ensure that support for the pupil is in line with the academy Behaviour Policy and 'reasonable expectations' of provision
2. Ensure that all behaviour incidents are fully recorded and documented
3. Where a pattern of high risk / violent behaviour emerges, refer to the LA to flag the concern and seek additional support from locality / social care services  
e.g. by convening a 'Child In Need' meeting
4. Refer high risk / violent behaviour as a potential Child Protection issue to be investigated by the relevant local authority agency / team
5. Record any fixed term exclusions
6. Ensure that all notes record the impact on other children and staff, including photographs of any injuries
7. If a child has a statement of SEND or an EHCP seek an early annual review
8. Having done the above, if there is no improvement (or no additional support) inform LA that the child is at risk of permanent exclusion and seek a meeting with the appropriate (senior) officer to find a way forward
9. If no resolution or improvement the head teacher should take action in line with DfE guidance on exclusion.

**Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above, the Head teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Drug and Alcohol Related Incidents

It is the policy of our school that no child should bring any drug, legal or illegal, to school. If a child requires medication during the school day which has been prescribed by a doctor, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping and will be locked away in the medicine fridge. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. As stated in the school's medication policy, only prescribed medication can be administered.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and a referral will be made to First Response.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including making a referral to First Response.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police will be informed and a referral will be made to First Response.

### **Sexual Violence, Harassment and Abuse**

Sexual violence and harassment, including peer-on-peer (child-on-child) sexual abuse will be taken very seriously in our school and we will use the guidance contained within our Safeguarding & Child Protection Policy, as well as guidance from Part Five in KCSiE (Keeping Children Safe in Education) and the DfE's guidance document 'Sexual violence and sexual harassment between children in schools and colleges' in dealing with such incidents.

### **Searching, Screening and Confiscation**

Head Teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- 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).
- Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **Multi Agencies and External Advice**

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour, including the use of Class Dojo'
- Increased communication between home and school
- Individual Behaviour Plans ( IBPs)
- Support from the SENCO (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Referral to outside agencies such as Educational Psychologist, LA, Behaviour Support, SLT

### **The Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self- control have been exhausted.

The Academy Council has taken account of advice provided by the DfE - Use of reasonable force. This provides advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active

physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

### **Action as a result of Self-defence or in an Emergency**

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

### **Monitoring and review**

We are aware of the need to monitor and update the school's behaviour policy on a regular basis, so that we can take account of changes in statutory guidance and law. We will therefore review this policy in two years, or earlier if necessary.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reception and KS1 Reflections

How did you feel before?



**1** out of control    **2** angry    **3** annoyed    **4** upset    **5** scared    **6** worried    **7** ok    **8** happy    **9** energetic    **10** excited



I chose not to...



Concentrate



Don't Give Up



Work Hard



Understand Others



Improve



Push Yourself



Try New Things



Imagine



Compete



Keeping Safe



How do you feel now?



**1** out of control    **2** angry    **3** annoyed    **4** upset    **5** scared    **6** worried    **7** ok    **8** happy    **9** energetic    **10** excited



How did other people feel?



Next time, I will:

<b>breathe</b>	<b>take a break</b>	<b>count</b>	<b>think</b>	<b>be kind</b>	<b>talk calmly</b>





### KS2 Reflections

How did you feel before the incident?



What happened?



I chose not to...



Concentrate



Don't Give Up



Work Hard



Understand Others



Improve



Push Yourself



Try New Things



Imagine



Compete



Keeping Safe



How do you feel now?





How has your behaviour affected others?



If you continue to act like this, what might be the consequences in the future?



Four horizontal lines for writing an answer.



Next time, I will:



Concentrate



Don't Give Up



Work Hard



Understand Others



Improve



Push Yourself



Try New Things



Imagine



Compete



Keeping Safe





# Reflection Time – Key Questions to Ask Yourself.

The following questions will help you make the most of your reflection time and help you to complete your reflection sheet. However more importantly, **they will help you make a better choice next time.**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What has been the hardest thing for you?
- What do you think needs to happen next



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**Pupil &  
people  
centred**

**Act with  
integrity**

**Be  
innovative**

**Be best  
in class**

**Be  
accountable**