



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 Physical Restraint Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Home-School Agreement
- PREVENT 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

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 section 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.

Our Mission

At The Meadows Primary School, our mission is for our children to be successful: both personally and academically. We want them to develop a life-long love of learning so that they can grow, develop and mature into successful adults who make positive contributions in the world. 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.

Whilst we strive for high academic achievement, success at The Meadows is also 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 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. We also believe that:

1. Behaviour can change and every child can be successful.
2. Positive, targeted praise is more likely to change behaviour than blaming and punishing.
3. Reinforcing good behaviour helps children feel good about themselves.
4. An effective reward system and celebrating success helps to further increase children’s self-esteem enabling them to achieve even more.
5. Understanding each child’s needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

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

Our Core Values: Our ‘Secrets of 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 learning 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'**. They are actively promoted through our daily interactions, our social times, our teaching and learning and our curriculum. They also form the foundations of our Personal Development curriculum.

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

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

Behaviour and Emotional Wellbeing

At The Meadows, we also recognize that personal success and exemplary behaviour goes hand in hand with positive emotional wellbeing. We believe that behaviour is a form of communication, which often reflects how we are feeling. As a result, we work hard to support our pupils to develop their social and emotional language to recognize their emotions and how they impact their words and actions, in order to support their self-regulation. We do this through:

- Our ambitious and inclusive curriculum, where personal development is an integral, interweaving thread
- Teaching and learning that promotes self-regulation and the development of social and emotional literacy
- Dialogue with and support for our pupils (e.g. nurture)
- Our restorative approach to behaviour management
- Pupil leadership, including our wellbeing monitors
- The use of external emotion coaches
- The use of the online platform Zumos
- Whole school and class assemblies

Every day, our pupils come into school and have one-to-one time with their teacher to scale how they are feeling. This daily dialogue helps our children to feel recognised, to develop their social and emotional language and it also helps our teacher to triage and address any worries or concerns they may have, putting immediate support into place. We use Zumos to help us do this, which all children have access to at home.

In addition, across the school 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 where our attention goes, our energy follows. Certain feelings can stop us from focusing on the things we need to be doing for example, feeling worries, anxious, upset, overly excited, angry or nervous. Whilst these are normal emotions we all experience at times, they can be unhelpful because they can negatively impact our relationships and divert our attention and energy away from this things we are supposed to be doing. They can also impact upon our behaviour and the choices we make, which can affect our friendships and relationships, as well as our academic success.

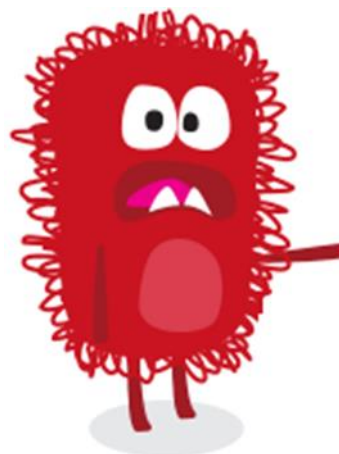
'Red Head'

When we are feeling these emotions, we refer to them as our 'Red Head' state. Having a 'Red Head' might make us feel:

- hot
- uncomfortable
- not ourselves
- distracted
- not able to concentrate

Having a 'Red Head' might make us:

- Act aggressively (shouting, pushing, shoving)
- Say, "I Can't!"
- Say, "I won't!"
- Use unkind words
- Do and say things we don't mean



'Blue Head'

We are working with the children to help them to know the tools and techniques they can use to move from red to blue.

When we have a 'Blue Head' we can concentrate. We might feel cool, calm, clear and aware of what we have got to do.

Also:

- We will say, "I will try!"
- We will say, "I will do!"
- We control our actions and our words and make good choices.



Self-Regulation Techniques

Moving from Red to Blue is a choice, and sometimes we need strategies to help us. We are working with the children to choose some techniques to help them to regulate their emotions and move to Blue. This could include breathing techniques such as hot chocolate breathing or rollercoaster breathing. It could involve diversion techniques such as asking children to spot things that are a certain shapes or colours. It might involve physical activities such as completing physical actions, changing their body positions, grounding themselves. The children can also use their logins to access Zumos, where they can play games based on cognitive behaviour therapy, as well as access mindfulness activities and self-help audio guides. We are supporting our children to know what helps them to regulate their emotions.

Rights and Responsibilities

Our school Motto is 'Learning by caring and sharing', something which we strive to be promoted by all members of our community. As a result, we firmly believe that every member of our school community has a responsibility to teach and model to children socially acceptable behaviour. The fair and consistent implementation of the Behaviour policy is everyone's responsibility. We also believe that our school community should care about others around them and help them to move from 'Red to Blue'.

