



The Meadows Primary Academy

Sowing the Seeds of Success

Positive Behaviour for Learning Policy 2024 -2025

Date	September 2024
Review Date	September 2025
Written By	Laura Mooney
Academy Council Ratification Date:	September 2024

The Meadows Primary Academy

Our rules

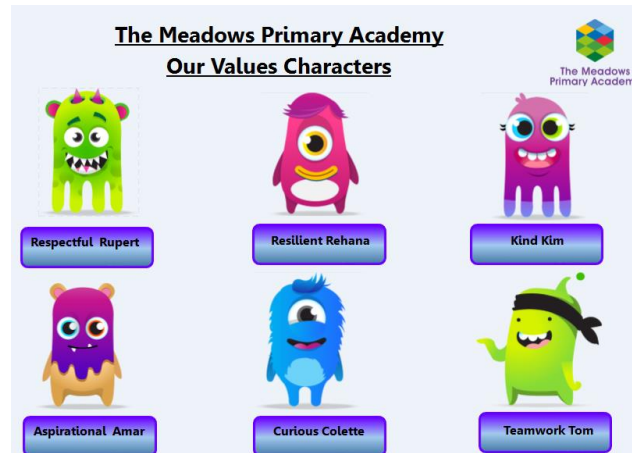
Be Ready, Be Respectful and Be safe

Our values

Kindness, Teamwork, Respect, Resilience, Aspiration, Curiosity

Our vision

Excellence, Everyone, Everyday



Statement of Intent

At The Meadows Primary Academy, we believe everyone has the right to feel safe and happy within a positive and productive learning environment. Everyone is expected to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment.

The purpose of this policy is to provide guidance and support to all the members of the school and wider school community so that we are able to work together to create a positive learning environment where pupils can excel academically, personally and socially.

Aims

- To create a culture of exceptionally good behaviour for learning, allowing all pupils to thrive and reach their full potential.
- To create an empathetic, thoughtful, social environment where individuals treat each other with mutual respect and are kind to each other.
- To develop children's ability to be resilient and collaborative learners. These attributes closely align with our school values and are reflected across all curriculum learning.
- To ensure a consistent approach to behaviour management throughout the school to ensure all learners are treated fairly and with respect.
- To enable all adults and children to become positive and responsible members of the school community
- To follow a positive behaviour strategy which seeks to reward good behaviour, effort and achievements in all areas.
- To maintain clear and high expectations of behaviour, through building positive relationships, supporting pupils and helping them succeed and building empathy and understanding about the impact of our choices.
- To work in partnership families - promoting parental co-operation and involvement.



To achieve these aims, we will work together as a school community.

Behaviour for Learning at The Meadows

At The Meadows, we recognise that pupils thrive and behave well in predictable settings. Our school's positive behaviour for learning policy therefore emphasises the importance of establishing clear and fair rules, relentless routines and visible consistencies that all children and staff follow.

Good behaviour is recognised sincerely and praised in public, whereas reminders and restorative conversations for misbehaviour are given in private where possible.

Our school rules: Be ready, Be respectful and Be safe.

Our values: Kindness, Teamwork, Respect, Aspirational, Curiosity and Resilience.

Our vision: Excellence, Everyone, Everyday

These are displayed in every classroom and referred to throughout the school day to celebrate children's positive choices. They are taught and modelled by all members of our school community. These values are embedded within our children and staff, allowing them to showcase their amazing attitudes to school life at The Meadows.

Roles and Responsibilities

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults.

The Assistant Head for Pastoral has delegated responsibility for monitoring the impact of policies and initiatives, supporting staff with the day-to-day management of whole class behaviour across the school, preparing reports and analysing data linked to behaviour. They are responsible for creating the whole school personal development curriculum and policy, which is linked to our values and rules and will support staff in implementing these.

In circumstances where pupils need additional support to meet the school's behaviour expectations, they will work with the **Pupil Support and Welfare lead** and wider **Pastoral team** to adapt and plan provision that is inclusive and meets the SEMH needs of our pupils. They will meet regularly to assess and review the impact of interventions and behaviour plans, supporting in the planning of the appropriate next steps. They will also support staff on a daily basis with individual behaviour incidents and support in meetings with parents where needed.

