



The Meadows Primary School

Behaviour Policy

‘Look after each other, look after our school and be kind’

At The Meadows, our behaviour approach is built upon the foundations of our core values: **Relationships, Respect, and Resilience**. These values underpin every aspect of our Behaviour Policy and guide how we support children to develop positive behaviours, make responsible choices, and succeed as members of our school community. We believe that strong, trusting relationships are central to effective learning and positive behaviour; that respect for ourselves, others, and our environment creates a safe and inclusive culture; and that resilience enables children to reflect, learn from experiences, and overcome challenges. Through these shared values, we aim to create a school where every child feels valued, understood, and supported to achieve their full potential.

Our Aims

At The Meadows Primary School, we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring **relationships**, where achievements at all levels are acknowledged and valued.
- Encourage **respect** for individuals irrespective of age, race, ability and disability.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence, **resilience** and self-discipline.
- Have a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.
- Lead by example in the way that we treat each other and the children in our care.

Legislation, statutory requirements and evidence-informed research

This policy is written using legislation and research from the Department for Education (DfE) and supporting by research undertaken by the Education Endowment Foundation (EEF).

These documents include:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

A clear approach to behaviour

At The Meadows, **unacceptable behaviour** is defined as the following:

'Unacceptable behaviour is any action that does not meet the school's expected standards of behaviour and disrupts learning, compromises safety, shows a lack of respect for others, or prevents members of the school community from feeling safe, valued, and included. This may include behaviour that is intentional or unintentional and should always be addressed in a fair, consistent, and age-appropriate way.'

At The Meadows, **bullying** is defined as the following:

'Bullying is behaviour that is intentional, repeated over time, and aimed at hurting, intimidating, or controlling another person. It involves a real or perceived imbalance of power, making it difficult for the person being targeted to defend themselves. Bullying can be physical, verbal, social, or online, and is different from occasional disagreements, arguments, or one-off incidents between children.'

These are explained in greater detail in Appendix 1.

Our Behaviour Principles

Having a proactive approach to ensuring positive behaviours across the school is vital. As a school, we use the EFF Improving Behaviour in Schools document to form our key underlying behaviour principles.



Knowing the children

The Meadows places knowing each child well at the heart of its approach to behaviour. We recognise that behaviour is a form of communication and take a holistic, child-centred approach, seeing every pupil as an individual with their own strengths, experiences, needs, and circumstances. Developing a thorough understanding of each child—including their interests, family context, and experiences beyond school—enables staff to better understand and respond to behaviours in a supportive, informed, and effective way. Building **positive relationships**, one of our core school values, is fundamental to this approach. Strong, trusting relationships help children feel safe, valued, and understood, creating the conditions in which positive behaviour, wellbeing, and effective learning can flourish.

Maintaining these relationships requires intentional, consistent practice, with staff taking time to build trust, communicate positively, and respond with empathy and high expectations. When relationships are strained or break down following an incident, we prioritise repairing and restoring them through restorative conversations, reflection, and opportunities for children to reconnect positively with adults and their peers, ensuring every child feels they belong and has the opportunity to move forward successfully.

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

At The Meadows, we recognise that a child's emotional wellbeing and mental health can have a significant impact on their behaviour, engagement, and ability to learn. While many factors influencing mental health exist beyond school, we also acknowledge that experiences within school—including friendships, transitions, academic pressures, and relationships with adults and peers—can affect how children feel and behave. For this reason, it is essential that staff know each child well, recognising changes in behaviour, understanding individual needs, and responding with empathy and appropriate support. By developing strong relationships and maintaining an informed understanding of each pupil, staff are better able to identify when a child may need additional help, reduce barriers to learning, and create a safe, nurturing environment in which every child can thrive.

Teaching learning behaviours

At The Meadows, we believe that positive behaviour and learning behaviours should be explicitly taught, modelled, and practised, rather than assumed. We recognise that children need clear guidance and regular opportunities to learn the behaviours that enable them to be successful learners, such as listening attentively, following instructions, managing distractions, working collaboratively, showing resilience, and responding positively to feedback. Staff provide consistent expectations, direct instruction, modelling, and purposeful opportunities to practise these behaviours across all areas of school life. By teaching learning behaviours in the same way as the curriculum, we help pupils develop the knowledge, habits, and self-regulation skills they need to participate fully in learning, build positive relationships, and become confident, independent members of the school community.

At The Meadows, **restorative practice** is used to help pupils resolve conflict, repair relationships, and learn from their experiences in an increasingly independent way. Through carefully supported restorative conversations, children are encouraged to reflect on the impact of their actions, listen to the perspectives of others, and take responsibility for putting things right. Our approach is underpinned by the principles of respect, responsibility, repair, and reintegration. Pupils are supported to treat one another with respect, accept responsibility for their actions, repair any harm caused, and successfully reintegrate into the classroom or wider school community. By embedding restorative practice into everyday interactions, we help children develop independence, resilience, empathy, and effective communication skills. This approach strengthens relationships between peers, promotes positive learning behaviours, and fosters a culture in which children feel safe, valued, and confident in resolving disagreements constructively.

