



Meadowside Primary School

Behaviour and Culture Policy

Reviewed: September 2026

Next Review: September 2027

Good behaviour and conduct ensures a safe and happy environment where all involved have respect for each other, the learning environment and resources. We are guided by our vision at Meadowside and everything we do is designed to 'make a difference for our future'. We want our children to be kind, show respect, be safe and try their best.

Our Ethos

We believe that good behaviour and discipline are essential to successful teaching and learning. In this policy we set out expectations which reinforce a positive approach to managing children's behaviour.

Good behaviour is that which ensures a safe and happy environment where all involved have respect for each other, the learning environment and resources. We define good behaviour in terms of:

1. Good discipline and conduct – this is about the way we look after each other, show respect, use good manners and how we move around and look after things.
2. Good behaviour for learning – this is about taking an active part in learning, working with others, asking questions, responding to comments from the teacher and having a positive attitude to learning inside and outside of the classroom.

We are guided by our vision at Meadowside and everything we do is designed to 'make a difference for our future'. We want our children to be kind, accepting, respectful and confident individuals who recognise the value of effort and hard work. Through our curriculum we foster curiosity, encourage reflection, and provide the opportunities to enable them to be happy, resilient, and passionate learners who go 'above and beyond' and embody our school values.

Through explicit teaching of social and emotional learning, we seek to improve children's interactions with others and self-management of emotions appropriate to their age and level of development. This in turn will improve attitudes to learning in school, allowing them to take better advantage of learning opportunities.

Children benefit most where adults adopt a consistent and positive approach to the management of behaviour. By establishing clear boundaries according to the child's level of understanding, children become aware of their settings, routines and procedures and know what is expected of them.

Our Principles

- Everyone has the right to feel safe.
- Every teacher has the right to teach free from disruptive behaviour.
- Every child has the right to learn undisturbed by disruptive behaviour.

We believe that every member of the school community has a responsibility for behaviour, and everyone has the right to feel valued and respected. All staff and children have an entitlement to achieve their maximum potential in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

We also understand that for some children, following behaviour expectations will be beyond their developmental level. Where this is the case, bespoke positive behaviour plans will be implemented. Further information relating to this can be found in the Inclusion section.

Our Aims

- To build a strong school community that values pro-social behaviour for learning, the school community and beyond.
- To develop respectful, collaborative and co-operative relationships between children and between children and all adults
- To create a safe and inclusive environment
- To encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity (self-regulation)
- To foster self-esteem
- To provide guidance upon the implementation of a consistent approach to positive behaviour management
- To strive for high standards of behaviour which contribute towards effective learning
- To uphold ambitious educational standards for all
- To develop a calm and orderly atmosphere when moving around school
- Provide guidance and support for staff when dealing with inappropriate behaviour

Expectations

We expect **parents** to:

- Agree to and sign the Meadowside Home/School Agreement
- Support children in all aspects of school life and to recognise effort
- Ensure that their children arrive on time each day, with the correct clothing and equipment to enable them to take part in the full curriculum
- Attend parental consultations to ensure that home and school are working together to benefit each child
- Uphold the values and ethos of the school, including respecting and following our expectations of behaviour
- Work alongside us if any behaviour challenges arise

We expect **staff and leaders** to:

- Ensure that children are emotionally and physically safe in school
- Ensure that all children receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials
- Apply our behaviour blueprint (see Appendix)
- Explicitly teach and model pro-social behaviours and build relationships
- Make explicit, in a constructive and positive way, what behaviour is expected of children and what is unacceptable, with a particular emphasis on The Meadowside Tree
- Understand needs, triggers and mitigations
- Challenge inappropriate/unacceptable behaviour with strategies and support to help a child modify their behaviour or explicitly teach expectations
- Record all significant behaviour incidents on CPOMS.

