



Good Behaviour Policy

LONDON MEED PRIMARY SCHOOL

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REVIEWED SUMMER 2024 BY STAFF, PUPILS, PARENTS AND GOVERNORS
NEXT REVIEW IS DUE SUMMER 2025

Bravery Curiosity Resilience Community Respect

School Values

At London Meed Primary School the behaviour of everyone in the school is influenced by our Values.

*London Meed is a learning community where everyone can be **Brave**, show **Curiosity**, act as a **Community**, treat each other with **Respect** and demonstrate **Resilience** if faced with challenge*

To fulfil this need effectively we have a Good Behaviour Policy.

Aims of this Policy

- ◆ To ensure all pupils feel safe and secure.
- ◆ To encourage a calm and purposeful atmosphere and learning environment.
- ◆ To have a consistent approach to behaviour agreed across the whole school community.
- ◆ To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- ◆ To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behaviour.
- ◆ To encourage increasing independence and self-regulation so that each member of the school community learns to accept responsibility for his/her own learning and behaviour.

Rights and Responsibilities for teachers

All teachers and pupils are individuals. However, teachers have a responsibility to teach children to be responsible members of the community. Teachers take their role very seriously. Their primary concern is that pupils learn as much as possible to equip them for their lives.

To do this will sometimes mean managing pupil behaviour and taking decisions that will affect them. It is a teacher's right to keep themselves safe. It is the teacher's responsibility to ensure that there is a secure and purposeful atmosphere in class and to protect themselves, colleagues or children from danger or harm.

Teachers have the responsibility to use this policy to maintain appropriate behaviour amongst pupils in a way that is fair, firm and consistent for different pupils in different classes.

Staff will receive regular updating and training on behaviour managements and systems at least each year and also on induction into school as new employees.

Rights and Responsibilities in School

The school expects every member of the school community to behave in a responsible and considerate way towards each other. We expect all members of the school community to be treated fairly and to apply this behaviour policy in a consistent way.

Good behaviour should be constantly expected but also acknowledged. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that guidance is followed. The way we teach and use body language has a great effect on the behaviour choices children make. We know that our stance, expression, voice, hands, eyes and language used as adults can make the difference between willing compliance and poor pupil choices in behaviour.

Setting Expectations in Behaviour

Golden Rules

The whole school, children and adults work towards upholding the school's Golden Rules;

- Be kind and gentle
- Listen when others are talking
- Tell the truth
- Do our best
- Be polite and helpful
- Look after our own and other people's property

In the Classroom

At the start of each year each class will discuss and establish a class charter linking their rights and their responsibilities (see 'Supporting each other' below). The rules will be *positive* not negative instruction, be age appropriate and make reference to:

- Working to the best of our ability / using our talents
- Respecting others
- Listening to others
- Staying safe
- Keeping our hands and feet to ourselves

Positive language will be used to promote desired behaviours. A resulting class charter will be clearly displayed in classrooms and directly affect attitudes towards the behaviour of everyone in the classroom, pupil and teacher alike.

We use Positive Classroom Behaviour Management to Encourage Appropriate Behaviour

We believe that children respond best to praise and encouragement. We will ensure that we make firm, fair and consistent use of positive behaviour management procedures. We will try to praise the behaviour of children doing the right thing rather than criticise the behaviour of those who are doing the wrong thing. If we do need to address a pupil directly about their behaviour we make sure that we are clear exactly what behaviour is causing difficulty and then censure the behaviour not the pupil.

If we have established a positive relationship with the pupil/s and are enthused and expectant then so will most pupils. We look to:

- find opportunities to praise and reinforce behaviour you want to see more of
- create opportunities to use proximity praise
- have clear routines for transitions and for stopping the class
- create opportunities for additional responsibilities e.g. taking a message/register
- if appropriate tactically ignore minor and/or secondary behaviours
- offer clear choices and consequences
- hold regular circle times/ pastoral group discussions

We set clear boundaries and expectations in all lessons. Prevention is better than cure. Well planned lessons, careful seating and high expectations all go a long way to preclude challenging pupil behaviour.

Celebrating Achievement and Appropriate Behaviour

Recognising, sharing and celebrating achievement is an important part of our lives. Such an approach creates a positive environment in which children can develop an understanding of relationships with others and a sense of self-regulation.

Reward Schemes

London Meed Hero Awards

Within each classroom individual children's achievements are recognised in weekly London Meed Hero Award Certificates. One member of each class will be nominated weekly for excellence within a particular focus of writing/behaviour etc. They will be invited to the front of the whole school assembly to be congratulated.

