

Meadowfield



Meadowfield De-escalation and Positive Behaviour Policy principles

September 2025



Our Vision

Meadowfield Primary School is dedicated to fostering an environment where all pupils and staff can thrive both academically and emotionally. We achieve this by nurturing a strong sense of community, cooperation and mutual respect, guided by our core values of **Self-Worth, Resilience, Communication** and **Ambition**.

We strive to promote a trusting, supportive and caring environment founded on a shared understanding of others and promoting this through consistently setting high expectations for behaviour throughout our school. Meadowfield Primary School is dedicated to ensuring inclusivity, where every child and adult feels comfortable voicing their opinions, is listened to, feels safe and is treated fairly.

Our Aims

The aim of our Positive Behaviour Policy is to promote the highest levels of behaviour and help pupils take responsibility for their actions. Good behaviour and self-discipline are crucial for effective learning and are vital skills that our pupils need as they transition into adulthood.

We aim to:

- create a safe school environment where adults can teach to the best of their abilities and pupils can learn to the best of theirs;
- provide a consistent and calm approach to behaviour management;
- create norms of high standards of positive prosocial behaviour in classrooms, around school and on the playground;
- ensure that boundaries, sanctions and rewards are consistent and understood by all;
- help pupils learn what behaviours are appropriate and what behaviours are not appropriate;
- deal effectively and efficiently with incidents of negative behaviour;

- provide all pupils the opportunities and support required to be successful;
- develop pupil's self-discipline and self-regulation;
- ensure that pupils are challenged when sexualised behaviour is exhibited and that sexual harassment is tackled with both education and consequence;
- help pupils and adults to take responsibility for putting right any harm they may cause;
- establish good working relationships and encourage mutual respect;
- work with parents and pupils to encourage good behaviour and to establish good patterns of behaviour where there are difficulties;
- ensure a safe environment ensuring some items which could be considered as a weapon are banned.

Legislation and Statutory Requirements

Our policy is based on advice from the Department for Education (DfE):

- *Keeping Children Safe In Education* (September 2025)
- *The Equality Act* (2010)
- *Working Together To Safeguard Pupils* (July 2018)
- *Behaviour in Schools* (September 2022)
- *Guidance for Safer Working Practice in Schools* (February 2022)
- *Special Educational Needs and Disability (SEND) Code of Practice*

Expectations

All staff are expected to show 'visible consistency with visible kindness and direct pupil's behaviour by referring to our core values (**Self-Worth, Resilience, Communication and Ambition**) and implementing our Golden Rules:

- Proud not loud
- Active Listening and Skilled Speaking
- Always try your best
- Use Restorative Practice
- Use resources carefully
- Respect each other

Everyone is responsible for behaviour. We all have a responsibility to address poor behaviour and must not ignore it. We achieve this by:

- Listening to pupils, making it clear that we take their comments seriously and they are just as important;
- modelling high standards of professional behaviour and positive relationships, both with pupil and other members of staff;
- deliberately and persistently striving to catch pupil making the right choices and demonstrating our Core Values and Golden Rules. Flooding our school with positivity - the more we focus on positive behaviour, the more of that behaviour we will see;
- being aware that some of our pupil will require a personalised approach depending on their specific needs;
- applying the principles, rewards and sanction as outlined in our positive Behaviour Policy as part of their classroom and behaviour management offer;
- communicating effectively with parents or carers either in person, using Class Dojo or via phone call to keep them updated with their child's behaviour, both positive and negative.

The Headteacher and leaders are expected to:

- support all staff to implement the policy and set the standard of behaviour that we expect here at Meadowfield Primary School;
- ensure the Positive Behaviour Policy is applied consistently throughout school and report to governors on its effectiveness;
- ensure that policies and procedures to keep pupil and adults safe are followed;
and
- monitor and maintain a record of all reported incidents.

Parents and Carers are expected to:

- respect and support the school's expectations and our role in ensuring firm but fair boundaries for the pupil following our behaviour policy - this includes assisting our

pupil to learn that there are celebrations for positive behaviour and negative consequences for negative behaviour choices;

- support school by ensuring that pupil adhere to school's expectations that pupil are in school on time, appropriately dressed, rested and equipped;
- work with school to help all pupil achieve to the best of their ability at Meadowfield. Parents should inform school of any changes in circumstances that may affect behaviour.

