



## Meridian Primary School Behaviour Policy

Last reviewed Sep 2020. Next review Sept 2021.

*"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised." Haim G. Ginott*

At Meridian our values underpin all our work - everyone works hard to maintain our friendly, welcoming, inclusive and happy learning community which values individuality and celebrates differences. We are ambitious for each and every child and recognise that children learn best when they are happy, safe and secure. We see learning as holistic, and teaching and modelling appropriate behaviours for learning is part of this learning process. We believe that positive relationships and a caring ethos are the basis for great learning and we strive to develop the Meridian Learning Muscles in all our children (persistence, curiosity, resourcefulness, reflection and focus). We are committed to knowing all our children and families and working in partnership with them. Staff and governors seek to understand children's behaviour and believe children have the capacity for growth and change.

This policy was originally written by the whole staff team based on the outcomes of whole school INSET and research projects and took account of the views of children, staff, parents and governors. It is reviewed annually. A 'child friendly' version is published in the Mini-Guide to Meridian - given to new parents and published on the school website. This policy should be read in conjunction with our Teaching and Learning Policy and our Equality Information and Objectives document which sets out how the school meets its obligations under the public sector equality duty.

### Aims of the policy:

- Strive to ensure that children and staff are happy, safe and secure in school;
- Provide all children with an environment which is conducive to enjoyable and effective learning, play and social and emotional development;
- Encourage all children to respect and value themselves, each other and the diversity of the school community, including those protected characteristics outlined in the Equality Act;
- For staff, parents and governors to work together to manage behaviour in the same way;
- Encourage independence so that each child learns to take responsibility for his/her own behaviour and can learn from their mistakes;
- Ensure everyone knows what the rules are, why we have them and what happens when we follow or break them.

**At Meridian, we are working towards becoming a Unicef Rights Respecting School. The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK.**

Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

## Responsibilities

Staff, children, parents and governors at Meridian School have a collective responsibility to follow and support our behaviour policy. All members of the school community are also expected to be familiar with the **School Routines** outlined in **Appendix 1** and the Meridian Mini-Guide. Staff implement, reinforce and model these routines through high expectations and teaching.

### Responsibilities for Children -

**Meridian children always try hard to -**

- arrive at school on time;
- be ready to work (e.g. remember equipment like our PE kit and glasses);
- follow the school rules so that teaching and learning can take place;
- show the school values in our everyday school life (e.g. include all children; treat everyone the same; have high expectations of ourselves, take care of our school and everyone in it; think of creative ways to solve problems and try new things);
- be prepared for playtimes and lunchtimes (e.g. collect and return coats and lunchboxes at the start and end of sessions);
- dress appropriately and safely (e.g. hats/caps not to be worn in the school building, no high heeled shoes, no jewellery except for small studs or sleepers and a watch, a coat in cool and wet weather);
- remember to leave sweets, chewing gum, anything containing nuts and toys at home;
- be in the right place at the right time (e.g. in a seat if eating in the dining hall);
- try our hardest and take pride in our work;
- talk to an adult in school if we're upset and tell an adult about any serious misbehaviour;
- remember that we are a 'nut free school' and nothing with nuts should be brought into school for any occasion due to the severe allergies of some children;
- volunteer and train for roles such as Playground Buddies and School Council representatives;
- be ambassadors for the school when on visits and performing to others.

Mobile phones and other electronic devices are banned in school (including on school outings and school journeys). Children who bring a mobile phone to school should hand it into the school office as soon as they arrive in school and must not use it in the school playground before or after school.

### Responsibilities for Staff -

All staff work hard to establish positive relationships with children and model the behaviours we wish them to display. Positive recognition and reinforcement of good behaviour is a key factor in motivating and engaging pupils in the process of developing appropriate behaviour.

**Staff will -**

- implement, display, teach and regularly reinforce rights, rules, routines and responsibilities, rewards and consequences, consistently and fairly;
- set a good example by being on time and fully prepared for all sessions (e.g. for lessons, assemblies, end of playtime, start of lunchtime);
- always lead classes around the school, ensuring they keep in a quiet and orderly line;
- never leave children unsupervised, except to be sent to another teacher or on an errand;
- encourage children to go to the toilet at playtimes and be independent in collecting and returning necessary belongings;
- encourage children to keep the school neat and tidy (e.g. encourage independence in clearing away after classroom and lunchtime activities including mealtimes);
- provide appropriate activities and/or support to ensure that children can access all sessions (e.g. lessons, assemblies, lunchtimes). This includes taking account of deaf awareness and dyslexic friendly teaching;

- take every opportunity to feedback constructively to children on their work and behaviour and show that their efforts and hard work are valued;
- deal with any incidents promptly and sensitively, drawing children's attention to the inappropriate behaviour rather than to themselves;
- always listen to children's concerns and take these seriously;
- always record and follow up incidences of serious misbehaviour, including bullying, racism and other forms of discrimination (see 'serious misbehaviour'); report all persistent misbehaviour and serious incidents to senior staff and record these incidents on the appropriate forms;
- report all persistent misbehaviour and serious incidents to parents via Senior Meals Supervisor/Class Teachers/Leadership team;
- make class teachers/senior staff aware of any emotional or behavioural difficulties children may be experiencing (i.e. class teachers should inform meal and playtime supervisors; key information should be shared at briefing meetings where appropriate; cause for concern sheets should be completed);
- talk to children when supervising play and lunchtimes and support them in their play;
- be available for parents at 3.15pm every day (KS2 teachers - by taking your class into the playground) or by arranging a mutually convenient time.