Senior leaders will:

- a) Be a visible presence around the school
- b) Regularly celebrate staff and children whose efforts go above and beyond expectations
- c) Ensure that all staff understand the behaviour expectations and the importance of maintaining them
- d) Use behaviour records to praise, target and assess interventions.
- e) Support staff and ensure they have the adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour.
- f) Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.



All staff have the delegated responsibility to maintain a safe, calm and purposeful learning environment.

All school staff will:

- a) Smile and be welcoming to all.
- b) Meet and greet at the classroom door.
- c) Deliberately and persistently catch children doing the right thing and praise them sincerely.
- d) Know their classes well.
- e) Model positive behaviours and work tirelessly to build relationships based on mutual respect.
- f) Remain calm and provide 'take up time' when addressing misbehaviour.
- g) Demonstrate unconditional care and compassion
- h) Be a positive role model through the school values and creating an ethos of high expectations for all
- i) Follow and implement this policy consistently
- j) Share excellent work and celebrate children showing the values with parents.

All pupils will:

- a) Be aware of the school rules, values, expectations and pastoral support available.
- b) Understand that as a member of our school community they have a responsibility to follow our rules and values.
- c) Treat others with respect and kindness.
- d) Always try their best and let others learn.
- e) Follow instructions from all staff in school.
- f) Support each other academically and socially.
- g) Care for and take pride in their school environment.

All parents, carers and guardians will:

- a) Ensure they understand the school's behaviour for positive learning policy
- b) Help their child understand the school values and rules and support these high expectations by reinforcing the school language where possible.
- c) Work collaboratively with the school so that children receive consistent message about their expected behaviour at school, on the way to/from school and when representing the school.
- d) If there are any concerns, contact the class teacher initially to raise this.
- e) If they feel concerns are not being addressed, contact the assistant head for pastoral.
- f) Ensure children attend school regularly, arriving on time and ready to start the day.

At The Meadows, we welcome, appreciate and deliberately encourage parental involvement.

The governing body (the Academy Council) has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Headteacher has the day-to-day authority to implement the school behaviour policy.

The pastoral team co-ordinate and collaborate, so that there is a joined-up approach to the early identification of and response to individual needs:

- 1. Headteacher and DSL: Helen Taylor
- 2. Deputy Headteacher and Deputy DSL: Kerry Borg
- 3. Assistant Headteacher – Pastoral: Laura Mooney
- 4. Pupil Support and Welfare lead: Carrieann Machin
- 5. Sendco and SEND support: Lydia Martin and Tracey Deakin
- 6. Safeguarding team: Jill Walton



Behaviour and Emotional Wellbeing

At The Meadows, we understand that personal success, both academic and behavioural is only possible with positive emotional wellbeing. We understand that behaviour is a form of communication, and we work hard to ensure pupils can identify and understand their emotions, respond appropriately to these and can practise self-regulation techniques to support their emotional wellbeing.

We have adapted the Emotion Coaching and Red2Blue approach to support our children.

Emotion coaching

Emotion coaching is an evidence-based approach that ensures children are better able to; control their impulses, self soothe when upset, self-regulate and pay attention better.

As a result, emotion coaching children:

- Achieve more academically at school
- Have fewer behavioural problems
- Are more emotionally stable
- Are more resilient.

In practice, this approach follows four steps.

- 1) **Recognising and empathising** – this means that adults will support pupils to name the emotion they are feeling and take on the child's perspective to help the adult to understand why they are feeling that way.
- 2) **Validate and label feelings** – this is where the adult will support the young person by telling them that 'it is ok to feel..... , I would feel if that happened to me'.
- 3) **Set limits on behaviour** – this is where the adult will support the child in understanding that all emotions are acceptable, but certain behaviours are not.
- 4) **Problem – solving with the child** – this is where the adult will support the child in reflecting on the situation and working together to decide what alternative response would be better next time.