We expect **children** to:

- Show respect, care and consideration for others and manage their own behaviour accordingly
- Attend school, be punctual, wear school uniform, be organised and have the appropriate equipment for lessons
- Try to do their best at all times and take pride in their work
- Make effective choices and take responsibility for their behaviour appropriate to their age and stage of understanding
- Listen when teachers and others are talking
- Show respect for the school environment
- Move around school in a calm, orderly and considerate way
- Follow the values and expectations shown on The Meadowside Tree (see appendix 1)

We expect the Governing Body to:

- Support the school in its efforts to address issues related to behaviour management
- Challenge the impact of this policy through Governor meetings
- Monitor this policy regularly

The Governing Body will evaluate the impact of this policy through:

- Monitoring number of Restorative Lunches, fixed-term and permanent exclusions (Head's Reports termly)
- Monitoring instances of bullying and discrimination and the action taken (please refer to our anti bullying policy for our definition and protocol)
- Attending Celebration Assembly and other curriculum events

Staff induction, development and support

New members of staff will have access to this policy and our behaviour blueprint and can read more about our ethos and culture as part of the staff handbook, which they are directed to upon their start. They will have regular opportunities to talk with other members of staff and/or SLT to enable them to understand why we do what we do for our children. They will also be supported by the rest of their teaching team on a daily basis in order to manage and modify behaviour in the classroom.

Should the need for further support or development arise, members of staff will have dedicated time with members of SLT to help them develop in this area.

Managing behaviour

The regular award of positive consequences is central to attaining the desired goal of a co-operative working atmosphere. Pro social behaviour is promoted and recognised though:

- **Verbal praise-** both publicly or privately, as benefits the child- we pride ourselves on knowing our children and what works for them most effectively
- **Stickers and certificates**
- **Above and Beyond Bands-** these can be given to any child by any member of staff to encourage our children to see the 'little' things that have a big impact on our community as a whole

- **House Points**- these are given on an individual basis and totals for each house are tallied each fortnight. Termly totals are celebrated using the House Cup
- **Celebration Assembly**- each member of staff may nominate one child each week that they have noticed for their engagement, effort, improvement or attainment in any and all areas- we celebrate our non-academic growth just as vehemently as our academics!
- **Phone calls home** and **Speaking to parents face-to-face** at the end of the day
- Children might also be taken to see another member of staff or the headteacher with some work or good news to celebrate their successes

For the vast majority of our children, a gentle reminder is all that is needed when behaviour or attitude does not meet our expectations. We minimise disruption to learning through non-verbal signals and short individual reminders. If needed, a further restorative conversation will take place 1:1 at the nearest opportunity.

Any consequences for poor behaviour must be proportionate to the context of the situation and the individuals involved. It could include loss of privileges (such as break times or chances to represent school), removal of the child to either another place within the classroom or to another classroom if their behaviour is causing much disruption to the learning of all.

More extreme or persistent behaviours can result in referral to a member of SLT- this can be achieved using our 'Red Triangle' system- red triangles can be found in each room and on adults' lanyards. The red triangle is sent to the office via another child and upon receiving this, a member of SLT will come to the location stated. This will usually result in a conversation between SLT and the child or the removal of that child from the classroom. Two members of staff are trained in Team Teach strategies to help deescalate behaviour using behavioural support strategies.

For Years 3, 4, 5 and 6, a 'Restorative Lunch' may be given – this is when the child misses their lunch breaktime (eating away from their peers) and is asked to consider the consequences of their actions for themselves but also the impact their behaviour has on others. This is called a restorative conversation. There is a form that must be filled in by the adult giving the restorative lunch and a section for the child to complete. Restorative lunches are communicated with parents and added to CPOMS.

For persistent disruptions we may create a behavioural action plan to help the child learn to identify their own triggers. It may also result in internal suspension, fixed term suspension and/or permanent exclusion. Details of the suspension procedures will be found in the Local Authority's Exclusion Guide and Information for Headteachers. Parents/carers are invited to a reintegration on the morning they are due to return to school. This will take place with a member of the SLT.

Examples of behaviour that will trigger a formal investigation:

- Discrimination in any form.
- Derogatory language.
- More serious physical contact or serious injury to another person.
- Deliberate, targeted swearing designed to disrupt or offend.
- Serious rudeness to an adult in school.
- Serious intentional vandalism.

