

Communication, Relationship and Behaviour Policy

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Meadlands is an Attachment Aware School (Virtual School Gold Attachment Aware Award 2025) The attachment principles underpin this policy.

Virtual School

achieving for children

Attachment Aware Schools Award

Our Vision

At Meadlands Primary School, we strive to create a fully inclusive, nurturing environment where everyone feels happy, safe, secure and are enabled to thrive. There is an expectation that every member of our school community feels valued and respected and that everyone is treated fairly. Meadlands Primary School is a caring community where children work hard and are kind. We have developed a behaviour policy which places relationships at its very core. It sets out a clear and consistent approach to developing and promoting those positive relationships, engaging with all children in order to both support their emotional regulation and develop meaningful connections, along with having high expectations of behaviour.

Promoting positive relationships, whereby we understand each other better, enables everyone to work together with the common purpose of helping all children to achieve their best. This policy supports the school community to collaborate in an effective way and with a mindful, reflective manner. It supports the teaching of children in communicating their thoughts and feelings in a way that will be beneficial in their adulthood.

At Meadlands Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. We also recognise that, as with academic achievement, children's emotional development is at different stages and they will be taught in line with their emotional level of need. This policy is grounded in the belief that children will develop their ability to self-regulate their emotions and behaviour. Adult and child relationships are integral in this development. Through co-regulation of feelings, we believe that children become more independent, self-regulated and resilient learners and we recognise that positive attitudes to learning lead to happy, motivated and fulfilled children. We also recognise that we sometimes need to differentiate our behaviour policy, as appropriate, to meet the needs of all children within our school community.

Roles and Responsibilities

The Role of Governors

The Governing Body has the responsibility for ensuring that there is a written statement of general principles of positive behaviour. Together with the Headteacher, they are responsible for reviewing the policy in terms of its effectiveness and impact.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's behaviour policy consistently throughout the school; it is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors are notified of all exclusions. The Headteacher also has the responsibility to ensure that all staff receive appropriate and regular training which enables them to support children in line with this policy.

The Role of Staff

Developing strong, supportive and appropriate relationships with children is the responsibility of all members of staff, as well as being self-aware of the language that they use. The importance of knowing every child within a class and understanding their background and their needs are crucial to these relationships. Staff will seek to know every child in their class, to understand the child's perspective in a situation and strive to understand the child's feelings, whilst maintaining firm and fair limits of behaviour. It is the role of the class teacher to be inquisitive about the children in their class and to unpick the behaviours that are shown by each child. All staff understand that the behaviour seen does not always provide the full picture and must be carefully investigated, in order, for the behaviour to be understood and supported.

Class teachers develop empathic relationships with all children in their class and ensure that the expectations outlined in this policy are applied fairly and consistently in their classrooms. Class teachers and support staff have high expectations of all children in regards to behaviour and strive to ensure that all children work to the best of their ability. The class staff team are social, emotional and learning role models for all children. Class teachers and support staff treat all children in their classes with respect and understanding. They provide all children with consistency and routine, are calm in their approach and model the behaviour we wish to see.

Staff will support children to develop a range of strategies to maintain positive behaviour and manage their emotions within school using Emotion Coaching and the Restorative Approach. Staff will also support children to develop a voice, to express when something feels wrong and to have the tools to say no, in order to stop a behaviour that is causing distress.
Incidents are recorded on CPOMs by members of staff for record keeping.

It is the role of the class teacher to ensure that they manage and lead on behaviour plans as necessary and work alongside internal and external professionals to better understand an individual child's needs. Furthermore it is the role of the class teacher, unless

directed otherwise, to communicate effectively and positively with parents regarding behavioural incidents, consequences and next steps.

The Role of Parents, Carers and Families

Meadlands Primary School values parent's support and aims to develop a collaborative approach. The school works hard to support children who experience difficulty with their school day. Parents need to work with teachers and senior staff to help the school to understand their child and support the actions of the school. Parents can further support their child by ensuring that they arrive in school in good time, ensure regular attendance and attend parent consultations. Parents should also send their child into school wearing the correct school uniform and with the necessary equipment to have a successful day e.g. reading book, water bottle etc. Parents are required to sign the Parent Promise and Parents Code of Conduct. which details the school's expectations of the behaviour of both children and parents, as well as the Communication policy which details the communication pathway and timescales that parents are asked to follow.