We adopt this approach at school as personal development is an integral part of our school values, aim and vision for all in our Meadows family and we understand that emotional wellbeing is an important part of this.

Red2Blue

At The Meadows, we have implemented Gazing's 'Red 2 Blue' approach to support children to recognise and manage their feelings so that they can focus on the things they need to be doing, like their learning. We recognise that certain feelings can stop us from focusing on the things we need to be doing for example, by feeling worried, upset, angry and overly excited. Whilst these are normal emotions, we all experience at times, Red2Blue acknowledges that some emotions can be unhelpful because they can negatively impact our attention, communication and behaviour. Acknowledging this means that we can consciously control where our energy and attention goes.



Red head

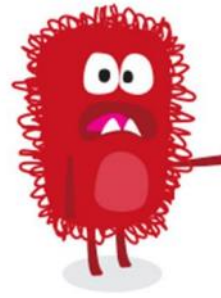
We refer to this with our children to acknowledge that we are feeling those unhelpful emotions.

Having a red head can make us feel:

- hot
- uncomfortable
- unlike our usual selves
- unfocused
- unable to concentrate

Having a red head can make us:

- say 'I can't' or 'I won't'
- acting aggressively
- say and do things we don't mean



We understand that moving from Red to Blue is a choice, and sometimes we need self-regulation strategies to help us. We work with the children to choose some techniques to help them to regulate their emotions and move to Blue. We model these to our children and encourage them to use them when we can see a 'red head'.

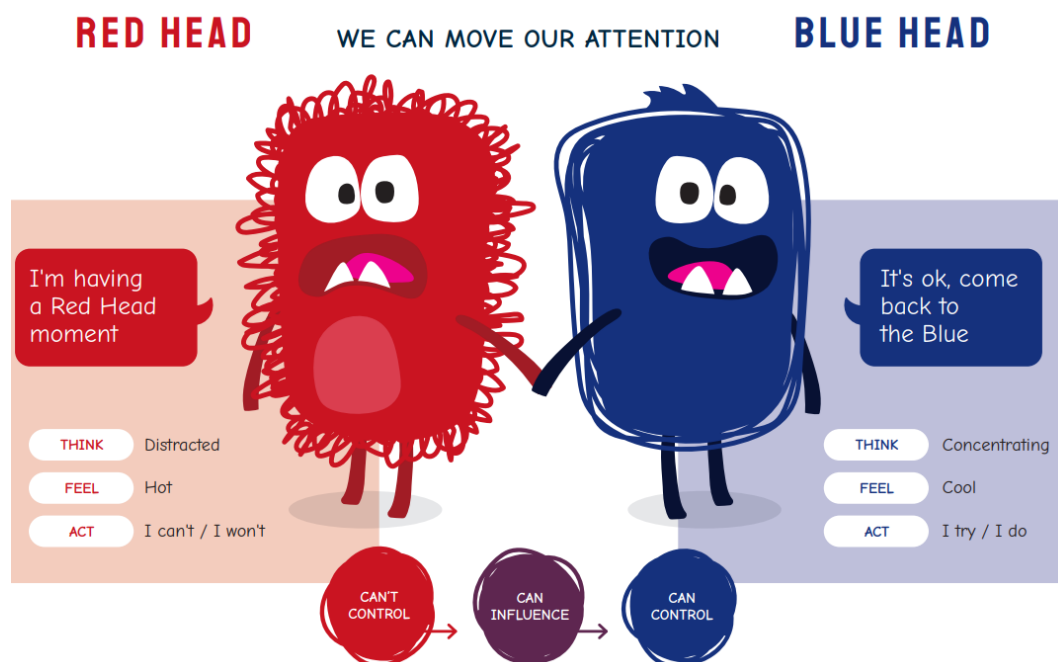
These often include breathing or mindfulness techniques, distraction or diversion techniques or physical activity.

Blue head

We refer to this with our children to acknowledge when we are emotionally regulated where we can focus and be calm.