All Staff will:

- Meet and greet children each day as they enter the classroom.
- Use Zumos to scale how they are feeling, triaging need and providing timely support.
- Model positive behaviours and build relationships based on mutual respect.
- Celebrate individual success to build self-esteem.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations.
- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Use proactive measures to identify changes in pupil's emotions and behaviours to offer support and prevent sanctions being necessary.
- Be calm and give a clear warning, using restorative language such as 'I have noticed that...' or 'You have a choice... You can choose to... or...' before a sanction is put in place.
- Listen to the child's voice about their feelings and reason for their behaviour.
- Never ignore or walk past children whose behaviour does not meet our expectations.
- Know their classes well and develop positive relationships with all students.
- Communicate concerns with parents and work in partnership to address the needs of the pupil and support their success.
- Support children to recognize their emotions, how they have impacted on their behaviour, and the tools they can use to move from 'Red to Blue'.
- Encourage pupils to reflect on their behaviour – the reasons for their words or actions, who they have impacted and how they can make amends.

All Senior Leaders will:

- Be visible by routinely engaging with pupils, parents and staff.
- Maintaining the behavior culture and environment where everyone feels safe and supported.
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- Role model restorative conversations.

- Actively promote the development of social emotional language across the curriculum and through daily interactions, including supporting pupils to move from 'Red to Blue'.
- Make sure that all new staff are inducted clearly into the school's behavior culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour and relationships policy.
- Ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

All Pupils will:

- Be made aware of the school behaviour standards, expectations, pastoral support and consequence processes.
- Understand that they have a duty to follow the school behaviour policy.
- Uphold the school rules and characteristics of learning.
- Treat others with consideration and respect.
- Do their best and let others learn.
- Follow instructions from teachers and other staff.
- Recognise their emotions and techniques that help them to regulate and move from 'Red to Blue'.
- Support and encourage each other. Help others to move from 'Red to Blue'
- Take responsibility for their own actions.
- Care for and take pride in the environment of the school.
- Sort out difficulties appropriately, seeking adult help if needed.
- Recognise how their behaviour impacts upon others and reflect on how they can make amends.

All Parents/Carers will:

- Familiarise themselves with The Meadows Primary School behaviour policy.
- Where possible, take part in the life of the school and its culture.
- Support the high expectations set by the school by understanding and reinforcing the school language as much as possible.
- Work collaboratively with school so that children receive consistent messages about required behaviour at school, on their journeys to and from school, when representing the school or wearing the school uniform.
- Support the implementation of the school behaviour policy if consequences have been issued to a child by a member of school staff.
- Contact the Class Teacher, in the first instance, if there are any concerns.
- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead

and are collected, promptly, at the end of the day.

- Share in the concern about standards of behaviour generally.
- Support the work of the school as staff seek to support the whole family.

At The Meadows, active parental involvement is welcomed, appreciated and deliberately encouraged in order to achieve the above points. We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Promoting 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, the Senior Leadership Team, and the Academy Council to scrutinise pupils' behaviour, identify trends and to put in early support for 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'.
- Text messages/emails sent home to parents.
- 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, as well as the Sports Leaders.
- 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:

- Restorative discussion with members of staff.
- The loss of dojo points from their individual total, or 'reflective dojos'.
- Personal reflection time with a Wellbeing Champion.
- A note is placed on 'Class Dojo' regarding their behaviour.
- Complete missed learning as home learning.

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. It helps them to explore what their 'Red Head' state looked like (what they said and did) and what strategies they could have used to move from 'Red to Blue', regulating their emotions.

Pupils are supported in their reflection by our Wellbeing Champions. These are chosen from a group of Y6 children who display outstanding behaviour. They support children with their own personal development and wellbeing, by helping them to recognize how they felt and the strategies they can use to help them to move from 'Red to Blue'. They also 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 regular meeting with Mrs Kuffour to discuss their role.

All reflection sheets are kept as evidence, in conjunction with 'Class Dojo' records, and will be analysed half termly. Reports are shared with the class teacher, SLT and the Academy Council. 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:

- Reflective dojos
- Personal reflection time
- Nurture
- 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:

- Remove a child from the classroom into a separate learning environment to help them to regulate
- 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 a Wellbeing Plan, using the 'Red to Blue' approach for support
- Fixed-term or permanent exclusions
- Provide external support, for example emotion coaches or

Bullying

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

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relationships between people who share a protected characteristic and people who do not share it.

At The Meadows Primary School, we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

Bullying definition at The Meadows Primary:

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

Bullying is, therefore:

- Persistent
- With Intent
- And an imbalance of power

Child on child abuse

Child-on child abuse is any form of abuse that intends to hurt others. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Keeping Children Safe in Education (KCSiE), 2022

It could happen within children's relationships, friendships or within wider peer associations. Everybody at the Meadows Primary School is committed to the prevention, early identification and appropriate management of child-on-child abuse.

At The Meadows Primary School, we recognise that it is essential for all of our staff to maintain the attitude of 'it could happen here' and to understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. "Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" 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."