Effective classroom management

At The Meadows, we recognise that effective classroom management is fundamental to creating a calm, purposeful, and inclusive learning environment where all pupils can succeed. Staff establish clear routines, explicitly teach and reinforce expectations, and use consistent, predictable responses to behaviour to maximise learning time and minimise disruption. Lessons are carefully planned to promote engagement, with high-quality teaching, appropriate challenge, and smooth transitions helping pupils remain focused and motivated. Positive behaviour is recognised and reinforced, while low-level disruption is addressed promptly, calmly, and consistently to prevent escalation. Through effective classroom management, we create an environment in which pupils feel safe, know what is expected of them, and are able to develop the self-regulation, independence, and learning behaviours needed to achieve their full potential.

Maintaining regular routines

We recognise that consistent, well-established routines provide the structure and predictability that children need to feel safe, secure, and ready to learn. Daily routines are explicitly taught, practised, and reinforced across all areas of school life, including entering and leaving classrooms, transitions between activities, lining up, movement around the school, playtimes, and learning behaviours within lessons. Consistent routines reduce uncertainty, maximise learning time, and help pupils develop independence, self-regulation, and positive habits for learning. All staff implement routines in a calm, consistent, and predictable manner, ensuring that expectations remain the same regardless of the adult, classroom, or context. By embedding these routines throughout the school, we create a positive learning environment where pupils understand what is expected, experience a sense of belonging, and are supported to make successful behavioural choices.

Meeting the needs of all children

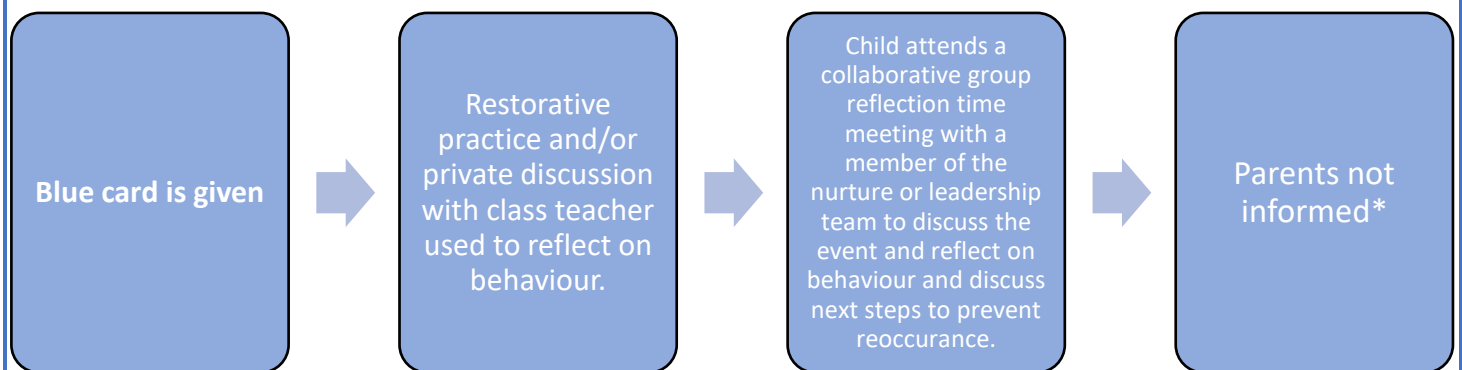
At The Meadows, we recognise that while high expectations for behaviour apply to all pupils, some children require additional support to achieve them. We are committed to understanding and responding to individual needs, recognising that behaviour may be influenced by a range of factors, including special educational needs and disabilities (SEND), social, emotional and mental health needs, communication differences, trauma, or significant life experiences. Staff use their knowledge of each child to make reasonable adjustments, provide appropriate support, and implement targeted strategies that enable pupils to succeed while maintaining high expectations. Support is planned collaboratively with families and, where appropriate, external professionals to ensure a consistent and effective approach. By meeting individual needs through inclusive, evidence-informed practice, we help pupils develop the skills, confidence, and self-regulation needed to engage positively in learning and become successful members of the school community.

We recognise that **consistency** is essential in creating a safe, predictable, and positive environment where all pupils can thrive. All staff share a common understanding of our behaviour expectations, routines, values, and approaches, ensuring that pupils receive clear and consistent messages about what is expected of them. Consistency does not mean treating every child in exactly the same way; rather, it means applying our principles fairly while recognising and responding to individual needs. Staff use agreed approaches to acknowledge positive behaviours, address concerns, and support pupils to reflect and improve when expectations are not met. Through a consistent whole-school approach, children develop trust in the adults around them, understand boundaries, and are supported to make positive choices that enable effective learning and respectful relationships.