Having a blue head can make us:

- say 'I can do this'
- say 'I will try this'
- control our actions and words.



Rewards

'Good' behaviour will always be considered as normal behaviour, but we recognise that promoting and celebrating positive behaviour engages children in their learning. Good behaviour will always be recognised more than misbehaviour. We recognise that acknowledging good behaviour comes in a variety of forms.

Ways in which good behaviour is rewarded at The Meadows includes;

- Verbal praise that is sincere and immediate
- Track-it points given linked to specific school values. Bronze, Silver, Gold and Platinum certificates for the number of these can be earned throughout the year
- Stickers
- Star of the day award
- Daily track-it winner award
- Good work shared with parents and carers over dojo
- Excellent work shared with members of SLT
- Weekly Headteacher's hot chocolate award, linked to a specific value
- Weekly Wonderful work award celebrated in assembly and on the weekly newsletter

Sanctions

In consultation with staff and pupils, we use 'Track it' to record behaviour. This is displayed in every class, at all times throughout the day. This allows pupils to see their positive behaviour choices earning them points and allows healthy competition to try and win the daily track-it award. It also provides pupils with visual reminders if they have made the wrong choices. This allows pupils to correct their behaviour to ensure they do not progress to receiving a consequence.

Steps for dealing with poor behaviour:

- Positive praise for children following the rules and values of the school
- Non-verbal reminder
- Verbal reminder (followed by a 'check in' if needed)
- Warning (followed by a private conversation and support offered to prevent further misbehaviour such as seating change or time out of class)
- Consequence card (followed by restorative conversation and consequence given if appropriate)



On track behaviour
<p>Behaviour: I have shown the school values in my behaviour and attitude.</p> <p>Actions: Positive praise, green Track It point, sticker, postcard home, STAR of the day, work sent to another teacher, weekly award.</p>

Verbal Reminder
<p>Behaviour: I have not followed the school values and/or have been disruptive to learning</p> <p>Action: Check in with the teacher if needed.</p>



Warning
<p>Behaviour: I have continued to not follow the school values.</p> <p>Action: Move seats or have time out in another classroom if needed. Scripted conversation with an adult</p>



Consequence card
<p>Action: Continuing to disrupt. I have not shown respect to my friends and adults. I have not followed our school rules.</p>
<p>Consequence: Discuss behaviour during restorative conversation with an adult and an appropriate consequence will be given, if necessary If behaviour is disrupting others, pupil to have time out with SLT or pastoral team to support them to self-regulate.</p>



Sent to SLT
<p>Serious Behaviour Incident including; Bullying, Vandalism, Racism/Discrimination</p>

Staff are provided with guidance for consequences. We understand that consequences need to be immediate where possible and appropriate for the behaviour. Consequences are always linked to the behaviour shown, rather than the child.

For higher level incidents or ongoing disruption throughout the day, SLT will gather information and, if needed, meet after school to discuss relevant consequences and inform parents/carers after school about consequences for the following day.



Verbal reminders and warnings

We recognise that children are learners and may often need reminders of the rules and expectations. These can be given through verbal reminders or warnings. During these steps, adults use micro-scripts when responding to these behaviours, to ensure consistent language is used which is both fair and predictable for the child. This will always be done in a calm manner and after the adult has delivered their message, they will allow pupils 'take up time.' Adults will not be drawn into responding to secondary behaviour, which we understand children sometimes use as a distraction from the initial behaviour or in an attempt to escalate the situation further.

Consequence card

A consequence card is given for either persistent poor behaviour throughout the morning or afternoon, where a pupil has not positively responded to the reminders and warnings given, or for a 'no-tolerance' behaviour such as rudeness, name calling or misuse of school equipment.

Following an incident that has warranted a consequence card, the adult that has addressed the behaviour will conduct a restorative conversation (supported by a member of SLT if appropriate) with the pupil. This is done to ensure the relationship between the pupil and the adult remains positive and steps are taken to repair it if needed. It also allows an opportunity for the pupil to reflect on their behaviour.