House Points

Pupils are in one of four school houses: Arundel, Bramber Hastings or Lewes. Points are awarded to individual pupils for good behaviour, manners and work. These are put onto the House Point Chart in each classroom. At the end of the week the house with the highest number of points across the school for that week receives a commendation.

Postcards Home

Teachers and Senior staff will write and post a postcard home for exceptional work or actions at school.

Other informal systems are used to reinforce positive behaviour throughout the school. These may include team of the week or points etc.

Playground Support for Pupils

- **Friendship Stops:** If pupils feel lonely or worried in the playground at lunchtime or playtimes then they are asked to wait at an area identified as the '**Friendship Stop**'. There are Friendship Stops in both playgrounds for those children who wish to have the support of others.

- **Sports Crew** We have volunteer Sports Crew who are available to facilitate play and play equipment and also help solve children's disputes/arguments. They are drawn each year from Year 5 and receive training at the Triangle.
- **Lunch Club** From time to time, we operate a bespoke lunch club for children who regularly struggle with the dynamic atmosphere of extended playtimes. This may be for eating lunch, for practising games and sharing or chatting, as necessary.
- **Quiet Area:** During playtimes the outdoor classroom is a designated '**quiet area**' in each playground. All pupils should respect this area and the needs of the other pupils choosing to use it. If necessary staff on duty should reinforce this. The use of these sites is taught to children during assemblies and they can be reminded by teaching and other staff.

Self-help: There are self-help strategies pupils can use to manage a potentially awkward situation. These skills are explicitly taught in assemblies, and during RSHE.

1. Say firmly but politely "I don't like it when you XXXXX – please stop". Child should be encouraged to specify the action that they don't like (It's a good idea to look the person directly in the eye when you say this and walk away from the situation after you have delivered this message). At this point they may need to tell an adult straight away depending on how serious the incident is.
2. If the problem continues – to repeat request but this time tell them they will be seeking adult help, e.g. "I've asked you to stop – now I'm going to tell an adult".
3. Tell an adult in playground or school.

All inappropriate behaviour at lunchtime will be addressed immediately by the Mid-day meal supervisors. If it is significant or is persistent the MDMS will fill in a **blue slip** so that Leadership can triage after lunchtime. If behaviour continues to be poor, but low level then pupils may be given a 5 minutes time-out from free-play and stay with the MDMS (for Reception children **only** speak in the first instance to a Reception teacher.) For serious acts such as swearing or unprovoked hitting or biting MDMS should immediately seek a member of Leadership to take charge. In any case at the end of lunch, MDMS should briefly liaise with the Class Teacher and then place the **blue slip** in the staff pigeon hole marked **blue slips**.

Dealing with Inappropriate Behaviour

All pupils should be made aware of behaviour expectations in school (see above).

Visual Display in Early Years, Year One and Year Two: *Sun and Rainbow*

In Reception, Year One and Year Two a display of a Sun, Reflection Cloud and a Dark Cloud are used. If pupils maintain exceptional behaviour their name may be moved to the Rainbow.

All children start each new day with their names on the Sun display.

If a child acts or behaves negatively, they are reminded of what is appropriate (see examples of reminders). For a second negative behaviour they receive a warning. If it happens a third time, they go onto the cloud. If there is a repeat of similar behaviours

the procedure is repeated, this time with the pupil moving onto the dark cloud. Pupil names are moved back towards the sun again when they show positive behaviour.

If a child is persistently on the cloudy side, there may be discussion with the parent.

Visual Display in Key Stage Two: Traffic Light Display

In Year 3 and above a traffic light display of Green Amber Red is used. If pupils maintain exceptional behaviour their name may be moved upward.

All pupil names start each day on Green. We would like all pupils to remain on green.

If there is persistent low level misbehaviour pupils can be reminded of what is appropriate (see positive redirection tactics below). If there is a repeat the pupil receives a warning that a third example will result in moving down a colour. If it is repeated a third time then the pupil is asked to move their name down a colour from green to amber, or amber to red. Charts should therefore be accessible to pupils.

Movement and Progression on the Behaviour Visual Display

The reason for the good behaviour reminders and warning is to ensure that pupils understand what their mistakes are. The movement of a pupil's name on the visual display for behaviour can be both ways.

At each of these stages a consistent positive change in pupil behaviour will result in acknowledgement that a pupil's behaviour is now at an expected level. This in turn will result in a pupil's name being moved back up the traffic lights display. At every stage on the visual display we will encourage a pupil to get their behaviour back on track. Some examples of positive redirection tactics:

- Tactical ignoring: for a short period of time.
- Tactical pausing: pause, emphasises attention and focus.
- Non-verbal cueing: a clear, discussed cue that gives message.
- Name reminder/ Integrate name into teacher talk.
- Proximity praise: praising another pupil without drawing attention to negative behaviour.
- Behavioural direction: Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Be clear about what constitutes unacceptable behaviour; referring regularly to the classroom charter
- Now ... then or When then
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement: partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record: 'I would like you to..... The rule is.....'
- Direct questions: 'What', 'when' 'how' rather than 'why' 'are you'.