Appropriate sanctions and outcomes

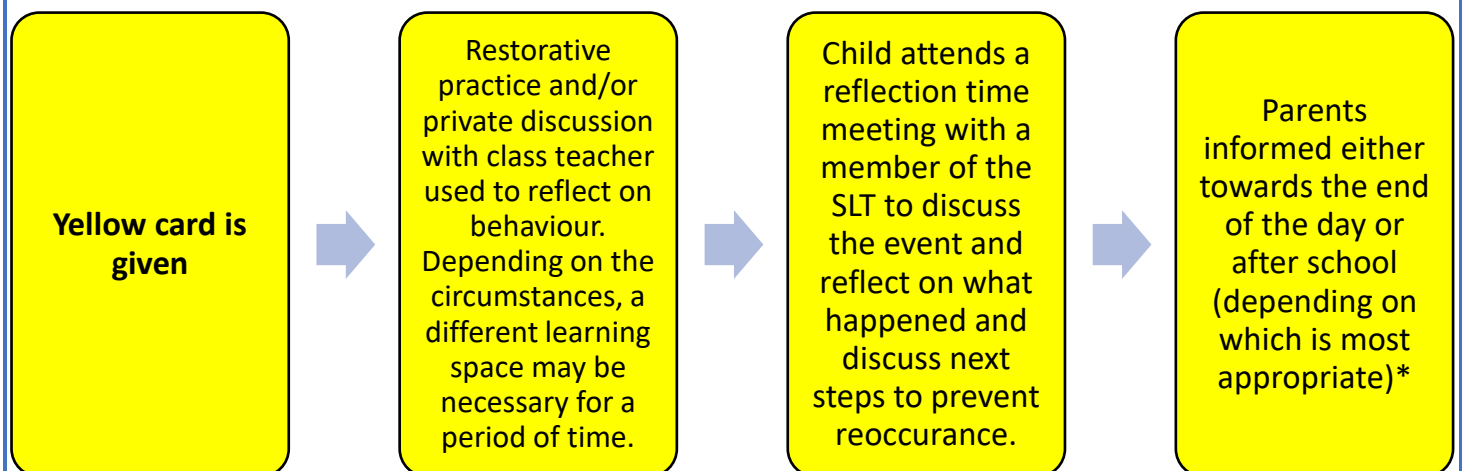
The Meadows uses the 'Great to be Green' behaviour model to provide a simple, consistent, and visual approach to promoting positive behaviour. The system reinforces our high expectations, recognises positive choices, and supports pupils to reflect on and improve their behaviour, ensuring a fair and consistent approach across the school. Below outlines the processes the school applies for each card.

Blue card – 'Stop and Think'



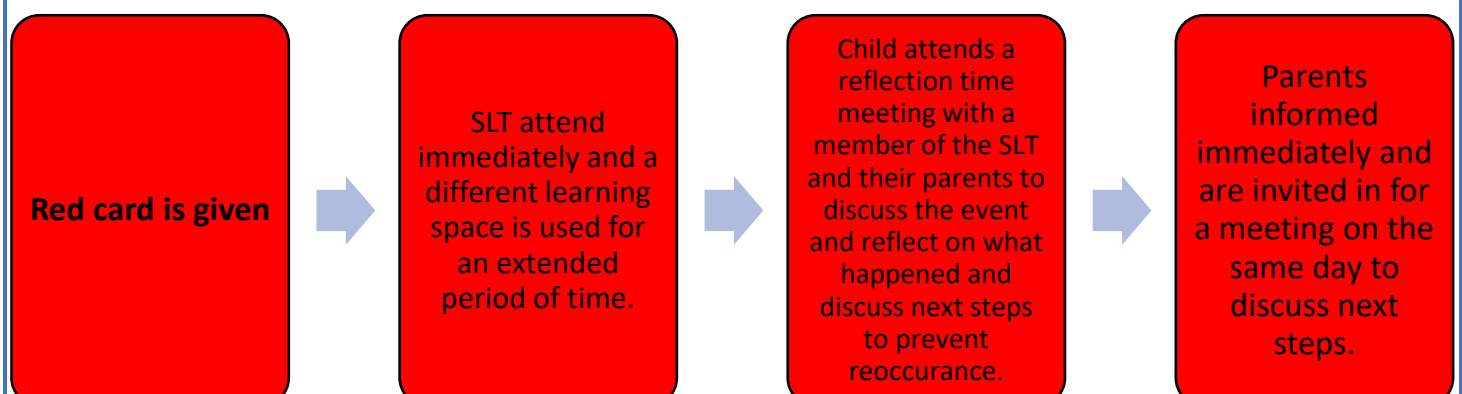
*Parents **will** be informed if the child receives 3 or more blue cards in a half term. A meeting will be arranged with the class teacher and either a member of the nurture team or phase leader to plan next steps. The pupil will be present.

Yellow card



* If the behaviour continues without progress, parents will be invited in for further meetings, including with members of the SLT.

Red card



Working together

At The Meadows, we believe that promoting positive behaviour is most effective when school and home work together in partnership. We value the knowledge, support, and insight that parents and carers provide and recognise that strong communication between home and school helps us to understand each child as an individual. By working collaboratively, sharing successes, addressing concerns promptly, and maintaining consistent expectations, we can provide children with the support they need to develop positive behaviours, resilience, and confidence. We encourage open, respectful dialogue with parents and carers, recognising that a shared commitment to our school values and behaviour expectations creates the best possible environment for every child to thrive both academically and socially.

Roles and responsibilities

The School's Governing Body is responsible for:

- Reviewing and approving the school's Behaviour Policy in partnership with the Headteacher.
- Monitoring the effectiveness of the policy and its impact on behaviour and outcomes across the school.
- Holding the Headteacher to account for the consistent implementation of the Behaviour Policy.
- Ensuring the school's approach to behaviour aligns with statutory guidance and supports the wellbeing, safety, and learning of all pupils.