- Bullying – in all its forms.
- Any other serious incident, which causes upset or distress to others, as deemed appropriate by the SLT. (for example, theft, continual provocation) SLT consider level of intent or anger in making this decision.

Dependent on the outcome of the investigation, any of these behaviours could result in a suspension.

Occasionally, for some individuals, it will be necessary to move beyond this approach due to the nature of their behavioural problems. We recognise that unacceptable behaviour is often the sign of an unmet need. Further strategies might include a home/school communication log, individual application plan and the application of the 'Unpicking Behaviour Toolkit'. In such circumstances it is likely that parents would be contacted by the Headteacher at an early stage, to discuss an appropriate way forward to improve their child's behaviour.

Banned items

Staff will search bags where they have reason to believe one of the following or similar items are present:

- Vapes
- Sharp or dangerous objects
- Mobile phones
- Smart devices
- Medication
- Harmful substances
- Suspected stolen items

If staff believe a child is concealing a banned item, the parents/carers will be telephoned and expected to carry out a search of their child.

Child-on-child abuse and sexual harassment

Please see Keeping Children Safe in Education 2026, Part One and Annex A

Inclusion

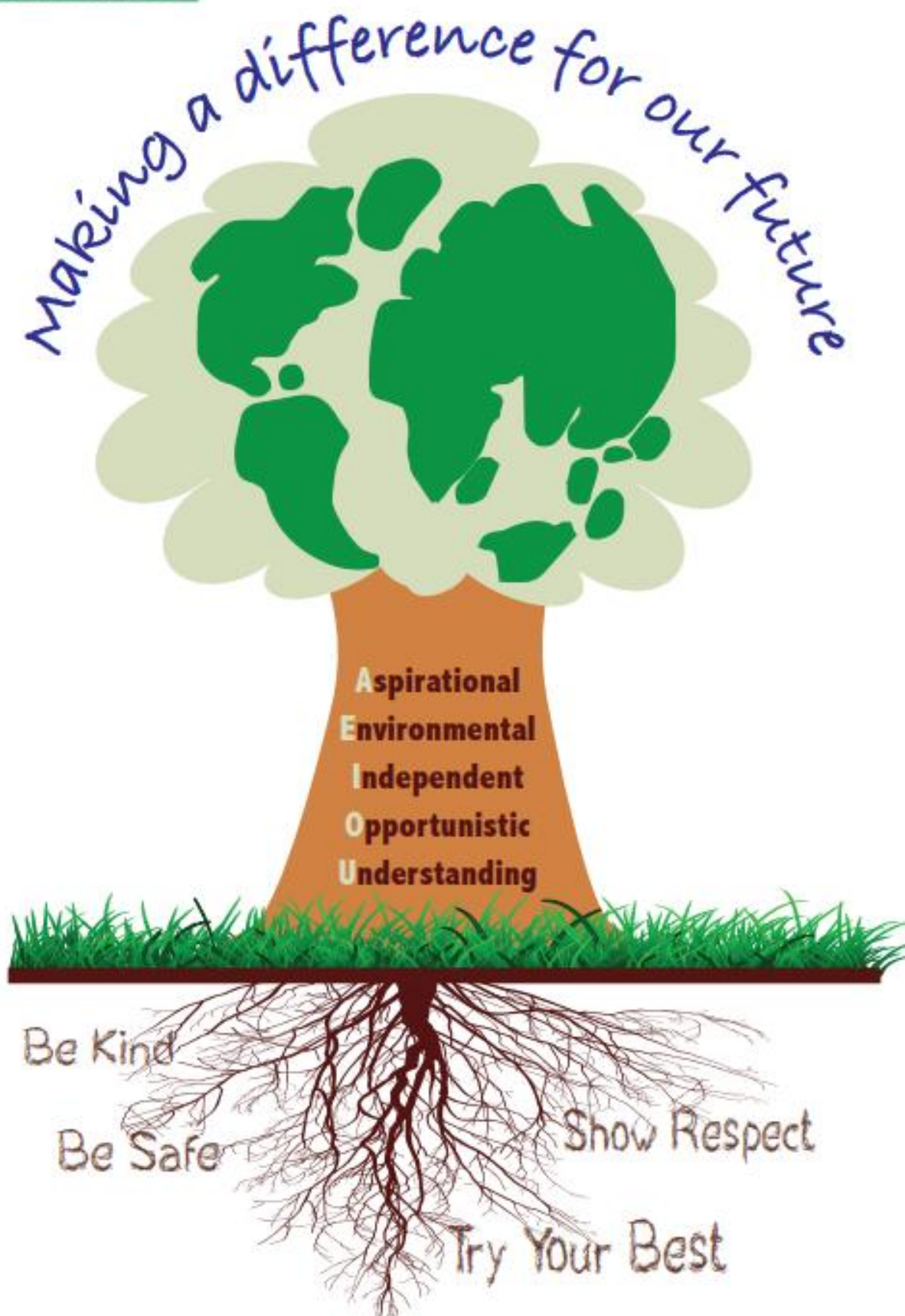
We believe that responses to behaviour must be consistent, but they cannot always be universal, and reasonable adjustments may need to be applied. In the case of children identified as having additional needs which impact on behaviour, the school, acting in partnership with the parents of the child concerned, will draw up a more bespoke approach. This will be influenced by SEND awareness, knowledge of the child and their level of need. It will consider proactive rather than reactive actions, careful word choices and adult evaluation of situations.