Governors are expected to:

- refer all matters regarding discipline to the Head Teacher who, in consultation with relevant professionals and individuals, will investigate all issues;
- actively support Meadowfield's Behaviour Policy, role modelling the expectations at all times whilst in and out of school; and
- approve the Behaviour Principles annually and ensure these are on the school website.

Behaviour Management Focus

Every half term we will have a behaviour focus based on one of our Golden Rules. This will truly embed the behaviour we want to see and ensure consistency throughout school. A PPT slide show will be sent to all teachers to share with their classes at the start of each half term.

Rewards

We reward positive behaviour in and around the classroom by giving regular verbal feedback to: promote good choices and behaviour, refer to good role models and provide specific praise. When these behaviours are shown regularly then the rewards are outlined below.

Class Dojo Points

At Meadowfield Primary we use an online system called 'Class Dojo' where pupils can earn points for showing positive behaviour. These are linked with Meadowfield's Core Values and Golden Rules. Teachers will use these throughout the day and parents and carers will be able to monitor this too.

Examples of positive behaviour to be awarded with a Class Dojo point are:

- good choices
- following instructions
- helping others
- lining up quietly and calmly
- consistently on task
- teamwork

At the end of each week, the pupils in each class with the highest number of Class Dojo points will be recognised and celebrated in our Star Badge assembly on a Friday.

All the points that the pupil earn throughout the week will also be collected and assigned to the house to which the child belongs. The winning house each half term will then receive a group reward.

Throughout the week staff will also be sending home 'WOW' messages on Class Dojo to parents and carers to help celebrate their child's achievements.

Star badges

Each Friday the class teachers will choose two pupils who have demonstrated Meadowfield's Core Values and Golden Rules throughout the week. These pupils will celebrate with being awarded a certificate in our Friday assembly and be able to enjoy juice and biscuits with their parents and carers.

Reception and Key Stage One Star badge assembly will take place at 9.05, with Key Stage Two being held at 2.45 every Friday.

Golden Time

Golden Time is a dedicated 20 minutes on a Friday to celebrate positive behaviour throughout the week. This is a social time for teachers and pupil to talk and take part in activities together. Activities are chosen which promote building relationships and is not a time for DVDs or iPad time. This may include activities such as board games, class scrap shed time or sports activities.

Throughout the week, teachers will also choose three pupils from their class who have shown good behaviour throughout the week. These pupils will be invited to take part in a special Golden Time activity for this session, with activities such as crafts or baking on offer.

Star Pin Badges

Pupil will also be praised in class for demonstrating the Core Values (Self Worth, Resilience, Communication and Ambition) through the class teacher giving them a Star Pin Badge to wear for the day. This will highlight their positive behaviour, all staff to then congratulate them.

Stickers

Pupils who continue to have a progressive attitude towards their learning or have achieved something they have been working on, will be sent to see the Head Teacher or member of SLT. This will give pupils the opportunity to celebrate their learning or behaviour, and they will receive a stamp or a sticker to recognise their success.

Consequences

Behaviour at Meadowfield Primary School is dealt with quietly and calmly without broadcasting it. We use Restorative Practice and our PSHE programme, One Life, to help our pupil to understand their behaviour choices and to learn how to 'show up' and be their best selves. Through One Life, children are taught the skills and knowledge they need to be able to tackle mental, physical and social challenges with an aim that every child will leave Meadowfield Primary with the skillset to make a positive contribution and value everyone and themselves.

Early Education and Nursery Pupils

When a pupil from our Nursery or Early Education behaves in an inconsiderate way, we understand that our methods of supporting them to improve their behaviour will need to be developmentally appropriate and individual to the child.

Yellow Card – 1st Warning

If a pupil demonstrates behaviour that is not in accordance with our school's Core Values and Golden Rules (and it is deemed a low-level incident), a member of staff will address this behaviour and help the child to understand why it was unacceptable.

Examples of this behaviour may include:

- shouting out
- getting out of seat without permission

- making silly noises

In these cases, following a verbal warning, the pupil will be issued with a yellow card. This will be placed quietly in their learning space and serve as a reminder that the pupil needs to change their current behaviour choices.