The Senior Leadership Team is responsible for:

- Leading the development, review, and implementation of the school's Behaviour Policy in consultation with staff, governors, pupils, parents, and other relevant stakeholders.
- Ensuring the school environment promotes positive behaviour, inclusion, and a culture of high expectations.
- Ensuring that behaviour is managed consistently, fairly, and effectively across the school.
- Monitoring the implementation of the Behaviour Policy to ensure that rewards, consequences, and restorative approaches are applied consistently and equitably for all pupils.
- Ensuring that all staff understand and uphold the school's behaviour expectations, routines, and values.
- Providing an effective induction for new staff to ensure they understand the school's behaviour culture, expectations, and procedures.
- Ensuring that staff receive appropriate professional development in behaviour management, including understanding the impact of special educational needs and disabilities (SEND), trauma, and mental health on behaviour.
- Ensuring that the Behaviour Policy is implemented alongside the school's Safeguarding and Child Protection Policy so that pupils receive appropriate support as well as appropriate consequences.
- Regularly monitoring and analysing behaviour data to identify patterns, evaluate the effectiveness of the policy, and ensure that no group of pupils is disproportionately affected.
- Reporting to the Academy Governing Board on the effectiveness of the school's behaviour systems and any actions taken to improve outcomes for pupils.

School staff are responsible for:

- Creating a calm, safe, and inclusive environment where every pupil feels valued and ready to learn.
- Establishing, teaching, and maintaining clear expectations and boundaries for behaviour.
- Implementing the school's Behaviour Policy consistently, fairly, and with professionalism.
- Using agreed restorative approaches and appropriate consequences to respond to behaviour in line with the nature and context of the incident.
- Communicating the school's expectations, routines, values, and learning behaviours through explicit teaching, positive reinforcement, and everyday interactions with pupils.
- Modelling respectful behaviour, positive relationships, and the school values at all times.
- Building strong relationships with pupils and adopting a personalised approach to meet individual behavioural, social, emotional, and learning needs.
- Reflecting on their own practice and contributing positively to the school's culture by consistently upholding expectations.
- Recording behaviour incidents accurately and promptly in accordance with school procedures.
- Working collaboratively with colleagues, parents, and external agencies where appropriate to support positive behaviour and pupil wellbeing.
- Encouraging and supporting all pupils to take responsibility for their behaviour and achieve the school's high expectations.

Parents and carers, where possible, should:

- Read and support the school's Behaviour Policy, reinforcing the school's values and expectations at home where appropriate.
- Work in partnership with the school to promote positive behaviour and support their child's learning and wellbeing.
- Inform the school of any changes in circumstances that may affect their child's behaviour, wellbeing, or emotional needs.
- Discuss any behavioural concerns with their child's class teacher or another appropriate member of staff as early as possible.
- Engage with pastoral support, behaviour plans, review meetings, or other interventions where appropriate to help their child succeed.
- Raise any concerns about behaviour management or the implementation of the Behaviour Policy directly with the school through the appropriate channels, while continuing to work collaboratively in the best interests of their child.
- Take an active role in the life of the school and contribute positively to the strong home-school partnership that supports pupils' personal development and success.

Pupils will be made aware of the following:

- The high standards of behaviour expected of them at school.
- Their responsibility to follow the school's Behaviour Policy and uphold the school's values.
- The school's routines, rules, and expectations for behaviour and learning.
- How positive behaviour is recognised and celebrated, and the consequences that may be applied when behaviour does not meet expectations.
- The pastoral, emotional, and behavioural support available to help them make positive choices and meet the school's expectations.

Behaviour Curriculum

We strongly believe that positive behaviour is fundamental to creating a safe, respectful, and purposeful learning environment where all children can achieve their full potential. Strong behaviour systems support high-quality teaching and learning, ensuring that classrooms are calm, inclusive, and focused on progress.

Within our classrooms, we expect:

- Staff to know their pupils well, understanding their individual strengths, needs, and circumstances in order to support positive behaviour and learning.
- All pupils to feel safe, valued, and confident, with opportunities to experience success and achievement every day.
- The curriculum to be ambitious, engaging, and accessible for all learners.
- Teachers to plan and deliver well-structured lessons that promote engagement, challenge, and positive learning behaviours.
- Learning behaviours, attitudes, and expectations to be explicitly taught, modelled, and reinforced.
- Staff to use positive language and framing to encourage and motivate pupils.
- Achievement, effort, progress, and positive choices to be recognised and celebrated.
- A culture of high expectations where all children are supported to do their best.
- An inclusive environment where all pupils' needs are understood and appropriate support or adjustments are provided.
- Classrooms and learning environments to be organised, welcoming, stimulating, and designed to support learning.
- Behaviour expectations to remain high, with inappropriate behaviour addressed calmly, consistently, and effectively.
- Routines and expectations to be simple, clearly taught, and consistently applied by all staff.

Across the wider school environment, we expect all pupils to:

- Be proud to be part of The Meadows community and treat everyone with kindness and respect.
- Show courtesy and consideration towards pupils, staff, visitors, and the wider community.
- Engage positively with others and contribute to a welcoming school culture.
- Move around the school calmly and safely, following agreed routines and respecting the learning of others.
- Communicate politely, using respectful language and appropriate volume.
- Show positive attitudes towards staff, visitors, and members of the school community, including offering polite greetings and responses.
- Take responsibility for their choices and demonstrate our school values in all areas of school life.

Where appropriate and reasonable, adjustments may be made to routines, expectations, and support strategies to ensure that all pupils, including those with additional needs, are able to access learning and meet behavioural expectations successfully.