In many occasions, a restorative conversation and children taking ownership over their behaviour may be enough of a sanction, as the main aim is for children to learn and understand the appropriate behaviour to display. In some occasions, perhaps where children do not take ownership of their behaviour, where behaviour has been dangerous or where behaviour has been serious a further consequence might be needed.

As educators, we aim to teach children in everything we do and help them to reflect and improve academically, socially and personally. Incidents of misbehaviour give adults an opportunity to show and teach pupils the appropriate responses and behaviours.

Persistent poor behaviour

Repeated poor behaviour (3 consequence cards) over a 2-week period will lead to a meeting between the class teacher and parents/carers. If the pupil's behaviour does not improve and they receive 5 consequence cards over a 2-week period, a member of Senior Leadership Team will speak to the parents and the child may be put on report. The aim of this is to provide the pupil with a daily check in, focused targets and personalised support to help pupils improve their behaviour. This will be agreed by school and parents, who will work together to help the pupil make the correct choices and positively contribute to the school community.

As an inclusive school, we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate, class teachers will work alongside parents and the pastoral team to devise an individual support plan. For further information about this, please contact a member of SLT.

Incomplete work

Any work which is not completed due to poor behaviour choices, will be sent home to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime, or during a pre-school intervention club that starts at 8.30. We hope that all parents will work in partnership with us.



Serious Behaviour Incidents

Serious incidents include;

- Bullying
- Fighting or physical assault to cause harm (including threatening behaviour)
- Inappropriate language
- Physical/Verbal attack on staff
- Discrimination (Including Racism and Homophobia)
- Vandalism or theft

Any of these behaviours, will lead to immediate intervention from a member of Senior Leadership Team and parents will be contacted. If these behaviours take place out of school and the victim is a member of our school community, consequences can be given if appropriate. The Headteacher may notify the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

Additional consequences may be given as a result of the behaviour and will be decided by the class teacher and the Senior Leadership Team.

Unsafe behaviour

Sometimes it may be necessary to respond to a more severe situation very quickly if a child is not responding to the usual reminders, warnings or consequences and is causing severe disruption in the classroom.

At times, it may be necessary to remove a child from the classroom immediately so learning and teaching can continue. (see positive handling part of policy)

If the child can be safely encouraged to leave the classroom for some time out, they will be.

The pastoral team will complete de-escalation work and support with building resilience in the Rainbow Room.

SLT will decide if the child returns to the class or works in isolation for a period of time

Serious behaviour incidents and Unsafe Behaviours

These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by the Head or other members of the Senior Leadership Team. They can lead to internal seclusion or exclusion, depending on severity and circumstances.

Use of Reasonable Force (see appendix 1)

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy; taking into account children with SEN, disability and the bespoke needs of vulnerable children.

A staff team are trained in the use of reasonable force (Team teach) and if a child's risk assessment identifies deployment of this approach, this team will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.



Damage to property

Damage to school property through misbehaviours, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a contribution towards the cost of repair or replacement. Governors will be notified. If extreme, the escalation of levels of extreme behaviour will be activated, as above.

Levels of Extreme Behaviours consequences.

Extended Internal Seclusion

Individual learning – the pupils will participate in learning away from their class individually with supervision for a period of time set by SLT. Parents will be in agreement with the school for this to be activated and supportive of the school's consequence.

Reduced Timetable

In agreement with parents, and if needed the LA, we will utilise a reduced timetable for a child. The aim is to successfully increase them back to a full-time table within a 6-week period. When the child isn't learning on site, work will be provided.

Off-site provision

The school will have respite from the situation to defuse feelings around the situation and to offer the school and pupil a cooling-off period to reassess the situation to produce an intervention to help eradicate the negative behaviour. At The Meadows, we activate off site provision if required for a pupil. This can be up to 10 days or an intense 6 weeks course.

Suspension

As in line with the DfE Exclusion policy. Parents will be notified in a meeting and also given written correspondence. The local authority exclusion officer will be informed and parents will be offered an appeal to the governing body if required. The Chair of The Academy Council and the National Director or Primary for Shaw Education Trust will be notified of such a consequence, if it were to be activated.