### Responsibilities for Parents -

Parents play a key role in children's learning and we greatly appreciate their support. We ask parents to please -

- be aware of the behaviour policy, support this and encourage your child to follow it;
- ensure your child arrives at school on time (by the 8.55am bell) with a good night's sleep, breakfast and the right equipment;
- ensure your child is dressed appropriately (e.g. coat in bad weather, sensible footwear, no jewellery except for small stud earrings and a watch);
- remind your child to leave sweets, chewing gum, anything containing nuts and toys at home and hand in their mobile phones to the school office;
- wait until the bell rings to come into school in the morning—unless you need to visit the School Office (open at 8.45am);
- encourage independence in your child, (e.g. let them hang their own coat up, store their lunchbox themselves after the bell, carry their own bags, KS2 children walk upstairs without parents/carers);
- support your child in completing home learning tasks such as reading;
- encourage your child to tell an adult in school about any problems so that we can do something about it;
- show an interest in what your child is doing at school and support the school when you can by attendance at parents' evenings, performances and fund raising events;
- collect Reception and KS1 children promptly from the classroom at 3.15pm (3.30pm Nursery) and inform your child's class teacher or the office if there are any changes to this routine;
- meet KS2 children in the playground or ensure they and the School Office know it is ok for them to go home alone;
- in your absence arrange for another responsible adult (or a family member over 14 years of age) to collect him/her - inform the class teacher or office of these arrangements beforehand;
- discuss any concerns with your child's class teacher in a calm and respectful manner (at pick up, or make an appointment for a convenient time). If the problem persists, talk to a Senior Leader. Do not confront children or other parents at any time on school property.

Violence, threatening behaviour or abuse by parents/carers towards school staff or visitors will not be tolerated and, as a last resort, the school will consider banning parents/carers from the school premises if they do not behave appropriately.

# The Curriculum

## Teaching and learning

We recognise the relationship between effective behaviour management and effective teaching and learning strategies. Research shows that certain features of effective learning impact directly on effective behaviour management -

- High expectations of the achievement of all children and a belief that all children can learn;
- The creation of positive learning environments;
- Promoting a 'growth mindset'.

As such, the elements which we know will make a difference to our children at Meridian are included as non-negotiables in our Teaching and Learning policy.

At Meridian we set aside time for the explicit teaching of social and emotional aspects of learning and understand the value of discussing issues as they arise. Through weekly lessons (including PSHE and cross-curricular subjects) and assemblies, we support children in gaining a deeper understanding of our whole school values; identifying and managing their feelings and behaviour; nurturing empathy and fostering an appreciation of the way in which our actions can affect others; developing the Meridian Learning Muscles.

We teach children to understand 'safety' through assemblies and whole school themes followed up in workshops and lessons. Each year we address Anti-bullying week and teach E-safety as part of the curriculum.

We give children opportunities to take on key responsibilities which support and represent others including -

- Y6 buddying Reception children; children buddying other children new to the school;
- playground Buddies;
- public performances and sporting events;
- School Council;
- handing out the fruit, collecting and taking registers, ringing the bell, operating the music system in assemblies, leading singing in assemblies.

## Relationships with children and between home and school

We believe that positive relationships between staff, children and parents are key factors in promoting positive behaviour.

We build relationships and make children feel valued through -

- noticing children, using their names, getting to know them and giving compliments;
- being warm and positive; smiling at children and each other;
- greeting children on the stairs and in the classroom each morning; staff representatives greeting children in the playground each morning;
- displays which demonstrate whole school values and children's rights and celebrate achievements;
- Good Learning Assemblies, completing the Silver Book, giving out Silver Tokens;
- staff eating lunch with the children;
- senior leaders being highly visible around school;
- staff leading games/activities and chatting with children at playtimes and lunchtimes and where appropriate, through extra-curricular clubs;

- the provision of breakfast club and playclub with subsidised places offered.

We build relationships with parents/carers and value their contributions through -

- class teachers being available to meet parents after school each day; senior leaders being in the playground before and after school;
- transition meetings for new children and their parents entering the Foundation Stage;
- Parents' Evenings twice a year and a Meet the Teacher meetings at the start of the year;
- workshops for parents to discuss key events and curriculum developments;
- regular reading times with parents across the school;
- Parent Governors being available to parents at key times;
- parents and staff working together through FROMs;
- staff being available to parents each day in the playground;
- inviting them to take part in annual events such as Sports Day, Curriculum Open Mornings, The Arts Festival exhibition, Dance performance;
- effective communication via the school newsletter, texts, regular class newsletters and an up-to-date website.

## Whole school rules

Clear boundaries clarify what is and what is not acceptable behaviour. Our whole school rules consist of 5 'umbrella headings' and apply **throughout the school at all times**. These are expanded upon by specific positive examples which apply to different areas of the school. They are **displayed and illustrated in all classrooms** (to give children ownership of the rules and the ways in which they apply to them), and shared areas and are taught and reinforced regularly by all staff. Visual prompts, such as signage, further reinforce these rules. Displays reference children's rights (Unicef) so children can see a purposeful link.

- **Be polite and considerate**
  - ✓ *Please and thank you*
  - ✓ *Good listening (closed lips, good sitting, good looking)*
  - ✓ *Raise your hand*
  - ✓ *Take turns in conversations*
  - ✓ *Be kind and help others*
  - ✓ *Partner voices during meal times*
  - ✓ *Please, thank you, excuse me*
  
- **Keep hands, feet and objects to yourself**
  - ✓ *Play safely*
  - ✓ *Keep 6 legs on the floor (sitting not rocking on chairs)*
  
- **Follow instructions (given by all adults)**
  - ✓ *Help to tidy away playground equipment*
  - ✓ *Line up straight away on the bell*
  - ✓ *Play in the right place at the right time*
  
- **Walk quietly around school**
  - ✓ *Walking feet, partner voices*
  - ✓ *Keep to the left on the stairs*
  
- **Take care of everyone and everything in our school**
  - ✓ *Put rubbish in the bin*
  - ✓ *Stay out of the flowerbeds*
  - ✓ *Stay away from gates and doors*
  - ✓ *Tidy up after yourself and others*
  - ✓ *Use all equipment properly*

## Rewards

A vital part of our policy is providing positive feedback to children about how they are doing. It tells children that their good behaviour, kindness and thoughtfulness have been noticed and it also develops self-esteem and reinforces expectations of appropriate behaviour. Awards are given to children for progress, special effort and achievement relative to their individual starting points.