Recognising Positive Behaviour

At The Meadows, we believe that recognising and celebrating positive behaviour is essential in developing a strong culture of respect, responsibility, and success. When pupils demonstrate behaviour that meets or exceeds our expectations, staff will acknowledge and celebrate these choices through positive recognition and rewards. This provides opportunities for adults to reinforce our school values, expectations, and the behaviours that help everyone to learn and thrive.

Positive recognition and rewards are applied consistently, fairly, and meaningfully to reinforce the routines, learning behaviours, and positive relationships that are central to our school community.

Positive behaviour may be recognised through:

- Verbal praise and specific feedback that highlights positive choices and behaviours.
- Recognition linked to our school values.
- Stickers, certificates, or other forms of celebration.
- Positive communication with parents and carers through phone calls, messages, or written correspondence.
- Celebration of achievements through assemblies and whole-school recognition.
- Opportunities to share successes with the wider school community.

Bullying

At The Meadows, we take **all** reports of bullying seriously and are committed to ensuring that all pupils feel safe, respected, and supported. Our approach focuses on addressing harm, repairing relationships, and helping all children involved to move forward positively.

- Pupils are encouraged to report any concerns about bullying to a trusted adult or member of staff who can provide support and take appropriate action.
- Parents and carers who wish to report a bullying concern should contact the school using the appropriate reporting process.
- All reported incidents of bullying are recorded on the school's bullying log and investigated thoroughly. Incidents are initially addressed by the class teacher, with support from the phase leader, Deputy Headteacher, SENDCo, or Headteacher where necessary.
- Parents and carers of pupils involved will be informed as appropriate and may be invited to meet with school staff to discuss the concerns, the support required, and the next steps.
- Parents and carers who raise concerns about bullying will receive timely communication and feedback regarding how the matter has been addressed.
- The school recognises that any child may display bullying behaviours and takes a supportive approach that helps pupils understand the impact of their actions, take responsibility, and develop more positive ways of interacting with others.
- Where appropriate, the school may seek advice or support from external agencies to ensure that pupils receive the most effective support.

Prevention

At The Meadows, we believe that preventing bullying begins with creating a culture where every child feels safe, valued, respected, and listened to. We use a range of proactive approaches to help children understand the impact of their actions, develop positive relationships, and know how to seek support if they experience or witness unkind behaviour.

We promote an environment where bullying is less likely to occur through:

- Developing a caring and supportive ethos where children feel confident to speak to trusted adults about their concerns.
- Encouraging open discussion, active listening, and understanding different perspectives before making assumptions.
- Using a restorative and problem-solving approach to help children resolve conflicts and repair relationships.
- Exploring themes linked to respect, kindness, relationships, and online safety through the curriculum, including RSHE lessons, assemblies, and Anti-Bullying Week activities.
- Supporting both children who have experienced bullying and those who have displayed bullying behaviours, helping them understand the impact of actions and develop more positive behaviours.
- Sharing messages about positive behaviour and inclusion through displays, posters, and whole-school communication.
- Promoting online safety by educating pupils and working with parents and carers to understand the risks associated with online activity and unsupervised internet access.
- Encouraging parents and carers to take an active role in supporting safe online behaviours, including monitoring online activity and using appropriate parental controls where needed.

Reasonable Force

At The Meadows, we recognise that positive relationships, effective communication, and preventative strategies are central to supporting positive behaviour. However, there may be rare occasions when the use of reasonable force is necessary to keep pupils, staff, or others safe. Reasonable force refers to a range of actions involving physical contact with a pupil and will only be used when absolutely necessary and proportionate to the situation.

All members of staff have a responsibility to use reasonable force, where appropriate, to prevent a pupil from:

- Causing harm or injury to themselves or others.
- Causing significant disruption or serious disorder.
- Damaging property.
- Committing an offence.

Any use of reasonable force must:

- Be used only as a last resort when other strategies have been unsuccessful or are not appropriate.
- Involve the minimum amount of force necessary and be used for the shortest possible time.
- Be carried out in a way that protects the safety, dignity, and wellbeing of all those involved.

- Never be used as a punishment or as a means of enforcing compliance.
- Be recorded accurately in line with school procedures (on CPOMs).
- Be reported to parents or carers following the incident.

When deciding whether reasonable force is necessary, staff will carefully consider the individual circumstances of the pupil, including any known vulnerabilities, such as special educational needs and disabilities (SEND), mental health needs, medical conditions, or previous experiences that may affect their response.

Following any incident where reasonable force has been used, the school will prioritise reflection, support, and the restoration of positive relationships for all involved.

Sexual Harassment, Sexual Violence and Online Sexual Abuse

At The Meadows, we are committed to creating a safe, respectful, and inclusive environment where all children feel valued and protected. Sexual harassment, sexual violence, and online sexual abuse are not tolerated in our school under any circumstances. We recognise that these behaviours can occur between children and that a proactive, whole-school approach is essential in identifying concerns early, providing support, and keeping children safe.

Staff understand that child-on-child sexual harassment is any unwanted conduct of a sexual nature that may violate a child's dignity, make them feel intimidated, degraded, humiliated, or create a hostile, offensive, or sexualised environment. This behaviour is unacceptable and will always be taken seriously.