Differentiation: in the same way as with all learning, some pupils may not 'get' good behaviour at first. Therefore, we have built into this Policy enough flexibility that it can be fair and effective. The use of positive redirection tactics is essential in such cases

(see above for examples). Some pupils will need more or less ostentatious, obvious or unambiguous reminders and scaffolding than others: adult support can often distract, redirect and put the pupil back on track without sanction. This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Class-based Sanctions

Sanctions may be put into place if a pupil continues to misbehave once their name reaches Red or the Dark Cloud. All pupils who continues to misbehave at this stage should be given five minutes Time Out to reflect upon their behaviour at a quiet workstation in their classroom. Successful completion of this Time Out should in due course provide a return to their seat and/or to amber. However, if the behaviour continues despite reminders of sanctions to follow, this will trigger a second, longer Time Out to the parallel class, with issues detailed on an accompanying Lilac Behaviour Form. Such a removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted. If possible, the set work should be completed in Time Out. Teachers should inform parents on the same day if their child has been removed from the classroom.

If behaviour continues to deteriorate and the pupil is not responsive to class procedures then Senior Leadership may be approached for involvement, and guidance may be offered (see below).

Other sanction will be at the discretion of the teacher but will involve a meaningful activity e.g. loss of privileges, or loss of break time to catch up with the work. In such situations the teacher will remain in the classroom with the pupil. Any penalty must be reasonable and proportionate in the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious observance.

School-based Sanction

Where a pupil has failed to respond to the strategies as outlined above London Meed School reserves a further set of sanctions. These are available as a response to repeated violations or where behaviour is so extreme as to warrant immediate removal. For instance, a pupil may be removed from class to complete their work under direct supervision of an SLT member or their agent. Another option is that of fixed period in-school internal isolation. Other sanctions include a suspension or a permanent exclusion from school. School suspension or exclusion will follow 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' July 2022.

Suspension, school sanctions and the behaviour Visual Displays systems are used as described for behaviour of ascending severity. Notwithstanding, significant individual incidents may result in a direct move through several or all of the stages.

It will be made clear to the parent and pupil that s/he is still valued but their behaviour cannot be accepted for reasons of their own safety and/or the well-being of other children and adults in school.

Recording and Monitoring

All incidents of interest at lunchtime will be recorded on [blue slip \(see above\)](#). Blue Slip incidents will be investigated and logged on the school data management system.

Significant incidents of poor behaviour such as those involving aggression, unprovoked actions or persistent low-level disruption over a period will be recorded on a [lilac behaviour form](#). These should be passed on to the Behaviour Lead for assessment, preferably on the same day. Serious incidents will be logged on the school data management system.

If a pupil receives a lilac behaviour form the school may contact the parent/carers and discuss behaviour. For more than 2 lilac behaviour forms in one week the Inclusion Leader will consider if a joint meeting with class teacher, parents and pupil is required. Blue and Lilac behaviour forms are returned to the class teacher.

Risk Assessment Positive Management Plan

Most children respond well to the whole school approach to behaviour management. A very few children may require a more individual approach. In such cases classroom staff will work with parents and the Inclusion Leader to set up a Risk Assessment Positive Management Plan. Class teachers will then ensure all adults working with the child are aware of and follow the individual plan.

Use of Positive Handling to Manage Pupil Behaviour

Positive Handling may need to be used in certain circumstances, when it may be reasonable for school staff to search for items or to intervene physically to manage certain actions by pupils. It must be noted that the need for physical intervention is extremely rare at London Meed. We follow government guidance as set out in 'Use of reasonable force advice Reviewed July 2015'.

All members of school staff have a legal power to use reasonable force. However, a number of staff members are trained by Team Teach to use reasonable force.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

(see page 5 in 'Use of reasonable force advice' Reviewed July 2015)

Staff will support each other through difficult behaviour situations. A script is used:

- **'Help is available'** is asked if the person dealing with an incident seems to be encountering difficulty and whether they would like to be relieved.
- **'Help needed'** if a person dealing with an incident feels they need support or to be relieved.
- **'More help is available'** if it is thought that that a person dealing with an incident should be relieved.

Positive Handling should always involve at least two members of staff, in order that help is always available, and that the event is witnessed by more than one member of staff.