**We seek to ensure that**

- **our positive remarks and rewards significantly outweigh any negative comments and consequences;**
- **rewards are given genuinely;**
- **that staff are explicit about why and how children receive these rewards.**

### Whole School Merit System

We have a whole school merit system which allows all staff to reward children for good behaviour (i.e. following the classroom rules **around school** - assemblies, playtimes, lunchtimes and moving around the building):

- All the children in the school are divided into four House Teams called Red, Blue, Yellow & Green - a quarter of each class being in each house
- Individual merits are gained when any member of staff notices a child following a whole school rule around school - the member of staff gives out a Silver Token and explains why
- Children post their Silver Tokens in House Post Boxes kept directly outside the Office (or store them in class containers to be posted by Class Monitors at a more convenient time)
- House Monitors from Year 6 count up the Silver Tokens at the end of each week
- The winning house is announced during whole school assembly each week which is rewarded by whole school applause. Also, the school Stoat, who sits in his own trophy (on display outside the office), wears the house colours for that week
- An ongoing record of scores is kept so that at the end of each half term, all members of the winning house receive a tangible reward (e.g. pens, rubbers)

### Whole School Silver Book

Each week, children are recognised for particularly good acts/behaviour or effort/improvement in supporting school rules and routines or demonstrating the school values or Meridian Learning Muscles. These are recorded in the Silver Book. The Head teacher reads the entries out during Friday's Whole School Assembly. **Any member of staff can enter a child from any class into the Silver Book.**

### Class Reward Schemes

**All classrooms operate whole class reward systems which are clearly explained to the children and parents (via class newsletter) and which are achievable and inclusive.** These are used to encourage co-operation, generate class identity, cohesion and an ethos of mutual support. These lead to a whole class negotiated reward such as choosing time or a visit to the park in which all children are included. Such goals are always achievable within a sensible amount of time appropriate to the age of the class. Sometimes these systems incorporate an individual element, (e.g. a sticker for individuals who also put a marble in the jar towards a whole class reward).

In addition to the whole class reward scheme, children are given certificates and stickers and sent to visit other teachers and the Headteacher for positive feedback.

### **Good Learning Assembly**

Each week there is a *Good Learning Assembly* in Key Stage 1 and 2. Each class teacher chooses a few children to be mentioned for demonstrating the Meridian Learning Muscles, making good progress in their learning or for a particular achievement and work is shared.

### **Attendance Awards**

On a weekly basis, the class with the best weekly attendance receives an Attendance Certificate in Friday's whole school assembly, which they can display in their classroom. At the end of each term and at the end of the school year, children receive acknowledgement of 100% attendance. Where attendance or punctuality for a particular child has improved significantly, certificates are given out.

## Inappropriate Behaviours

Any misbehaviour which stops children from learning or puts the safety and security of others at risk is unacceptable.

From time to time, children make the wrong choice and stop themselves or others from learning, playing or enjoying their lunch. This may include -

**Low level misbehaviour** which stops individual learning such as:

- daydreaming/hiding in clothes;
- fidgeting and fiddling with objects or doodling.

**Other misbehaviour** can interrupt teaching and learning in class or assembly, or can stop enjoyment of play or lunch such as:

- talking to each other whilst the teacher is talking or chatting frequently rather than working;
- shouting out;
- moving around the classroom for no reason;
- swearing;
- spitting on the ground/floor;
- flicking/throwing objects;
- nudging/poking others;
- pulling faces;
- making noises;
- tapping pencils;
- spoiling games or chasing children who don't want to be chased;
- jumping on others and play fighting;
- squabbling/arguing/pushing & shoving;
- inappropriate use of playground or classroom equipment;
- playing in doorways or gateways, playing around the bins, walking in flowerbeds;
- dropping litter;
- challenging instructions (back-chatting).

## Serious Misbehaviour

On occasion children's misbehaviour is more serious - it puts the safety and security of children and adults at risk and/or disrupts teaching and learning. This may include -

- throwing objects at others or overturning furniture;
- leaving the classroom or playground without permission;
- swearing at someone (including hand gestures);
- deliberately damaging the property of others, including school property;
- spitting at someone;
- deliberately hurting another child or adult;
- fighting;
- stealing;
- bullying (deliberately hurtful behaviour which is repeated over a period of time - See Appendix 2)
- racism;
- use of homophobic language;
- other forms of discriminatory behaviour.

## Consequences

We understand the importance of applying reasonable consequences which relate to any misbehaviour, keep dignity and respect intact and ensure that the child learns from them. Used fairly and consistently, consequences protect children's rights, reinforce expectations and redirect children to the way we want

them to behave. The aim of any intervention in responding to incidents should be **the most impact for the least intrusion**. It is the *certainty not the severity* that counts.

The Headteacher will use her discretion when considering the use of sanctions, having regard to the individual situation and the individual child, and taking into account special educational needs and disability and the needs of vulnerable children.

### Classroom Consequences

Staff will employ a range of strategies in response to incidents of misbehaviour using the following sequence, with a 'fresh start' each session. If misbehaviour continues, staff move to the next stage. They aim to use the least intrusive techniques for the maximum impact.