The Meadows follows the guidance set out in **Keeping Children Safe in Education (KCSIE)** and works in line with local safeguarding procedures and the school's Child Protection and Safeguarding Policy. All staff understand their responsibility to recognise, respond to, and report concerns relating to sexual harassment, sexual violence, harmful sexual behaviours, and online sexual abuse.

Children are encouraged to speak to a trusted adult about anything that makes them feel uncomfortable or unsafe, regardless of how serious they feel the incident may be. All reports will be listened to carefully and responded to sensitively.

The school's response to incidents will be:

- Proportionate, fair, and appropriate to the circumstances of each individual case.
- Supportive of all children involved, including those who have experienced harm and those who may have displayed harmful behaviours.
- Focused on safeguarding, accountability, education, and the restoration of positive relationships where appropriate.
- Managed in line with the school's safeguarding and behaviour procedures.

Where concerns are raised, the school will follow clear procedures to:

- Respond promptly and sensitively to reports or disclosures.
- Assess the level of risk and determine the most appropriate response.
- Decide whether the matter can be managed within school or requires additional support.
- Refer to external agencies, including Early Help, Children's Social Care, or the police, where appropriate.

Further information can be found in The Meadows Primary School's Child Protection and Safeguarding Policy.

Peer-on-Peer Abuse

At The Meadows, we recognise that children can be harmed by the behaviour of other children and that peer-on-peer abuse is a safeguarding concern. We are committed to creating a culture where all pupils feel safe, respected, and able to speak out if they experience or witness behaviour that causes harm. Peer-on-peer abuse can take many forms, including bullying, physical harm, sexual harassment, sexual violence, harmful sexual behaviour, online abuse, intimidation, coercion, or discriminatory behaviour.

All reports and concerns relating to peer-on-peer abuse are taken seriously and will be responded to promptly, sensitively, and in line with our safeguarding procedures. Staff are expected to remain vigilant, recognise signs that a child may be experiencing harm, and follow the school's reporting procedures. We understand that children who display harmful behaviours may also require support, education, and intervention to understand the impact of their actions and develop safer, more positive ways of interacting with others.

Our response will always prioritise the safety and wellbeing of the child who has experienced harm, while ensuring that appropriate support, guidance, and consequences are provided for the child who has caused harm. Where appropriate, we will use restorative approaches to repair relationships, promote accountability, and support children to reintegrate positively into the school community. Further information can be found in The Meadows Primary School's Child Protection and Safeguarding Policy.

Removal from the Classroom

At The Meadows, we recognise that all pupils have the right to learn in a calm, safe, and purposeful environment. In response to serious or persistent breaches of the Behaviour Policy, it may sometimes be necessary to remove a pupil from the classroom for a limited period of time. This is a serious step and will only be used when other strategies have been unsuccessful, unless the behaviour presents an immediate risk to the safety or wellbeing of the pupil or others.

When a pupil is removed from the classroom:

- The pupil will be informed that removal is the next step in line with the school's behaviour procedures and will be supported to understand the reasons for this decision.
- The pupil will be informed where they will work, which member of staff will support them, and the expected length of time they will be out of the classroom.
- Pupils will continue to access meaningful learning activities under the supervision of a member of staff. This work may differ from the learning taking place in the classroom but will remain purposeful and appropriate.
- The length and timing of removal will be considered carefully, taking into account the circumstances of the incident, the needs of the pupil, and what will best support a successful return to learning.
- Parents and carers will be informed on the same day when their child has been removed from the classroom and, where possible, before the removal takes place.

Removal from the classroom may be used to:

- Restore a calm and safe learning environment when a pupil's behaviour is significantly disrupting the learning of others.
- Maintain the safety and wellbeing of pupils and staff.
- Provide a managed space where a pupil can continue learning away from distractions.
- Allow a pupil time and support to regulate their emotions, reflect on their behaviour, and prepare to return successfully to the classroom.

Pupils will not be removed from the classroom for extended periods without the agreement of the Headteacher. We aim to reintegrate pupils back into the classroom as soon as it is appropriate and safe to do so. Before returning, pupils will be supported to reflect on the incident, repair any relationships affected, and identify the behaviours needed to be successful in their learning.

Where a pupil is regularly removed from the classroom, the school will review the support in place and consider additional strategies, which may include:

- Meetings with the class teacher, pastoral team, SENDCo, or other appropriate staff.
- Additional adult support or targeted interventions.
- Individual behaviour support plans.
- Support from external agencies where appropriate.
- Alternative approaches to support the pupil's engagement and inclusion within school.

All incidents involving removal from the classroom will be recorded in line with school procedures, including the circumstances leading to the decision, the support provided, and any relevant safeguarding or SEND considerations.

Reintegration following a classroom removal

At The Meadows, we recognise that a consequence is an opportunity for reflection, learning, and positive change. Following a consequence, staff will support pupils to understand the impact of their behaviour, rebuild relationships where needed, and identify the steps they can take to meet the school's expectations moving forward.

Support may include:

- Restorative conversations to help pupils reflect on their choices, understand the impact of their behaviour, and repair relationships.
- Reinforcing the school's values, routines, and behaviour expectations.
- Reintegration meetings following a suspension to support a successful return to school.
- Check-ins with key members of staff, which may include the class teacher, teaching assistant, pastoral team, or SENDCo.
- Individual support plans or targeted strategies where additional support is required.