The Role of the Child

Children are expected to embody all of the school values, follow the school and class expectations and act in accordance with the requirements of this policy. Children are expected to show kindness, respect to all, good manners and be polite at all times, both in and out of school, including at clubs, particularly when they are representing Meadlands Primary School. They are encouraged to have a clear understanding that all behaviours have consequences and when they wear the Meadlands school uniform they are representing the school community. Children are also encouraged and supported to take responsibility for their own actions and learning and, under the guidance of staff and parents, develop their own 'toolbox' of strategies to support their own emotional regulation.

Equality and Equity

At Meadlands Primary School we apply an equitable approach in all aspects of school life, including how we deal with behaviour incidents and support any dysregulated children.

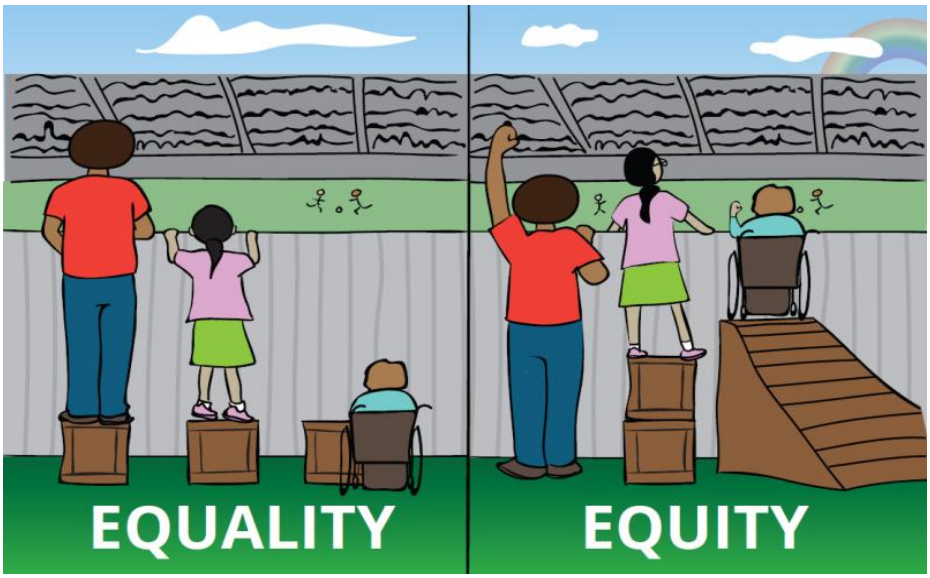
Equality is defined as ensuring that every individual has an equal opportunity to make the most of their lives and talents. It means that everyone has the same opportunity and receives the same treatment and support.

Equity is giving people what they need to make things fair. Therefore, it may mean giving more to those that need it. This is not the same as equality, nor is it the same as inequality. It is simply giving more to those who need it, which is proportionate to their own circumstances, in order to ensure everyone has the same opportunities. For example:

- Helping a child in the class with their school work or with their homework.
- Providing emotion coaching to support a child through a challenging situation
- providing more support to a vulnerable child so they can reach their full potential

Children are taught the difference between equality and equity and it is important that they understand and trust our judgements and approach without considering treatment to be unfair, or lead to making assumptions about one another.

To support children in understanding the difference we use visuals to prompt discussions such as the one shown below.



Promoting Engagement and Self-Regulation

This policy stems from the premise that all emotions are acceptable but not all behaviours are. Class expectations are generated by the children in each class at the start of the year and are in line with the motto of 'work hard and be kind' and our school values. These class expectations are displayed in each classroom and are the backbone of the classroom ethic.

Emotional Regulation Strategies

We pride ourselves on the strong relationships fostered between staff and pupils at our school and this underpins the behaviour we expect. Staff use a range of approaches to support a child's self-regulation and emotions and promote positive behaviours including, but not limited to:

- Safe space in the classroom
- Emotion coaching
- Activity for Wellbeing (active starts)
- Mindfulness practice and whole class lessons
- Wellbeing support from our Wellbeing mentor
- Use of the Calm cabin and Sensory room
- Restorative conversations
- SLT involvement and involvement of outside agencies
- Team around the child meetings
- PSHE lessons
- Staff modelling positive behaviour
- School values and ethos
- A trusted adult
- Brain breaks
- Individual behaviour plan - created in collaboration with the child, external professionals and parents

Emotion Coaching

All staff are trained in using emotion coaching as a conversational approach to support children to understand, regulate and reflect on their emotions and ultimately their behaviour choices. We advocate that parents use this method too.