Keeping Children Safe in Education (KCSiE), 2022

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the procedures outlined in our Safeguarding and Child Protection Policy. Staff will follow guidance in this policy to respond to incidents of child-on-child abuse and they will do this immediately and sensitively. Staff will talk to children in a calm and consistent manner; they will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff members responding to such incidents will alert the DSL or DDSL by speaking to them face-to-face where possible. It is the responsibility of the member of staff who is the first responder to ensure that the incident is logged.

Any concerns raised regarding child-on-child abuse will be raised with any relevant parties.

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.

Exclusions

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
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- 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.

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-defense 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.

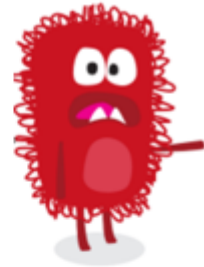
Monitoring and review



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.

Appendix A

Red to Blue Reflection Prompts.

1. Ask: Tell me about your Red Head Moment. What happened?
2. Ask: Using the scale, how did you feel?
3. Ask: How did you feel when you were in your Red Head state? (hot, cold, shaky, shivering, zoned out...)
4. Ask: What did you say?
5. Ask: What did you do (actions)?
6. Ask: How did others around you feel?
7. Say: *We all have Red head moments at times. It is normal. But if isn't useful because it can stop us from doing things we should be doing and affect our friendships.*



8. Ask: How can you move from  to ?

Spot colours around me	Hot chocolate breathing	Brush my hands over each other
Move somewhere calm	Count to 10	Colour

9. Ask: How can we make amends or make it up to the people we have affected?
10. Ask: Are you in a blue head state now?
11. Say: Use the scale again to indicate how you feel now.



Appendix B

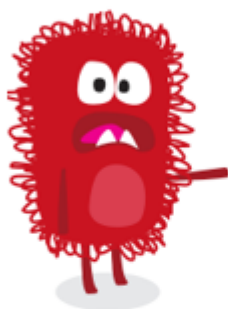
Name: _____ Date: _____

Reception Reflections

How did you feel before?



What did your 'Red Head' moment look like?



I felt	My actions
hot	Shouted
uncomfortable	Pushed
not myself	Shoved
distracted	Said "I Can't!"
not able to concentrate	Said "I won't!" or "No!"
Other:	Used unkind words
	Do and say things we don't mean
	Other:

How did your red head make other people feel?

How can you move from to ?

Spot colours around me	Hot chocolate breathing	Brush my hands over each other	Move somewhere calm	Count to 10	Colour
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Where are you now?



Appendix C

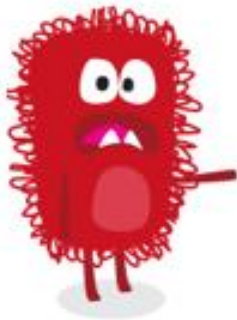
Name: _____ Date: _____

Year 1 Reflections

How did you feel before?





What did your 'Red Head' moment look like?



I felt	My actions
hot	Shouted
uncomfortable	Pushed
not myself	Shoved
distracted	Said "I Can't!"
not able to concentrate	Said "I won't!" or "No!"
Other:	Used unkind words
	Do and say things we don't mean
	Other:

How did your red head make other people feel?

How can you move from  to 

Spot colours around me	Hot chocolate breathing	Brush my hands over each other	Move somewhere calm	Count to 10	Colour
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Where are you now?



Name: _____ Date: _____

Reflections

How did you feel before?



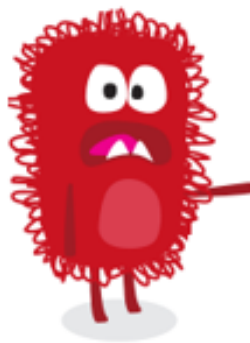
Red Head



Blue Head



What did your 'Red Head' moment look like?





I felt	My actions
hot	Shouted
uncomfortable	Pushed
not myself	Shoved
distracted	Said "I Can't!"
not able to concentrate	Said "I won't!" or "No!"
Other:	Used unkind words
	Do and say things we don't mean
	Other:

How did your red head make other people feel?

How can you make amends? |

Name: _____ Date: _____

How can you move from  to  ?

Where are you now?



Appendix E



The Meadows
Primary School

Wellbeing and Behaviour Support Plan

Name:

Date:



Statement of Intended Outcome:

Pupil Voice:

Pupil Information:

Family Voice:

Multi-agency Input:

Staff Voice:

Underlying concerns:

Language to use:

Patterns Spotted (Triggers):

Class Strategies:



Red Head



Blue Head



When I am in a red head, I feel:

I think about:

I say:

I do:

When I am in a blue head, I feel:

I think about:

I say:

I do:

Ways that help me to move from red to blue:

The school will help me to move from Red to Blue in the following ways:

My Stepladder to Success

Step 5:

Step 4:

Step 3:

Step 2:

Step 1:

My Goals:

Reviewed	November 2023
Document Owner	E. Kuffour
Approved By	G. Taylor
Review Period	2 years



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**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**