Where Positive Handling has been used to manage pupil behaviour, a report will be completed in a Bound and Numbered book; this includes any instances where a member of staff has touched a child who is dysregulated, but not necessarily restrained them e.g. placing a guiding hand on the shoulder of a child who is dysregulated. Following any instance where Positive Handling has been employed, once the child has had sufficient time to regulate themselves, a First Aider who was not involved in the Positive Handling should check the child for any marks/ evidence of physical harm.

Following any instance of Positive Handling, the parent/s of the child will be informed at the earliest opportunity, to be followed up in writing, of why Positive Handling was reasonably employed (see list above), and any marks/ evidence of physical harm that may have been noted afterwards.

This would also trigger consideration of a Risk Assessment/ Positive Management Plan to identify a context of positive action to support the pupil in the future.

Use of Searching

There are a number of items banned from pupil possession at school and for which a clothing search may be made. We would normally invite parents to join staff for any such search. The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- E-cigarettes or vapes
- 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 property of; any person (including the pupil)
- An article specified in The Schools (Specification and Disposal of Articles) Regulations 2012:
 - Tobacco and cigarette papers;
 - Fireworks
 - Pornographic images

The headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out above. For more details, please consult

‘Searching, Screening and Confiscation Advice for schools July 2022’

Pastoral Care and the Learning Mentors

In class a teacher will use a number of strategies and tactics to support a pupil struggling to manage in class or at school. If without success, they will ask for specific guidance from other adults who know the pupil or from one of the Inclusion staff. Pupils will normally only be referred for additional support if these channels have not resulted in progress. Any extra pastoral support outside of class will be discussed with parents. At London Meed we have a Learning Mentor who convenes a number of Pastoral Nurture support initiatives.

Harmful Sexual Behaviours

At London Meed we teach children about appropriate social relations between each other through Pants are Private and Jigsaw PHSE lessons. London Meed School is aware of the risk of child-on child abuse. However, there are a range of common and healthy physical behaviours at different developmental ages and stages. It is a normal part of exploration and growing up for young children to sometimes investigate private parts. This in itself is not necessarily sexualised or unusual. A child’s physical behaviour could be potentially harmful when sexual behaviours are considered to be outside their developmental range, are non-consensual and/or if the child or young person has power over the other individual by virtue of age, emotional maturity, gender, physical strength or intellect and may include sexualised behaviours that are excessive, secretive, compulsive, coercive, degrading or threatening.

In any such cases this may fall into an area called ‘Harmful Sexual Behaviours’. If we are in doubt we will take advice from County on specific incidents. Please also see the Safeguarding Policy.

Anti-Bullying Guidelines

London Meed has a separate policy on Anti-Bullying.

Pupils at London Meed generally report a very low incidence of bullying. They know that any reports are taken very seriously and will be investigated.

The Governors, staff and pupils of London Meed Primary School accept the following definition of “bullying”. Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is on-going (not a random, unprovoked, aggressive act)
- It is deliberate
- It is unequal – (this can result from size, number or perceived “difference”)

Specific types of bullying include those relating to:

- Race, religion, culture or gender;
- SEN or disabilities;

- Appearance or health conditions;
- Sexual orientation;
- Gender Identity;
- Young carers, looked after children or otherwise related to home circumstances;
- Sexist or sexual bullying.

It is the role of individual pupils' teachers to investigate and assess any such allegations in the first instance and to pass on this information. SLT may initiate further investigation to investigate if the allegations are founded, fall within the category of bullying or are discreet episodes. In any case a record of discussion will be made identifying the issue, actions taken and the outcome.

Restorative Guidelines for Resolving Misbehaviour or Bullying

We encourage children to take responsibility for their own behaviour. We ask them to consider alternative choices. Where possible, with adult guidance, we encourage children to discuss the difficulties to try and resolve disagreements rather than just apportion blame. This approach is called 'restorative'. It is a response to inappropriate behaviour that puts repairing the harm done to relationships and to people over and above the need for assigning blame and dispensing punishment.

Although we always wish to stress the positive nature of a child's behaviour we accept that there will be occasions when she/he may not accord with our behaviour policy and may act inappropriately. Situations where schools have used restorative approaches:

- Pupils who are falling into the same behaviours again and again and seem not to be learning from their mistakes
- Classrooms where the learning of the class is being seriously affected by poor behaviour
- Individual or repeated incidents between pupils or between pupils and staff
- Alleged bullying incidents
- Other incidences involving groups of children

These occasions cannot be ignored and all affected pupils will be invited in the first instance for an informal chat to discuss the difficulties:

- Pupils listen to each other without interruptions.
- Pupils are encouraged to maintain eye contact.
- Each pupil has a turn to say:
 1. What the other(s) has/have done to upset them
 2. How they feel about it
 3. How they would like them to behave in future.