Emotion Coached children:

- Achieve more academically
- Are more popular
- Have fewer behavioural problems
- Are more emotionally stable
- Are more resilient

Resolving Conflict - Restorative Conversations

This process of conflict resolution ensures that all parties have their say and agree on a way forward. When resolving disputes, the following questions are used to understand the possible triggers and what might be done differently in the future. These types of conversations are guided by an adult.

1. What happened?
2. What were you feeling?
3. Who has been hurt?
4. What do you need to feel better?
5. What needs to happen now and what can you do to make this happen?

Restorative conversations will only take place when all involved have given consent. Where a child does not want to be part of this type of conversation, their wishes will be respected and they will be told that it can happen at another time if they would prefer.

Positive Rewards

A range of rewards are used to recognise achievement and encourage further success. Rewards can be given for anything including academic progress, sporting success, effort, improvements in behaviour or attitudes and for actions taken that contribute to the well-being of others. Parents are kept informed with certificates and badges going home and children are celebrated and acknowledged in the Mallard Messenger.

The following reward systems are used to support positive attitudes to learning and behaviour choices

1. **Verbal**, **positive praise** is used in the classroom and around school by all staff. It focuses on the child's positive attitudes and choices. When giving this type of feedback the most effective praise and feedback focuses on the specific and the activity for example 'You stayed focussed today, even when it got tricky'. 'It was kind and thoughtful of you to let others go first.'

2. **Values Certificates** are awarded each week in the Achievement Assembly and are awarded by the class teacher. When receiving their certificates the class teacher will share with the school what award the child is receiving and the reasons why they have been chosen. All of the school values are celebrated over the course of the academic year. Children receiving value certificates are celebrated in the newsletter.

3. **House Points** can be earned by all children and awarded by any member of staff. Individual house points contribute to the house points of each team. Every class has a dedicated house point collection system, where children can earn colour counters that are added into the house point jars. Children may receive house points for displaying kindness in the classroom or around school, outstanding work, making a concerted effort in lessons or challenging themselves to something new.

4. **Postcard Home** can be earned by all children and any member of staff can write a child a postcard and either send it home or place it in the child's bag. A postcard can be given for any reason - hard work, demonstrating one of the values, an amazing piece of work or homework etc.

5. **Pupil of the week** Following the school's PSHE scheme, PATHs, one child from each class is celebrated per week and is known as 'Pupil of the week'. The Pupil of the week is awarded a special certificate in the Friday Achievement assembly, which is written by the class and shares all the positive attributes of the child that their peers admire.

All staff actively promote and reward good learning attitudes and positive behaviour choices. For example, independence, resilience, challenging oneself to showing initiative and kindness.

Specific and individual reward charts are used with a small minority of children who need further support in managing their school day. These charts are created with the child who can select their agreed rewards and work towards regulating their emotions and behaviour by making the right choices during the school day. These are typically implemented for our children with additional needs.

Low Level Disruption

'No one child should be allowed to set fire to the learning of their peers.'

Tom Bennett 2020

Low level disruption, as defined by Meadlands Primary School, is poor behaviour choices that hinder and affect the learning and progress of the child and other children in the classroom.

Any low-level behaviour, such as calling out or chatting whilst a teacher or peer is talking is dealt with swiftly by the class teacher or TA. This is in a non-confrontational manner, usually with a non-verbal signal to the child to refocus their attention. The aim for this is to cause minimum interruption to the class' learning time. If the child persists with the disruption, then a conversation away from the other children may be necessary to remind them of the behaviour expectations of the class.



Moving around school
When moving around the school, children are expected to walk sensibly and silently so that they don't disturb the learning of other children and lessons.
We consistently use the phrases 'Voices off', to remind children of this expectation.
It is all staff's responsibility to remind children of this expectation when they are moving around the school. When traveling as a whole class, such as for assembly, children will have a designated line order and will be expected to remain within this order.

Individual Behaviour Plans

The Individual Behaviour Plans use a bespoke monitoring approach and are implemented where at least one of the following is evident:

- Low level disruptive behaviour is consistent
- Behaviour is deemed as challenging and high level

- Children have additional needs and the whole school approach detailed above is not appropriate or does not work for them

An Individual Behaviour Plan will be created in a meeting with the SLT, child, parent, year group team and SENDCo, where appropriate. At this point, external agencies may be contacted for further support. For example, teachers may complete an EISS Wave 1 consultation. All plans include the opportunity for positive rewards to be earnt for the correct behaviours being demonstrated and will be written in child friendly language.