Our aim is always to help pupils develop self-awareness, resilience, and the skills needed to make positive choices and participate successfully in the school community.

Responding to Physical Behaviour

The safety and wellbeing of every child and adult is our highest priority. We have a zero-tolerance approach to physical aggression towards pupils, staff, or visitors. Any incident involving physical aggression will be taken seriously, investigated appropriately, and responded to in line with this Behaviour Policy. Parents and carers will be informed of all incidents involving physical aggression on the same day wherever possible.

In response to physical aggression:

- Any incident of physical aggression towards another pupil or adult will result in the pupil being removed from the classroom to allow for reflection, regulation, and the restoration of a safe learning environment.
- The pupil will be supported to reflect on their actions through restorative conversations and appropriate behaviour support before being reintegrated into the classroom.
- Appropriate consequences will be applied, taking into account the age of the pupil, the context of the incident, any identified additional needs, and the level of risk posed.
- Individual behaviour support plans and reasonable adjustments will be implemented where appropriate to help pupils develop safer ways of managing their emotions and behaviour.
- The school will work closely with parents and carers to promote consistent expectations and identify strategies that support positive behaviour.
- Where behaviour is persistent, serious, or places others at risk of harm, additional interventions will be implemented. This may include involvement from the SENDCo, pastoral team, external agencies, or the development of an individual behaviour support plan.
- Persistent physical aggression or serious incidents of violence may result in suspension (fixed-term exclusion) or, in exceptional circumstances, permanent exclusion, in line with the Department for Education's statutory guidance and the school's legal responsibilities.
- Where appropriate, pupils may be educated away from their usual classroom or, where necessary, outside of the school setting for a fixed period to ensure the safety and wellbeing of others while appropriate support and reintegration plans are put in place.

The Meadows is committed to supporting all pupils to succeed. Alongside appropriate consequences, we will work proactively with pupils, families, and external professionals where necessary to understand the underlying causes of behaviour, reduce the likelihood of future incidents, and enable every child to engage successfully in school.

Responding to Misbehaviour from Pupils with Special Educational Needs and/or Disabilities (SEND)

Recognising the Impact of SEND on Behaviour

We recognise that a pupil's behaviour may be influenced by a range of factors, including special educational needs and/or disabilities (SEND). We understand that behaviour is a form of communication and that some pupils may require additional support, adaptations, or adjustments to help them meet our behaviour expectations.

When incidents of misbehaviour occur, staff will consider whether a pupil's SEND may have contributed to their behaviour. This will be considered on an individual, case-by-case basis, recognising that not all behaviour incidents involving pupils with SEND will be directly related to their additional needs.

When responding to behaviour from pupils with SEND, the school will balance maintaining high expectations with our responsibility to ensure that pupils are supported appropriately and not placed at a disadvantage. We will fulfil our legal duties, including:

- Making **reasonable adjustments** to ensure that pupils with disabilities are not placed at a substantial disadvantage.
- Using our best endeavours to meet the needs of pupils with SEND.
- Ensuring that the provision outlined in an Education, Health and Care (EHC) plan is secured and working collaboratively with the local authority and other professionals where required.

As part of our inclusive approach, staff will seek to understand potential triggers for behaviour and put preventative strategies in place wherever possible. These strategies will be personalised to meet the needs of individual pupils and may include:

- Providing planned movement breaks or sensory breaks for pupils who find it difficult to maintain focus or regulate their emotions.
- Adapting classroom environments, seating arrangements, or resources to support access and engagement.
- Making reasonable adjustments to routines or expectations where sensory, communication, or physical needs require this.
- Providing staff training and support to develop understanding of specific needs, including autism and other neurodiverse conditions.
- Providing access to a calm or supportive space where pupils can regulate their emotions and return to learning successfully.

Adapting Responses and Consequences for Pupils with SEND

When deciding how best to respond to behaviour from a pupil with SEND, staff will consider:

- Whether the pupil understood the expectation, instruction, or rule.
- Whether the pupil was able to respond differently at the time, considering the impact of their SEND.
- Whether the behaviour may have been linked to an unmet need, difficulty with communication, emotional regulation, or sensory processing.

Where appropriate, the school will consider whether a response needs to be adapted to ensure it is fair, meaningful, and supports the pupil to learn from the experience. Adjustments may be

made while maintaining high expectations and supporting pupils to develop positive behaviours and self-regulation skills.

Identifying and Supporting Unmet Needs

At The Meadows, we recognise that persistent or challenging behaviour may sometimes indicate an underlying need that has not yet been identified or fully supported. Where concerns arise, the SENDCo may work with staff, parents and carers, and relevant professionals to explore whether additional assessment or support is required.

Where appropriate, advice may be sought from specialist teachers, educational psychologists, health professionals, or other external agencies. If additional needs are identified, the school will work collaboratively with families to develop appropriate support strategies and review their effectiveness regularly.

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

For pupils with an Education, Health and Care (EHC) plan, The Meadows will ensure that the provision and support outlined within the plan are implemented effectively. The school will work collaboratively with the local authority and other professionals to support the pupil's needs.

If concerns arise regarding the behaviour of a pupil with an EHC plan, the school will seek advice and work with relevant professionals to review support arrangements. Where appropriate, an early review of the EHC plan may be requested to ensure that the pupil's needs continue to be appropriately met.