- **Non-verbal responses**, e.g. a look, click, pausing, proximity to a child
- **Incidental language and humour**, e.g. saying child's name mid-sentence, stressing a particular word.
- **Reminder**, e.g. "The rule is...." , say child's name and point to a picture of the rules, state reality - "You're talking - the rule is to be polite."
- **Choice/Warning**, e.g. "Raise your hand to speak or you will need to sit out."
- **5 minute time out** in the classroom - isolation from peers, e.g. child seated at a separate desk.
- **Time out** in another class for 10 minutes (child reflects on their behaviour, finishes work or writes a letter of apology).
- **Time out with Headteacher or other senior leader for remainder of session**. After discussing behaviour/calming down, the child will normally be asked to complete some class work with a senior member of staff or in another classroom.

**For instances of serious misbehaviour the final consequence applies immediately.**

### 'Time out' during lessons

Children sent for a 'time out' to a classroom are accompanied by a member of staff or given an explanatory note as appropriate. This enables the class to continue with their learning with the minimum of disruption and enables the child to reflect on their learning. The teacher should be clear why they are sending the child out and what they want them to do (e.g. child can reflect on their behaviour, finish their work or write a letter of apology). Teachers and TAs from both classes need to share the responsibility for ensuring that after 10 minutes the child returns to class. If misbehaviour continues, the child will be sent out of class for the remainder of the session as outlined above.

### Putting things right

At times, a member of staff may feel it appropriate to withdraw **some** of a child's play or lunchtime. This is for a clear purpose related directly to misbehaviour and will be supervised by that member of staff. A child may be asked to complete a supervised task to remedy some misbehaviour (e.g. tidying up a mess that has been made deliberately, practising a routine or completing missed work). On occasion, the class teacher may speak to parents about a child completing missed work at home.

### Playtime/Lunchtimes Consequences

Staff will employ a range of strategies in response to incidents of misbehaviour using the following sequence. If misbehaviour continues, staff move to the next stage. They aim to use the least intrusive techniques for the maximum impact.

- **Non-verbal responses**, e.g. a look
- **Reminder** - state reality, e.g. "You're walking in the flower beds; the rule is to take care of our school."
- **Choice/Warning**, e.g. "Stay out of the flower beds or walk around the playground with me."
- **5 minute time out** - Isolation from peers - Walk around the playground with the supervisor for 5 minutes or sit on a bench

- **Time out from the playground** for 10 minutes (child reflects on their behaviour in bottom hall at lunchtime; a bench in playground at playtime)
- **Referral to Senior Meals Supervisor** (Lunchtime) **or a senior leader** (playtime) **and time out for remainder of session.** After discussing behaviour/calming down, the child may be asked to help staff in the hall.

**For instances of serious misbehaviour the final consequence applies immediately.** Where there is a safety risk, children are usually escorted into school and remain supervised.

### **Consequences for Serious Misbehaviour**

**During lesson times and playtimes, serious behaviour is always referred to the Headteacher and the child taken to her straight away** (or Deputy Head/other senior leader in her absence). On these occasions, the child is kept away from their classroom peers for the rest of the session and will have to complete some school work with a senior leader or in another class designated by the Headteacher.

**During lunchtimes, serious misbehaviour is always referred to the Senior Meals Supervisor (SMS)** and the child is taken to him straight away. On these occasions, the child is kept in the bottom hall or with another member of staff as appropriate. The SMS informs the Headteacher (or Deputy Head/other senior leader in her absence).

If the incident happens very close to the end of lunchtime/playtime, the consequence will carry over to the next play session. Depending on the incident and frequency of serious misbehaviour, further sanctions may apply (see below).

This misbehaviour is recorded afterwards on a 'Serious Misbehaviour form' by the member of staff who sees/deals with the incident (see appendix 2) and given to the Headteacher where it is kept centrally in her office. The inclusion team file these records and regularly monitor serious misbehaviour to identify patterns and ensure appropriate support is put in place. For incidents of serious misbehaviour, the Head will contact parents or delegate this responsibility to another appropriate member of staff.

Discriminatory behaviour (including racism and use of homophobic language) and bullying are also recorded by senior leaders on a separate log and reported to governors.

#### **Separation from Peers**

In the case of persistent serious misbehaviour, or in response to a serious single incident, children may be separated from their peers during teaching and learning or play/lunchtimes for a period of time. For example, they may be expected to complete their learning in another classroom or with a senior leader for a morning, an afternoon or a whole day; they may be separated from their peers at lunch or playtimes for several sessions.

#### **Exclusions**

In the case of persistent serious misbehaviour, or in response to a very serious single incident, fixed term exclusion may be necessary. This would be applied in accordance with the guidance issued by Greenwich LA and is a last resort.

The Chair or Vice Chair of Governors is always informed of any fixed term exclusions, the parents written to and Greenwich LA informed. Where a child is at risk of permanent exclusion, a pastoral support programme is put in place with the support of the SENCo and Greenwich LA.

## Putting things right

After any incidents of misbehaviour, we recognise the importance of putting things right. Staff will talk to children about their behaviour in a constructive way after the event and once the child is calm. The focus is on teaching behaviour, highlighting what the child should be doing rather than just 'telling them off' for what they shouldn't. We encourage children to suggest ways of putting it right and helping them to think about what they could do differently next time. These discussions usually take place during playtimes or lunchtimes. **Children are not kept behind after school.**

Some members of staff are trained in **Restorative Approach**. This is used with the agreement of children to support children in seeing a situation from different perspectives and rebuilding relationships.