Individual Behaviour Plans will be reviewed after an agreed period of time. If the team see an improvement in the behaviour, the plan may no longer be necessary. If the behaviour is still a barrier to learning, then the plan will be adjusted or continued. If at any point during the implementation the class team feel that the behaviour is significantly and consistently deteriorating then a meeting will be held to explore additional support. Parents will be involved at each step of the process, so that the same messages are communicated at both home and school.

For any child on our SEND register who has an individual behaviour plan, this will sit alongside their SEND support plan and any consequences will not affect their reasonable adjustments.

Early Years

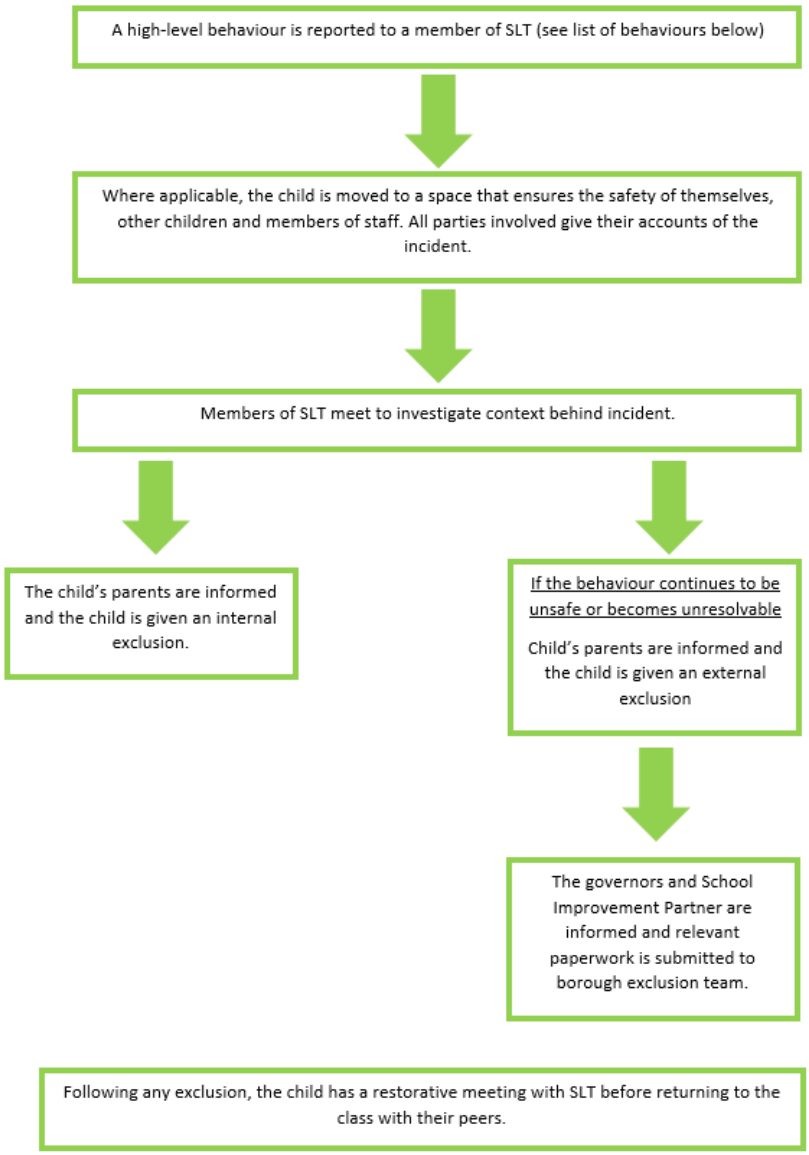
Self-regulation is an area of learning, under the heading of 'Personal, Social and Emotional Development' on the Early Learning Goals. It is taught as a subject along with the other areas. This comes in the form of whole class teaching, learning through high quality children's literature and conflict resolution role play. All areas of our early years environment are set up to enable conversation and communication between our learners, meaning that there are many opportunities to use their words. There are also many self-regulation tools within the classroom that the children are taught to use as they learn the dynamics of sharing and regulating. These include sand timers for taking turns, safe spaces to cool off when upset and sensory activities to calm.

On the playground

Playtime incidents will be dealt with in the moment by a member of staff on duty using their professional judgement.
For the majority of incidents, children will need to be reminded about acceptable and expected behaviours. If their behaviour continues they will be given a verbal warning which could be followed by reflection time. Any reflection time will be logged on CPOMS and the class teacher will be informed. Where appropriate restorative conversations will take place. Any high level and challenging incidents will be immediately reported to a member of SLT.

