BEHAVIOUR POLICY

Introduction

Meadow Farm Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims and Objectives

- To create a culture of exceptionally good behaviour for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, self discipline and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Implementation of the policy

The purpose of the policy is to provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive intervention

Consistency in practice

1. Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
2. Consistent **follow up**: Ensuring 'certainty' at the classroom and at management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
3. Consistent **positive reinforcement**: Routine procedures for reinforcing,

encouraging and celebrating appropriate behaviour.

4. Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
5. Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
6. Consistent **respect from the adults**: Even in the face of disrespectful learners!
7. Consistent **models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
8. Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
9. Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

Consistent cultures of excellent behaviours

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

"When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted of challenging behaviour." **Paul Dix**

All staff will:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Staff responsibilities
School staff are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Staff will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in their phase to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls home
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Senior Leaders
Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess the behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of pupil movement.

Recognition and rewards for effort
We recognise and reward learners who go 'over and above' our standards. Although we implement tiered Dojo awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

> 'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Our rewards are:

- Rewards given through our class Dojo site. All Class Dojo sites must include our 3 school values and 3 behaviour values identified. 100% participation from parents expected.
- Positive notes home. Praise postcards.
- Positive wrist bands with a comment – Ready. Respectful. Safe.
- Hot chocolate treat with the Headteacher. Use the language of going over and above.

We aim to use private presentation of notes as an opportunity to peg good behaviour. We reward those who go over and above without being noticed and relentlessly value the 90 percent of pupils who always behave impeccably.

Managing behaviour in school

In the classroom

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Recognition board

Every classroom will have a recognition board. This is the simplest way to shift the culture in the classroom whilst allowing you to manage and modify poor behaviour. This board routinely advertises the behaviour you want.

Staff will simply write at the top of the board the behaviour that they want to focus on. EG: one voice for classes who constantly talk over each other. Social and learning behaviours should be taught. EG: accurate peer feedback or show working out. When you see the children demonstrating the behaviour well, write their name on the board. This is a collaborative strategy; we are one team, focused on one learning behaviour and moving in one direction. You must be persistent – the aim is for everyone to have their name on the board at the end of a lesson/morning/afternoon/day/week. Timings are up to individual staff. The choice of objective must raise the expectation and is not something pupils can already do well.

Embellished countdowns

The embellishment is positive encouragement. The teacher should put their hand in the air and wait. If you are not getting the required response, count down from 5 and immediately identify the pupils who are getting ready to listen.

Once this is established, staff can ask other pupils to initiate the countdown, use music as a cue, deploy a timer on the screen. Pupils will beed to be trained on our *eyes on me* strategy. Securing the attention of the whole class is essential meaning instructions given have the best chance of being followed.

Further guidance to staff about how to implement our behaviour policy can be found in the appendix.

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to meet high standards of behaviour, engagement, and personal development. We recognise that some pupils, including those with specific learning difficulties such as dyslexia, may require different approaches to ensure that expectations are fair, consistent, and inclusive.

Our approach is guided by the principles of the SEND Code of Practice (2015) and our school's SEND Policy. We aim to create an environment where every pupil feels valued, understood, and able to succeed.

To achieve this, we will:

1. Recognise individual needs – Understand that some behaviours may be linked to underlying learning differences or emotional regulation challenges related to SEND.
2. Provide reasonable adjustments – Adapt communication, instructions, and sanctions to ensure accessibility (e.g. using verbal explanations, visual supports, or simplified written materials for pupils with dyslexia).
3. Promote positive relationships – Encourage staff to build trusting, respectful relationships that support self-esteem and confidence, particularly for pupils who may find literacy-based tasks challenging.
4. Use restorative and supportive approaches – Focus on understanding the reasons behind behaviour and supporting pupils to develop self-regulation and coping strategies.
5. Work collaboratively – Engage with parents, carers, and specialist staff (e.g. SENDCo, Educational Psychologist) to develop consistent strategies that promote positive behaviour and inclusion.
6. Monitor and review – Regularly assess the impact of behaviour strategies on pupils with SEND to ensure fairness, equality, and continuous improvement.

We believe that inclusion is not about treating all pupils the same, but about responding to individual needs so that every child can thrive both academically and socially.

A serious breach

This is an incident that may lead to a fixed term suspension. Alternatives to suspension, where appropriate, include community service and payback. Fixed term suspensions will apply where the behaviour of the child means it is not safe for the child to remain in school at that time.

A decision to exclude a pupil permanently is a serious one and will only be taken when the basic facts have been established on the balance of probabilities and taking into account of all of the circumstances, the evidence available and the need to balance the interests of pupils against the whole school community.

There will, however, be exceptional circumstances, where, in the judgement of the headteacher, it is appropriate to permanently exclude a pupil for a first or "one off" event. For further information, please refer to our suspension and exclusions policy.

Monitoring and Evaluation

The role of the Head Teacher

The Head Teacher has overall responsibility for the policy and its implementation; for liaison with the Governing Body, parents/carers and appropriate outside agencies and for the appointment of the Behaviour Lead who will have responsibility for the handling of the daily implementation of the policy.

The role of the Governing Body

The Strategic Development Committee monitors and reviews this policy on an annual basis. The committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification. The Governing Body gives consideration to any comments from parents about the Online Safety policy, and makes a record of such comments.

Policy prepared by: S Eyre, Headteacher

Date prepared: September 2025

Date ratified by the Strategic Committee: 14.11.25

(Chair of the Strategic Committee)

Signed:

Melanie Gaidermann

(Head Teacher)

Signed:

Mrs S Eyre

Review date: September 2028

Appendix one

Three is the magic number

We will structure the routines we teach in threes. These routines for the class should be made by the teacher in the best interests of their class.

Our school rules are as follows:

Rules

1. Be ready
2. Be respectful
3. Be safe

All staff, every day

1. Be on time to welcome/collect pupils - transitions to be sharp and timely in and out of class.
2. Do not ignore negative behaviour, challenge every time around school
3. Invest pride in the school – coats are picked up/ litter. Classrooms are tidy/ laptops are put away/ cared for. Notice and set the highest standard for the pupils.

Routines for pupils around school

1. Line up in silence and safely. Legendary line ups
2. Walk in an orderly fashion into and around school. Fantastic walking.
3. Wear your uniform with pride every day.

Three ways to recognise that behaviour is going over and above

1. Is the behaviour having a positive impact on others. Are other pupils changing their own behaviour as a result?
2. Does the behaviour exceed what is expected **without** prompting?
3. Is the behaviour repeated rather than just being a one off?

Support beyond the classroom

1. Support to write action plans, behaviour plans and risk assessments.
2. Referrals for further support such as the TAC process, SEN support plans, behaviour support, STEPs support. School health support.
3. Behaviour support training to manage more complex pupils such as de-escalation techniques, positive handling and positive handling meetings to refresh training.
4. Regular policy review and implementation.
5. A listening ear and offer of guidance – seek help from others. This has been effective in applying scripts and managing more complex pupils outside.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct:

1. **The reminder**
   A reminder of the expectations for learners to be **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

2. **The caution**
   A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next steps."

3. **Last chance**
   Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. **Use the 30 second scripted intervention.**

   Always attach, "Stay behind two minutes after class," to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

Redirecting negative behaviour

A very powerful technique for redirecting negative behaviour is to remind young people of their previous good behaviour as you tackle their present actions. For example, 'Ashraf, do you remember when you helped me clear up the classroom and handed me that excellent design and worked with Darren ... that is the Ashraf that I need to see today.'

Scripted approaches via a 30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow time for them to decide what to do next. If there are comments, as you walk away write them down and follow up later.

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