## Supporting children giving cause for concern

At Meridian, when a child is upset or distressed, we understand the importance of trying to create a calm and supportive environment which shows we are listening to and respect the child. This includes:

- Providing a quiet and calm space away from peers where possible;
- Giving children the chance to express themselves and talk about how they feel;
- Reflecting responses back to the child to show them they have been understood;
- Responding to the feelings of the child (which lie beneath the behaviour) as well as to the behaviour itself;
- Recognising that 'the problem' is 'the problem' and not 'the child'.

Sometimes children's behaviours fall outside the usual range of expected behaviour for all children in the school. There may be a number of factors which are causing this which can be significant and complex. These may include learning differences, home circumstances, un-met emotional needs, trauma or low self-esteem. Whilst we cannot excuse misbehaviour, we can seek to explain it - in supporting these children to manage their behaviour, we always seek to better understand the child and personalise our approach. In endeavouring to understand behaviour, staff will seek advice and support from the SENCo/Lead Teacher of the Deaf and outside agencies as necessary.

### Persistent Misbehaviour/Cause for Concern sheets

Any member of staff can complete a 'cause for concern sheet' at any time if they are concerned about on-going behaviour problems and give this to the Headteacher. Eight weekly progress review meetings are also ways in which staff can raise any concerns.

The inclusion team monitor serious misbehaviour and causes for concern to build up a holistic picture of the child. In consultation with class teachers, parents and SENCo/Lead ToD, an intervention with a clear timescale and objectives may be put into place (e.g. IEP; CAMHs/Music therapy; Waterside referral [behaviour outreach support] to support the child).

We value the support of parents in improving behaviour. At Parents' Evening there should be 'no surprises' and if we notice persistent misbehaviour, class teachers will contact parents at that time. Wherever possible, this is done by the class teacher before or after school, face to face or via the telephone.

### Individual Behaviour Plans/SEND children

Children with special educational emotional and behavioural needs often need differentiated behaviour plans. It is important to understand a child's strengths as well as difficulties and to talk to the child about how best to support them. Behaviour plans are written collaboratively with the teacher, child, SENCo/Lead ToD, any other relevant staff and parents wherever possible. These are monitored by the

SENCo/Lead ToD and evaluated within a set timescale. They may include an individual system of rewards and consequences which can be tied into the whole school/class reward system. This behaviour plan is usually shared with the whole staff so that the management of SEND children is consistent across the school. (See the SEND policy.)

### CAMHs/Music Therapy Project

For several years, Meridian has commissioned a bespoke school project which provides at least nine children and their parents with support each year. Parents benefit from the professional advice of CAMHs and the children from music therapy. Staff also benefit from the expertise of these key professionals in school who help them to better understand the children's needs and manage their behaviour. Staff can refer children to the music therapy project via the SENCo.

### Supportive Handling

At Meridian we recognise that there are times when a child may be a danger to themselves or others, be at risk of damaging school property or be causing significant disruption to teaching and learning. In these cases, staff will try to diffuse the situation but as a last resort may need to **supportively handle** the child. The school's policy for **Supportive Handling** is outlined in **Appendix 3**. Such incidents are always recorded afterwards on a 'Supportive Handling Form' and reported to the Headteacher (or Deputy Head/other senior leader in her absence). Parents are informed.

### Off-site Behaviour

School staff will apply the behaviour policy to any misbehaviour which takes place outside of school when children are representing the school, such as on a trip, taking part in a School Journey (e.g. Camp) or taking part in a sporting event.

Sometimes children may misbehave outside of school in a way that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. This may include the use of social media. In these cases, and in accordance with the law, the Headteacher may apply appropriate sanctions within school.

### Searching and Confiscation

Searching pupils and confiscation of items is conducted in line with the DfE's latest guidance, 'Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies, 2018'.

By law, staff can search a child for any item if s/he agrees by asking the child to turn out his or her pockets or asking if they can look in his/her bag.

Children are not allowed to have mobile phones, electronic devices, toys, sweets or chewing gum in school. If a child has these items in school, they will be confiscated and will usually be returned at the end of the school day following a conversation with parents. We will also confiscate other items which we believe to be harmful or detrimental to school discipline.

In the unlikely event that the school has reasonable grounds for suspecting that a pupil is in possession of a prohibited item (listed in the DfE guidance), they have the right to search a child without consent. Any prohibited items found in a child's possession will be confiscated and a discussion will take place with a parent/carer. Any search will be authorised by the headteacher. (In exceptional circumstances, where a member of staff reasonably believes that there is an immediate risk of serious harm and it is not reasonably practicable to summon another member of staff, they will conduct a search immediately.)

## **Allegations against staff**

Please refer to our safeguarding policy for information on how the school manages allegations against staff.

The Headteacher will, in accordance with paragraph 17 of 'Department for Education: Behaviour and Discipline in Schools Guidance for Governing Bodies', draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance, when considering the pastoral support school staff can expect to receive if an allegation is made against them.

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will consider an appropriate sanction relative to the individual needs of the child and the circumstances in which the accusation was made.