We recognise that children do not always choose how to behave. Where children can dysregulate, we will endeavour to teach them, over time, how to manage these emotions: We aim to move from de-escalation strategies and support through co-regulation to self-regulation and sharing best practice.

The school may seek help and guidance from external agencies and the Local Authority. While this may involve a more sensitive interpretation of this policy, unacceptable behaviour will not be allowed to remain unacknowledged.

Feedback to governors

The school will provide feedback and analysis on behaviour incidents at Meadowside to governors six times a year.



Meadowside Primary School - Behaviour Blueprint

OUR ROOTS ON THE MEADOWSIDE TREE

- | | |
|---------------|--------------|
| Be Kind | Be safe |
| Try your best | Show respect |

OUR MEADOWSIDE VALUES:

- Aspirational
- Environmental
- Independent
- Opportunistic
- Understanding

REMEMBER - EVERYONE SIGNS THE HOME SCHOOL AGREEMENT

RECOGNITION< RECOGNITION< RECOGNITION

Routinely notice positive behaviour, through praise. Reward and be specific. Add but don't remove. Nurture positive relationships. Use: ABOVE AND BEYOND BANDS, HOUSE POINTS, STICKERS, CONVERSATIONS WITH PARENTS

CONSEQUENCES and SUPPORT

Calm, clear and concise on every step

- 1) Redirection and Reminder: **ASK** = Adult uses positive language to nudge the child to correct their behaviour.
- 2) Warning: **TELL** = Ensure all the learning needs are met, help child support self-regulation.
- 3) Consequence: **MOVE** = Reminder of expected behaviour, anchor with previous positive conduct. Match consequence with behaviour.
- 4) Triage: persistent and regular disruption = learning behaviours conversation with another member of staff/leadership team
Reset outside the room

Reflect on choices

Restorative questions

Repair the Relationship

Record on CPOMS
- 5) Alert parents as soon as behaviour becomes an ongoing issue
- 6) SLT monitoring at class, group or individual level can be used to reinforce expectations

Remember – we are making a difference for our future.... every time!

ADULT CONSISTENCIES:

- Unconditional positive regard
- Positive Relational Teaching
- First attention to best conduct.
- Uphold high expectations
- Meet and Greet/ End and Send
- Reminders and Restorative Conversations 1:1
- Clean slate for all

30 SECOND SCRIPT

- I've noticed...
- I hear what you are saying/I understand, and yet....
- I need you to...
- At Meadowside, we...
- Thank you for listening!

RESTORATIVE QUESTIONS:

Use professional curiosity, pupil and staff voice and observation, then:

What has happened?

Who has been affected by this? How?

What needs to be done now to make things right?

How can you do things differently in future?