If your child has been suspended it means that he or she will not be allowed to attend the Academy for a fixed period of time due to the serious nature of their behaviour.

Suspension Procedures

- If an incident is deemed serious enough to involve suspension, the school will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned.
- Parents must meet with a member of the Leadership Team for a re-integration meeting on the day that the child returns to school to ensure such events don't reoccur.

There are a number of reasons that a child can be suspended from the Academy but they can be summarised as follows:

- 1 If they have seriously broken Academy rules
- 2 Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other children



Permanent exclusions

Permanent exclusion is a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a child for a 'one-off' offence, these include but are not limited to serious physical assault, being in possession of an illegal substance or weapons on site.

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

- the Academy's Academy Council is required to review the Principal'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 review panel
- we must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion.

Incidents that typically will lead to suspension or permanent exclusion include:

- Physical assault against a child including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a child
- Verbal abuse and threatening behaviour against an adult
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Instigating violence even if not directly being violent
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damage to property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Inappropriate use of social media or online technology
- Deliberate misuse of the fire alarm
- Wilful and repeated transgression of protective measures in place to protect public health
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Possession of /or dealing drugs at school
- Possession of a weapon, including replica weapons
- Making malicious allegations against a member of staff
- Inciting others to breach the Academy rules
- Behaviour that endangers themselves or others
- Behaviour which brings the Academy into disrepute and tarnishes the reputation of the Academy, even if this behaviour occurs outside of Academy time/hours
- Recording/filming any of the above incidents

The Meadows Pathway

This is a focused, supportive pathway which a small number of pupils might require and could be due to a number of serious behaviour incidents or unsafe behaviours, that has previously resulted in internal seclusions, exclusions or the necessary use of reasonable force. This is a focused and personalised approach that will include independent behaviour plans and adapted timetables. The pupil will be given increased SEMH support and this may be prioritised over learning in the short term. This is to support pupils to be ready for school, to be respectful and to be safe. External agencies, parents and the wider pastoral and classroom team will be involved to ensure pupils receive the support



they need. This is a focused programme to reengage pupils back into education at The Meadows.

If this is not successful, an alternative provision or placement might be required.

Bullying

At The Meadows, we are aware that pupils may be bullied in any educational setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying will be a priority to ensure the safety of wellbeing of our pupils.

Pro-active measures are in place to avoid all forms of bullying and these are delivered in a range of ways: assemblies, relationship education lessons, PSHE, curriculum, class buddies etc.

Bullying is not tolerated at The Meadows.

Any incidents of bullying are dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

Definition of bullying at The Meadows

Bullying is defined as the intentional and repeated harming of one person or group by another person or group and where the relationship involves an imbalance of power.

Therefore, Bullying is:

- Persistent
- Intentional
- Unequal - Includes an imbalance of power.

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual

In formulating our strategy, we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- **The Equality Act 2010.** A key provision in The Equality Act 2010 is the Public Sector Equality Duty

Reporting and recording of bullying incidents

Children and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the child's class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may be then referred to the Senior



Leadership team. Pupil voice is important at our school and children are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of.

We have an online reporting tool (My Voice), that can be accessed in and out of school.

This allows pupils or parents to report concerns of bullying, in a way they may find more comfortable. This concern will be read and addressed by the assistant head – pastoral.

Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. We will work with both the perpetrator and the victim to tackle bullying to ensure the victim is supported and feels safe and that this behaviour is not repeated.

Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our Safeguarding policy. Mrs Cunliffe, our DSL, will consider each incident on a case-by-case basis, seeking support from external agencies where required. We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

Tracking of Pupils' Behaviour

All incidents are recorded on the Trackit, which are analysed by the Pastoral Team. The analysis allows the school to build up a picture of behaviour – patterns, types, and occurrences. It also allows the school to build up a picture of individual pupils so that support can be targeted to meet individual pupil needs. These records will also be used as supporting evidence for the application of EHCP's.