## Meridian Routines

*Clear routines support our rights and promote positive behaviour:*

### Start of day

#### For Children -

- Be in the playground between 8.45am and 8.55am
- Go into school at 8.55am when the bell is rung (Deaf children are accompanied into school as they arrive and go straight to the Rocking Horse Room) - KS2 by the East entrance/staircase and Foundation and KS1 by the West entrance/staircase
- Place your lunchbox in the bottom hall trolleys
- Place your coats in the cloakrooms
- Switch off any mobile phones and place them in the box in the School Office
- Be ready to start school by being in your class by 9.00am

#### For Staff -

- Be in your classroom or in the playground as appropriate by 8.30am
- SLT/FSW to ring the bell at 8.55am
- TAs - Encourage children to walk up the stairs in an orderly manner
- Teachers - Be ready to take the register and start lessons at 9.00am

#### For Parents -

- Ensure children are in the playground between 8.45am and 8.55am
- Use the West entrance/staircase to take FS and KS1 children to classes
- Encourage KS2 children to use the East entrance/staircase independently
- Encourage children to put away their own coats and lunchboxes

### Playtime and Lunchtimes

#### For Children -

- Collect coats, visit the toilet and wash your hands as necessary
- Line up with your teacher
- Walk in a quiet and orderly line to the playground or dining hall with your teacher
- Play safely in the right places
- Ask to use the toilet
- Help to tidy away the playground equipment
- Line up quickly on the bell, in an orderly line and be silent on the second bell
- Walk in a quiet and orderly line to the classroom with grown ups
- Return your coats to the cloakrooms and use this time to get a drink of water if you need one
- Be ready to start your lessons on time

#### Staff -

- Remind children to visit the toilet, wash their hands and collect their coats
- Teachers - Line your class up then escort them to the playground in a quiet and orderly line, MS/TAs - help with this as appropriate
- Be in the playground on time when on duty

- Supervise all areas of the playground, including the ball cage and the main entrance - talk to the children and play with them
- Ring the playground bell promptly at the appropriate times
- Teachers and TAs - Be in the playground on time to collect your class
- Teachers and TAs - Ensure your class are lined up in an orderly and silent line before escorting them into the building - use silver tokens to reward and reinforce appropriate behaviour. Meals Supervisors to support classes going into school at the end of lunch.

### Assembly

#### Children -

- Line up with your teacher and walk into the hall in a silent and orderly manner
- Sit down in rows, starting a new row sensibly when the first one is full
- Show *Good Listening - Good Sitting, Good Looking, Closed Lips*
- When asked to leave, do so silently - collect your coats, visit the toilet and wash your hands as necessary
- Walk in a quiet and orderly line to the playground or dining hall with your teacher

#### Staff -

- Line your class up at your classroom door in plenty of time
- Escort your class into the hall in a silent and orderly line
- Take an active role in reinforcing acceptable behaviour in a sensitive manner and set an example of appropriate behaviour to children - e.g. joining in with the singing and not talking
- If leading the assembly, ensure a prompt start and finish
- Teachers - At the end of assembly escort children to the playground, dining hall or classroom as appropriate

### Dining hall

#### School Dinners -

- Wash your hands
- Queue up calmly by the dinner trolleys and choose your lunch politely/collect your packed lunch from the trolleys
- Empty your leftovers into the bins and put away your plate and cutlery/lunchbox
- Always walk in the bottom hall

#### Staff -

- Talk to the children
- Encourage children to be independent in eating and collecting/returning lunchboxes, but provide support as necessary
- Encourage children to eat as much of their lunch as possible but do not 'force them' to finish
- Inform the senior meals supervisor and complete a 'cause for concern' if you notice children not eating or other concerning behaviour

### End of day

#### FS and KS1 Children -

- Collect all your belongings from the classroom and cloakroom quietly and quickly
- Wait in the classrooms until you are collected by parents/carers or playclub supervisors
- Collect your lunchbox from the bottom hall
- Leave with your parents/carers by the West entrance

### **KS2 Children -**

- Collect all your belongings from the classroom and cloakroom quickly and quietly
- Line up at your classroom door
- Walk down the stairs with your teacher in a quiet and orderly line
- If you are going to playclub, use the middle hall entrance
- Collect your lunchbox from the bottom hall
- Collect your mobile phone but do not switch it on until you leave school
- Leave by the East entrance
- Wait for your parents, brothers and sisters in the playground, or if you are allowed, go straight home alone

### **FS/KS1 Teachers-**

- Allow children time to collect their belongings from the classroom and cloakrooms
- Wait with children in your classroom until they are collected and be available to talk to parents (take uncollected children to the office after 3.30pm)

### **KS2 teachers -**

- Allow children time to collect their belongings from the classroom and cloakrooms
- Line children up in the classroom
- Escort them to the playground in a silent and orderly line by the East staircase and be available to talk to parents (if not allowed home alone, take any uncollected children to the office after 3.30pm)
- Dismiss children to parents (maintain supervision until parents arrive or if permission has been given, send them home alone)

### **TAs/Playclub supervisors -**

- Supervise key areas to support the above

### **Parents -**

- Collect FS and KS1 children from their classrooms at 3.15pm. In your absence arrange for another responsible adult (over 14 years of age) to collect him/her - inform the Class Teacher or office of these arrangements beforehand
- Meet KS2 children in the playground at 3.15pm or ensure they know it is ok to go home alone
- Use the West entrance and staircase to avoid congestion



## Meridian Anti-Bullying Policy

Last reviewed Sept 2019. Next review Sept 2020

At Meridian everyone works hard to maintain our friendly and happy learning community which values individuality and celebrates differences - our values are fundamental to our school ethos and are the basis for great learning. Bullying of any kind is serious misbehaviour as defined in our behaviour policy. It is not tolerated and we continually strive to eliminate all forms of bullying, including cyber bullying.

### Aims of this policy

- Ensure all children feel safe and secure in school;
- Continually raise awareness among children, staff, parents and governors about what bullying is;
- Create a culture where children and staff feel confident in discussing and managing bullying and feel able to report any bullying incidents.

### Definition of bullying

At Meridian we define bullying as -

- ✓ **purposefully** hurtful behaviour
  - ✓ which is **persistent** - repeated over a period of time
- It is often difficult for the child to defend themselves.*

Bullying takes many different forms and includes -

- **physical** - hitting, kicking, taking belongings;
- **spoken or written** - name-calling, insulting, racist and other discriminatory remarks;
- **indirect** - spreading nasty stories about someone, excluding someone from social groups;
- **cyber-bullying** - using electronic technology such as the internet and phones. This includes messages by text, e-mail, gaming or instant messaging services.