If the pupil then turns around their behaviour, the yellow card will be removed.

If behaviour continues, a red card will be given.

Red Card

A red card will be issued should the behaviour continue or further escalate.

In this instance, a red card will be placed in the pupil's learning space.

For pupils in Reception and Year One this will mean a child has some thinking time in a quiet space in the classroom to ensure consequences are timely.

For pupils from Year Two to Year Six, they will miss either a playtime or lunchtime play. If learning has not been completed, this will need to be done in this time.

Red card behaviour should be recorded on CPOMs. If a pupil receives three red cards within a week, a phone call home needs to be completed by the Team Leader for that Key Stage.

Serious Negative Behaviour

This may include:

- damaging property
- persistent low-level behaviours
- hitting / hurting
- offensive Language
- bullying
- fighting
- extreme incidents – such as homophobic or racist behaviour.

All serious incidents will be dealt with by the class teacher who will be supported by a member of the Senior Leadership Team. A consequence will be decided according the level of behaviour. Parents will receive a phone call home to notify them of the behaviour and consequences and this should be logged fully on CPOMs.

In some cases, it may be beneficial to provide a pupil with an Individual Behaviour Plan and/or Risk Assessment. This will detail school's concerns and provide support and specific measurable targets for improvement.

Active Strategies

When a pupil first begins displaying signs of challenging behaviour, staff should consider the following strategies used to de-escalate situations:

- Be aware of any triggers that may cause challenging behaviour.
- Divert and distract by adding another activity or topic, or suggesting a job to complete.
- Display calm body language.
- Talk slowly and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour – 'I can see you are...' 'I understand and yet..' 'I need you to..'
- Offer clear closed choices – this or that.
- Give clear directions for the behaviour to stop.

Suspensions

The Head Teacher can consider an internal or fixed term suspension for individuals who demonstrate the following behaviour:

- physical assault against a pupil/staff member
- verbal abuse against a pupil/staff member
- bullying
- racial abuse
- homophobic abuse
- sexual abuse
- damage to resources
- persistent disruptive behaviour
- theft
- drug / Alcohol abuse.

Banned Items

These include any items which could be considered a weapon, items which are not age appropriate, illegal items or items which may contribute to unwanted behaviour in school.

Although not exhaustive, this list would include such items as knives, other sharp objects, pornography, drugs and mobile phones/devices not handed in at the start of the day or vapes. Pupil who are found to have brought any of these items in or are felt to be at risk of doing so may be searched before going to class and this will continue until it is felt safe to stop doing so. This will be carried out with parental consent and recorded on CPOMs.

Use of Reasonable Force

The school has a clear policy on the Use of Reasonable Force and this is available on Teams on the MPS staff portal, along with Keeping Children Safe in Education (2025).

Behaviour Outside School

The Government Behaviour in School guidance (September 2022) clearly states that schools have the right to sanction pupils for behaviour outside school where it is reasonable to do so.

School recognises that behaviour that occurs outside school, such as conflict and argument may trigger ongoing behaviours in school. We also recognise that pupil's education, including that of self-regulation and behaviour management, is a continuous process wherever it occurs that school will support where they are able to appropriately do so.

Inclusion at Meadowfield Primary School

Across school you will see relationships being developed to ensure that inclusion of all pupils, this will be seen in some of the following ways -

- daily check-in
- use of daily journaling
- visual timetables
- personalised task sheets
- 1:1 time with adults
- personalised learning space – both in and outside the classroom
- personalised resources – overlays, pen grips, IT, large text, fidget toys, 5-point scales, time-out cards
- strong verbal communication as well as non-verbal cues to support regulation.
- use of additional spaces in school – sensory room, art room, cooking room, The Nest, Horizons and Hubble
- peer to peer support as well as adult led support.

- enjoyment and settled behaviour from all.

Some pupils, with IEP's or IBP's, may need to have a slightly different behaviour, reward and consequence program and this can be discussed with Team Leaders, SLT and SENCo. This may include but is not limited to; personalised reward systems, alternative consequences, visual supports and collaboration with parents/carers.