Adopted/reviewed	Signature
November 2007	
January 2010 with amendment	
September 2012	
September 2014	
September 2016	
April 2019	
September 2020	
September 2022	
February 2023	
November 2024	
February 2026	
September 2026	

Appendix 1 - A clear approach to behaviour

Sanctions explained

Behaviour which warrants a blue card	Behaviour which warrants a yellow card	Behaviour which warrants a red card
Disruptive behaviour, inclusive of assemblies, breaks and lunchtimes. (Given on their 3rd warning) <i>Disruptive behaviour is any behaviour that interrupts teaching and learning, prevents others from learning, or interferes with the safe, calm, and purposeful running of the school.</i> Refusal to follow instructions after being given three chances to comply. Deliberate damage to property belonging to the school or another peer. This includes breaking stationary, defacing books etc. Inappropriate play, inclusive of play fighting and rough play. An isolated incident of disrespectful or inappropriate language (not swearing) towards a peer or member of school staff which is not of a racist, sexist, homophobic or any other discriminatory nature (eg. Shut up, idiot, stupid, loser etc)	Deliberate racist, sexist, homophobic or sexualised language used as a generalisation or inappropriate reference to a people group based on a misconception. Deliberately striking another child as an immediate reaction to an event (separate from 'rough play'). Deliberately striking a member of staff as an immediate reaction as a form of communication (linked to an additional need). Deliberate theft of another child's property or property belonging to the school. Deliberate significant damage or vandalism to school property. This includes damage to doors, furniture, walls, toilets etc. Swearing towards a peer or a member of school staff. Persistent disruptive behaviour (upgraded from a blue card due to the repeated nature) Persistent refusal to follow instructions (upgraded from a blue card due to the repeated nature) Repeated disrespectful or inappropriate language towards a peer or member of school staff.	Deliberate racist, sexist, homophobic or sexualised language used with intent to cause harm to an individual. Any form of bullying that has been proven. Deliberate physical behaviour of a sexual nature (eg. interfering with clothes or inappropriate touching) Smoking or vaping. Deliberately and repeatedly striking another child with the intent to cause harm/serious harm to an individual separate from 'rough play'. This may be an immediate reaction to an event or an isolated incident. Deliberately and repeatedly striking a member of staff with the intent to cause serious harm.

The parents of the child receiving a yellow or red card will receive a copy of Appendix 1 with the unacceptable behaviour highlighted and explained.

Appendix 2 - A clear approach to behaviour

Monitoring and Evaluating behaviour

At The Meadows, we regularly monitor and evaluate behaviour across the school to ensure that our Behaviour Policy is implemented consistently, promotes positive outcomes for all pupils, and supports a safe, respectful, and inclusive learning environment.

The school collects and reviews information relating to:

- Behaviour incidents, including incidents resulting in removal from the classroom.
- Attendance, suspensions, and permanent exclusions.
- Bullying incidents and other safeguarding-related behaviour concerns.
- The use and impact of behaviour support strategies and interventions.
- Incidents involving searching, screening, or confiscation, where applicable.
- Feedback from pupils, staff, parents, governors, and other stakeholders regarding the school's behaviour culture and practice.

Behaviour information is reviewed regularly by the Senior Leadership Team to identify strengths, emerging patterns, and areas for development.

The school analyses behaviour data from a range of perspectives, including:

- Whole-school trends.
- Year groups and classes.
- Time of day, day of the week, and term.
- Individual pupils where additional support may be required.
- Pupils with protected characteristics.
- Groups of pupils, including those with SEND, disadvantaged pupils, and other identified groups.

The findings from this monitoring are used to evaluate the effectiveness of the school's behaviour systems, inform staff training, review support for individual pupils, and ensure that our practice is fair, inclusive, and compliant with our duties under the Equality Act 2010. Regular evaluation helps us to continually strengthen our behaviour culture so that every child is supported to thrive.

Appendix 3 - A clear approach to behaviour

Bullying

Types of Bullying

Bullying can take many forms and may include, but is not limited to, the following:

Type of Bullying	Examples
Emotional	Deliberately excluding someone, threatening, intimidating, humiliating, or deliberately making another child feel unhappy or isolated.
Physical	Hitting, kicking, pushing, tripping, spitting, damaging property, taking or hiding belongings, or any other form of physical aggression.
Verbal	Name-calling, teasing, mocking, insulting, spreading rumours, or using unkind or offensive language intended to cause harm.
Prejudice-based or Discriminatory	Bullying motivated by prejudice or discrimination relating to a person's protected characteristics, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, or any other perceived difference. This may include discriminatory language, gestures, graffiti, exclusion, or physical abuse.
Sexual	Unwanted behaviour of a sexual nature, including sexual comments, jokes, gestures, inappropriate touching, sharing sexual images or content, or comments about a person's body or appearance.
Cyberbullying	Bullying that takes place through technology, including social media, online games, messaging platforms, emails, or mobile devices. This may include sending unkind messages, sharing images without consent, excluding others online, impersonating someone, or encouraging participation in harmful online challenges or hoaxes.

At The Meadows, **all forms** of bullying are taken seriously and will be responded to promptly, consistently, and in accordance with the school's Behaviour Policy and Child Protection and Safeguarding Policy.