Bullying is **not** - play fighting, one child bumping into another, when children fall out or when a child lashes out because they are frustrated or angry. It is not one-off incidents of misbehavior.

### Preventing Bullying

The school practises preventative strategies to reduce the chances of bullying and our anti-bullying policy permeates our curriculum and day to day practice. Some of the ways in which we work to reduce/prevent bullying are -

- Implementing and monitoring Playground friends, Peer Mediation and buddy systems
- Developing children's understanding of what bullying is and how it can be tackled through Anti-bullying week assemblies, workshops and lessons
- Exploring potential difficulties around children 'getting on and falling out', peer pressure and managing feelings through assemblies, lessons and Circle Time which address social and emotional aspects of learning
- Nurturing strong relationships between children and staff and reassuring children that they are safe in reporting incidents of bullying - e.g. worry box, staff having lunch with children, high visibility of SLT around school
- Giving children lots of opportunities to talk to adults; observing children's interactions with each other - playclub, breakfast club, extra-curricular clubs, staff leading games in the playground, weekly circle time/PSHE lessons, staff eating lunch with the children
- Implementing and reviewing the whole school behaviour policy

- Working with CAMHs/Music therapist, Educational Psychologist and Waterside Outreach to support children in managing social, emotional and behavioural difficulties
- Encouraging parents to talk to a member of staff if they have any concerns at any time - reminders in newsletter, Mini-Guide to Meridian, workshops and an 'open door' policy.

### Dealing with incidents of bullying

**Children and adults have a role to play in dealing with bullying. Children must tell staff immediately if either they are being bullied or if they think someone else is being bullied.**

If an allegation of bullying occurs staff will -

- Take it seriously
- Provide reassurance to the child who has been bullied
- Record the details on a serious misbehaviour form and report it to the Headteacher and class teacher

The class teacher and/or a member of SLT member will act as quickly as possible to -

- Establish the facts by investigating the matter and talking to all children involved separately, recording what is said
- Make it clear to the bully(ies) that this behaviour will not be tolerated.

The Headteacher will meet the class teacher and talk about the next steps for both the child who has been bullied and for the bully themselves.

**For the child who has been bullied next steps will include -**

- Giving the child who has been bullied the opportunity to talk to and spend time with a designated member of staff as a one-off or for a series of sessions over time.
- Monitoring the situation including observing the future behaviour of all children and 'checking in' with those involved.

In managing the situation we will ensure that the child's learning is not disrupted; that they can still play with their friends; that they know what consequences are given to the bully.

**For the bully next steps will include -**

- Ensuring that the bully understands the impact of their actions and seeks to redress any emotional or physical harm caused, including apologising to the child they have bullied
- Applying appropriate consequences (see behaviour policy). These may include a 'Time out', exclusion from lunchtime(s)/playtime(s). In cases of severe or repeated bullying, exclusion may be used.

The Headteacher will decide in consultation with the SENCo whether a behaviour plan is needed for the bully or whether further external support is necessary (e.g. CAMHs).

Sometimes, with the agreement of the children, a restorative approach or Circle of Friends can be used to rebuild/support relationships between children.

The Headteacher or another senior member of staff will feedback to the parents of the bully and the parents of the child who was bullied to explain what is happening.

### Monitoring of the policy

This policy is reviewed annually. Its implementation and effectiveness is monitored by SLT through regular analysis of serious misbehaviour/cause for concern sheets, school learning walks, conversations with children and questionnaires. Staff have opportunities to raise a concern about a child at any time by completing a cause for concern sheet. These are filed with serious misbehaviour forms and help SLT to build up a holistic picture of a child. Staff can also raise concerns at 8 weekly progress review meetings and other staff meetings.



## Meridian Supportive Handling Policy

Last reviewed Sept 2019. Next review Sept 2020

It is the responsibility of all staff to provide a safe and secure environment for the entire school community (children and staff) and to promote and sustain appropriate behaviour. This policy has been prepared for the support of staff in doing so and has been written in line with guidance from a range of sources including from the DfE and in consideration of whole school 'Supportive Handling Training' with Greenwich Waterside Outreach Team.

### Aims of the policy

- Create a learning environment in which all children and staff feel safe;
- Protect everyone in the school community from harm;
- Protect all children against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful;
- Guide staff so that they are clear about the circumstances in which they might use reasonable force to control or restrain children and how such force might be used;
- To prevent serious damage to school property.

### Definition of reasonable force

Staff at Meridian have a duty of care to themselves, children and other staff and can use reasonable force to achieve the above aims. Reasonable force has no legal definition and is a broad term that covers physical contact with pupils.

Reasonable force can be used to control or to restrain as a last resort. This may range from guiding a pupil to safety by the arm, standing between pupils or blocking a pupil's path through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. It may also include removing a child from the classroom where they are causing a significant disruption to teaching and learning or preventing a child from leaving a room where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

When staff decide that physical intervention is needed it is important that they consider the circumstances and what force is reasonable for those circumstances.

Staff will always try to avoid injury but in extreme cases this may not always be possible.

### Training

Most staff have received some training in 'supportive handling' through whole staff INSET - 'Approach Training LTD' (Bill Thorpe) delivered by the Waterside Outreach team. This approach is based on 25 years of practice research and training. Training will be updated annually for key staff.

### Staff authorised to use supportive handling

All members of school staff have a duty of care towards their pupils and have a legal power to use reasonable force as outlined above. For children who have an individual handling plan (see below), staff are named on this plan.