Rationale for reducing suspension and permanent exclusion

At Meadowfield Primary School there is a Positive Behaviour Policy which includes a range of strategies where pupils are recognised and rewarded for good behaviour. There are also strategies for pupils who have made poor behaviour choices and who need a warning and consequence. There are times when some pupils struggle to maintain good behaviour. A range of strategies are put in place to support the child and reduce the risk of suspension.

For a child struggling with their behaviour or who has specific social, emotional and mental health (SEMH) needs Meadowfield Primary School puts into place a robust plan of support that aims to reduce the need to consider suspension. The focus of these plans is to support the child to be happy, settle and able to learn in school. We have a designated de-escalation space in school, The Green Room, which pupils can access or be directed to, to allow them to have reflection time.

Individual Behaviour Planning includes:

Restorative practice – this is a process which involves the child understanding the effects of their actions and making amends.

Internal Referral Process – a referral form is completed by the class teacher, with consent from parents which begins a system of plan, do, assess, and review for the child and enables support from the Learning Mentors, SENCO and Behaviour Mentor based in school. Parents work closely with school from this point on.

Behaviour mentor support – to provide support in lessons with a focus on confidence building and responsibility. Sometimes sessions are 1:1 if more in-depth learning about behaviour strategies and de-escalation is needed. Daily check-ins are carried out with all the pupils on this caseload.

A clear IBP – where behaviour mentor support is given a child will have an IBP to ensure consistent support for the child and to re-establish boundaries and routines, this may include use of the Green Room

Additional support – some pupils can access other support from staff in school trained in areas like speaking support and lego therapy

Internal exclusion – for a specified period of time where learning is set by the class teacher and completed away from the class environment in the leadership office.

After school learning – at times it may be necessary to request that a child remains in school to make up the learning time that has been lost due to poor behaviour. This is always done with consent from parents and a restorative conversation is held at the end of the session.

Alternative timetable – linked to the IBP, a child may have a change or reduction in timetable which allows integration into class where possible.

Further support - from the cluster through Guidance and Support

Managed move - to another class if there is significant evidence to suggest peer relationships are detrimental to the child learning in their classroom.

Preventative arrangements through the AIP to an off-site provider such as Achieve to provide nurturing support for a set period of time. Re-integration to Meadowfield is always the aim.

Suspension will occur only when the once the school has exhausted the above procedures and further serious incidents of behaviour occur which may require a fixed term or permanent exclusion. The behaviours which may require suspension are laid down in guidance from the local authority and the school Positive Behaviour Policy. The rationale for such a suspension would be that despite the robust support provided above, a child was still behaving in such a way that they were putting themselves or others at risk of injury, or that they were creating such disruption to learning that the progress and achievement of other pupils was put at serious risk.

If a child is externally suspended, then parent/carers and the authority are fully informed as is the Chair of Governors. A reintegration plan is put in place and pupils who are classed as vulnerable will receive home visits and a risk assessment during the exclusion.

The decision to suspend or permanently exclude a child rests directly with the Headteacher. The Headteacher can choose to either impose a fixed term suspension for a set number of days or a permanent exclusion.

Where a fixed term suspension has been imposed for up to five days, the school should set and mark an appropriate amount of learning. If the fixed term suspension is more than 5 days, the school must find a suitable full time educational place, for example at a pupil referral unit. School can exclude for up to 45 days in a school year.

The school will always seek alternatives to suspension and has a range of strategies to explore to support pupils.

Appendix G – Managing sexual violence and sexual harassment between pupils in school

Background

This is a growing problem in society and this appendix reflects guidance published by the government in September 2021 titled Managing Sexual Violence and Sexual Harassment in Schools. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Guidance

Any report of sexual violence or sexual harassment will be taken seriously but staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Meadowfield has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and it will not be tolerated and is never be passed off as “banter” or “just having a laugh”. Dismissing or tolerating such behaviour risks normalising it.

When there has been a report of sexual violence, the designated safeguarding lead will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,

- the alleged perpetrator(s); and
- all the other pupils (and, if appropriate, adult pupils and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Whilst the school establishes the facts of the case and starts the process of liaising with pupils' social care and the police, the alleged perpetrator(s) will be removed from any classes they share with the victim. The school will also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities). These actions are in the best interests of all pupils involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).