Monitoring and Evaluation

A termly report will be prepared by the Headteacher and will inform trustees of the nature of behaviour incidents including any internal or external exclusions. The effectiveness of the Behaviour Policy will be monitored throughout the year through Learning Walks undertaken by SLT and through Questionnaires for parents/staff and pupil views. Regular pupil voice is feedback to SLT.

Equality

It is the aim of The Meadows Primary Academy that every member of the school community feels safe, happy and confident. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive and aspirational environment where our values nurture and inspire the potential within every child and where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and make demonstrable



progress. This policy supports our school community in aiming to allow everyone to work together in an effective and considerate way.

Our aim is to treat all members of our school community fairly and for all to apply this behaviour policy in a consistent way. The school celebrates and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote excellent behaviour, rather than merely deter anti-social behaviour. We aim to be preventative rather than reactive in our approach to ensure that excellent behaviour is the norm in and around our school.

Although our Behaviour Policy was designed to be fully inclusive, we recognise that there will be some children in our school population where a modification to our systems and procedures within our Behaviour Policy will be necessary. For example, where a specific need has been identified and where a modified approach is required in order to achieve a positive outcome. The procedures implemented will be personalised according to the needs of the child through their SEND Passport or a Behaviour Support Plan.

Reasonable Adjustments (see SEND Policy and statement)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The School recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.



The Meadows Primary Academy Positive Behaviour
Management Policy Appendix #1 Use of Reasonable Force

“All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school.

It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit”

(DfE Use of Reasonable Force Guidance July 2013)

A person to whom this section applies may use such force as is reasonable in the circumstances

for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a) Committing any offence

(b) Causing personal injury to, or damage to the property of, any person (including the pupil themselves)

or

(c) Prejudicing the maintenance of good order and discipline at the school or

among any pupils receiving education at the school, whether during a teaching session or otherwise”

(Section 93, Education & Inspections Act 2006)



Use of Reasonable Force

- Class teacher makes a judgment and assessment of a situation that arises and they feel that reasonable force is required to maintain the safety of a child & those around them.
- If Behaviour Plan in place, then protocols within it should be followed
- Call for urgent assistance either by teams or sending a child to the office. If time is of the essence and the safety of the child or those around them is at risk – **TAKE IMMEDIATE ACTION!**
- Trained colleagues will attend to assist and provide support as required. Their aim is to calm the child, so they are ready to return to their learning, this decision is made by the team delivering support including the child's class teacher.
- Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child's dignity as a priority with TWO adults present.
- Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.
- All incidents **MUST** be recorded. Recording of the incident will be completed - this will include an entry on Track it, child's parents notified verbally, followed by written correspondence regarding the incident.
- Inform the Assistant Headteacher (Pastoral) who will review the incident and either complete or amend a risk assessment and action plan for the child in the event of future incidents



Dear Parent/Carer

Today _____ behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff.

Action Taken (please tick appropriately)

- ☐ Child concerned talked to about incident
- ☐ Restorative justice conversation
- ☐ Behaviour team involvement
- ☐ Senior Management involved
- ☐ Parent/Carer informed
- ☐ Positive Handling

Consequence/Further Action (please tick appropriately)

- ☐ Monitor and evaluate
- ☐ Put in place sanctions
- ☐ Escalate to higher level intervention
- ☐ Put in place appropriate support plans/risk assessments
- ☐ Review support plans/risk assessments

As a precaution and to further safeguard your child they have been checked by school staff with a First Aid qualification.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Please sign the reply slip below and return it to school as soon as possible.

Yours sincerely

Headteacher

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING INTERVENTION

CHILD'S NAME _____ CLASS _____

I understand Behaviour Management and Positive Handling Interventions have been applied to my child.

Please tick the following boxes as appropriate:

- ☐ I wish to come into school to discuss this further
- ☐ I would like someone from school to ring me to discuss this further
- ☐ I am happy about the way in which my son's/daughter's behaviour is managed at school

Signed _____ parent/carers

Date _____