### Minimising the need to use force

All staff should work together to create a calm environment that **minimises the risk of incidents that might require using force**. This includes -

- The use of de-escalation strategies which avoid confrontation such as diversion, withdrawal of attention (audience) and use of humour (in these cases the incident can be dealt with later when emotions are no longer running high).
- Ensuring all staff follow the school behaviour policy which builds relationships and sets clear expectations and boundaries.

- The teaching of weekly circle time or social and emotional aspects of learning in all classes which teach children how to manage conflict and strong feelings.
- Ensuring that children with significant behaviour difficulties have an individual behaviour plan which is clearly understood by staff who support that child.

If children are behaving in a disruptive way, strategies outlined in the behaviour policy will be used to manage this behaviour positively and **prevent a possible deterioration of the situation**. These strategies include -

- Rewarding positive behaviour of other class members;
- Reminder of rules and consequences;
- 'Time outs'.

At Meridian, when a child is upset or distressed, we understand the importance of trying to create a calm and supportive environment which shows we are listening to and respect the child to. This includes:

- Providing a quiet and calm space away from peers where possible;
- Giving children the chance to express themselves and talk about how they feel;
- Reflecting responses back to the child to show them they have been understood;
- Responding to the feelings of the child (which lie beneath the behaviour) as well as to the behaviour itself;
- Recognising that 'the problem' is 'the problem' and not 'the child'.

### Deciding whether to use reasonable force

The use of reasonable force is a last resort when the risks involved in doing so are outweighed by the risks involved in not using force.

A member of staff must use their professional judgement to decide whether or not supportive handling is reasonable and appropriate in situations where -

- ***there is a risk to the safety of children (including the child him/herself), staff or visitors;***
- ***there is a risk of serious damage to property;***
- ***a child's behaviour is significantly prejudicial to the maintenance of good order and discipline;***
- ***a child is committing a criminal offence.***

The following list is not exhaustive but provides some examples of situations where reasonable force may be used:

- Children are fighting
- Child attacks another child or member of staff
- Child is engaging in or about to commit deliberate serious damage or vandalism to a property
- Child is causing, or at risk of causing, damage or injury by accident, rough play, misuse of dangerous materials or objects
- Child leaves room or school **and** could be at risk if not kept in the school or room
- A child is persistently refusing to leave a classroom or causing extreme disruption which is significantly stopping others from teaching and learning

A Member of staff should never intervene in an incident without help if he/she believes that there is the risk of personal injury. Sometimes, where practical, a member of staff with a close working relationship with a child may be the best person to positively handle that child and s/he can be sent for.

Before intervening physically a member of staff will, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he/she does not.

### Using reasonable force

The following approaches are regarded as reasonable force in appropriate circumstances:

- Physically interposing between two children
- Blocking a child's path
- Guiding a child's movement (rather than a push which might cause a child to fall over)
- Escorting a child by the arm
- Where necessary, the use of other supportive handling methods (as taught at 'Approach Training')

Where appropriate some children will have an individual handling plan and risk assessment.

In exceptional circumstances a member of staff may hold a child for security and to reduce anxiety. This is where there is potential risk, even when a child is not yet out of control and is for the purpose of preventing or defusing escalation.

**Supportive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment:**

- A calm and measured approach to a situation is needed
- Staff should not give the impression that they have lost their temper, or are acting out of anger or frustration.
- Whilst using reasonable force a member of staff will continue attempting to communicate with the child throughout the incident.
- Staff should make it clear to the child that physical contact or restraint will stop as soon as it ceases to be necessary.

### Recording incidents

All incidents that require the use of force/supportive handling must be recorded by the staff member/s involved as soon as possible. Reports will be filed in the Headteacher's office.

### Reporting to parents

Parents will always be informed of the above incidents on the same day.

### Post-incident support

Serious incidents that require the use of force can be upsetting for all concerned and may result in injuries to the child or staff. Appropriate support will be offered to children and staff involved:

- Straight after an incident, first aid or medical support will be administered to anyone who needs it.
- The child will be given time to calm down under the supervision of staff.
- When the child calms down (may be several hours later), a member of staff will discuss the incident with him/her and try to ascertain the reasons. The child will be given the opportunity to give their point of view. If it is not possible to talk to the child that same day, this will take place as soon as possible on the child's return to school.
- The member(s) of staff involved will be given a break/support as appropriate and the chance to debrief as soon as is practicably possible.
- All necessary steps will be taken to re-establish relationships between staff and children.
- Children who may have witnessed the incident will be given support as necessary. Class teachers will use their professional judgement in deciding how to respond, e.g. through Circle Time or individual support.
- An Individual Behaviour Plan may be set up if the child does not already have one. The plan will include strategies to prevent and deal with the recurrence of incidents requiring the use of force.
- The Headteacher will decide in consultation with the SENCo/SLT whether multi-agency partners need to be involved, e.g. CAMHS.
- The parents of the pupil involved will be included in discussions about further actions and support.
- If a complaint is made by a pupil or parent against a member of staff, these will be dealt with under the school's Complaints Procedure. Also, please refer to the Safeguarding Policy for dealing with allegations of abuse.

## Addendum - September 2020

During the Covid pandemic, special emphasis will be placed on teaching, modelling and reinforcing school routines in line with our risk assessment.

- Time outs in another classroom will not be possible at this time so other consequences will need to be applied such as missed play time or time with senior leaders.
- Silver tokens are suspended for the time being and class reward systems will reinforce expected behaviours.
- Socially distancing from children in other bubbles is very important at this time, and children purposefully not adhering to the risk assessment and moving into other bubbles will be classed as serious misbehaviour.
- Start of day and play/lunchtime routines have been revised - please see Meridian Coronavirus FAQs on the school website.