Mutual respect in this discussion is paramount. Pupils must listen carefully and wait their turn – they are to be discouraged from interruption or argument. Persistent interruptions will result in being excluded from the discussion.

Restorative approach example questions

<p>Questions to the wrongdoer(s)</p> <ol style="list-style-type: none"> 1. What Happened? 2. What made you decide to do / say that? 3. If you had a chance to go through this again, would you do anything differently? 4. Who do you think has been affected by what you did? ... In what way? 	<p>To those affected (the victim(s))</p> <ol style="list-style-type: none"> 1. What did you think when it happened? 2. How have you felt about this since it happened? 3. How has this affected you? 4. What's been the hardest part of this
<p>Question to both parties</p> <ul style="list-style-type: none"> • What's needed to make things right / better? Or • How can we make sure this doesn't happen again? <p>ALSO: What can I do to help you?</p>	

The restorative approach is to challenge those who behave inappropriately to find a solution that is meaningful and meets the needs of those harmed. Once participants have found a way forward, they agree on the best way for the harm to be repaired and what outcome would best meet their needs to ensure that the incident will not be repeated.

If there is no clear resolution to the discussion, then the adult can decide to make a judgement call and take appropriate decisions. All pupils should be encouraged to understand the decisions made. They may not always agree. Adults will always follow through and DO what they SAY they will.

Procedures are designed to allow pupils to understand their mistakes. Therefore, there should always be a route left open that leads back to behaving in an acceptable way.

Parental Involvement

Parents have a vital role to play in any Behaviour Policy adopted by a school. The Good Behaviour Policy is shared with all parents on the website. If a parent has any concerns about behaviour they should in the first instance approach the class teacher. If a child's behaviour should become a concern then the parents will be involved as soon as possible in a positive approach to help the child.

London Meed expects parents to accept consequences of their child's actions and to agree that school has the right to make decisions and impose sanctions regarding their child. We understand that sometimes we may get it wrong. If a parent feels that this may be the case they should contact the school. A meeting with a member of SLT can be arranged to get clarification. This should be done without compromising the united front to the child.

Parents can support our approach to behaviour by:

- Giving feedback to us about their child's behaviour- let us know about the good as well as the bad
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings and curriculum meetings
- Avoiding misunderstanding by discussing problems or differences of opinion at an early stage with the class teacher

- Valuing the professional judgement of school staff
- Respecting other families with different cultures, languages and life-styles

London Meed expects all parents and visitors to act in line with our guidance in this Policy, and we have a separate 'Protocol for Parents and other Visitors to London Meed School' that outlines expectations and sanctions in this area.

Children's Involvement

It is very important for the children at London Meed School not only to understand the behaviour code but also regard it as their own. Throughout the process of drawing up this behaviour Policy we have sought the views of the children. Our Values and expectations of Behaviour are frequently reinforced at assemblies and in individual classes. With such ownership, they will feel that they had a part to play in its formation.

There is a suggestion box in the library area. This is an opportunity for pupils to express any wishes, concerns or anxieties.

Misbehaving Outside of the school premises

This behaviour policy is also applicable as a response to inappropriate behaviour or bullying which occurs off the school premises. This includes what actions the school will take in response to non-criminal poor behaviour or bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school whether or not the pupil is engaged on a school-related activity. In such cases of misbehaviour the school will investigate the situation when the pupil is on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Supporting each other: a checklist for teachers and LSAs in setting behaviour expectations for the classroom

- Do you create a comfortable and professionally congenial atmosphere in the room, for instance by greeting children into the classroom on each occasion?
- Are you both familiar with the Good Behaviour Policy?
- Is there a clear understanding of class rules and frequent reference to them?
- Is there a shared understanding of your respective roles in the classroom? Do the children understand these roles?
- Do you consciously model good social skills in the way you address and respond to each other and to the children and young people?
- Is there a shared understanding (among pupils as well) that different standards of behaviour may be expected from some individuals?
- Have ground rules for confidentiality been established?
- How do you signal to each other that you have noticed a problem?

Good Behaviour Policy Monitoring and Review Procedure

Our school is not a static community; it is constantly growing and changing. This Policy and its effects will be monitored regularly. It will be reviewed with children, staff and Governors each school year in the light of the school's growth and

development as a community. Parents are also invited to make comments and proposals for changes and additions. Next review is due summer 2025.

Staff at London Meed will apply this Good Behaviour Policy Fairly, Firmly and Consistently