Extremely Serious Incidents and High-Level Challenging Behaviour

At Meadlands it is very rare that school support will not have a positive impact upon children's behaviour development and regulation. However, behaviour will be considered high level if it compromises the safety or dignity of children or staff. In these cases, the consequences below will be followed:



These types of behaviours include:

- Persistent racist behaviour
- Inappropriate use of social media or online technology
- Persistent homophonic behaviour
- Abuse against sexual orientation and gender identity
- Damage to property
- Persistent misogynistic behaviour
- Bullying
- Persistent or general disruptive behaviour
- Abuse relating to disability
- Wilful and repeated transgression of protective measures in place to protect public health
- Persistent and targeted use of bad language and swearing
- Use or threat of use of an offensive weapon or prohibited item
- Verbal abuse/threatening behaviour against adult
- Sexual misconduct
- Theft
- Physical assault against adult
- Drug & alcohol related
- Physical assault against pupil
- Verbal abuse/threatening behaviour against pupil

We abide by Achieving for Children and Department for Education guidelines and report any exclusions to the Governing Board and Local Authority. Fixed Term exclusions can only be carried out by the Headteacher (and in their absence the Deputy Headteacher) and are governed by DfES circular 10/99 "Social Inclusion: Pupil Support". Permanent exclusions can only be carried out by the Headteacher.

Where the behaviour displayed is of high level, as detailed above, children will be sent directly to the Headteacher or Deputy Headteacher and are at risk of exclusion. The decision to apply an exclusion will always be made by at least 2 members of the Senior Leadership team and the age of the child, the type of incident and whether there are any additional needs will be taken into consideration. When deciding on an exclusion, the needs of the individual will always be balanced against the needs of the school community.

In all cases of extremely serious incidents and high-level challenging behaviour, meetings will be arranged with parents and possibly with external agencies by the Headteacher. Where other children have been impacted, they will be offered emotional support and their parents will also be informed.

Swearing

Swearing is not tolerated at Meadlands. Each case of offensive language or swearing is treated within context and members of SLT are informed. If the offensive language is aimed at a child or adult, then recreational time will be missed and the child will be reminded of the expectations about appropriate language. Parents are informed of every incident of swearing. For persistent swearing, see high level challenging behaviour flowchart.

Harmful sexualised behaviour

Meadlands does not tolerate child-on-child abuse. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. For children to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it. Any child perpetrating child on child abuse will follow the ‘serious incidents’ flowchart of consequences.

Bullying

Bullying is the sustained actions or deed that upsets or harms another child so that they feel uncomfortable and unhappy and as a result there is an effect on their emotional wellbeing. Bullying can involve one person or a group and involves an imbalance of power. The key features of bullying are:

- It does not just happen once
- It goes on over time and happens again and again
- it is deliberate - hurting someone either emotional or physical on purpose. It is not accidentally hurting someone

All incidences of bullying are reported via CPOMs and the parents of both the perpetrator and victim informed. Any incidences of bullying will be dealt with by a member of the Senior Leadership Team, with the perpetrator being given a firm consequence, in-line with this policy and the victim offered emotional support.

If the incidents of bullying do not cease and are ongoing after the involvement of the parents of the perpetrator then an exclusion will be given. An exclusion can also be given for any serious cases of bullying as detailed and outlined in this policy.

External agencies may be contacted for further support and advice to determine the cause of the behaviour. Any child found bullying may be placed on an Individual Behaviour Plan.

Children are encouraged to inform an adult of any poor behaviour choices. Name calling and aggressive play fighting are unacceptable behaviours as they frequently lead to instances of bullying behaviour.

When dealing with any incidents that involve another child, the feelings of the victim and any bystander will be considered and they will be supported. We will do all we reasonably can to protect the victim.

Reporting Behaviour

All staff have access to CPOMs and upload an incident report for any of the following behaviours:

- When a child has missed part of their playtime
- Consistent low-level behaviour
- Worrying behaviour
- Changes in behaviour
- Bullying
- Persistent poor behaviour choices
- High level or challenging behaviour

All behavioural CPOMs include an alert to the Behaviour Team. Where behaviour is worrying, or there are changes in behaviour, then the Safeguarding team are also alerted and a TAC meeting may be held.

Anti-racist commitment

We live in a multi-ethnic society and the staff of the school are totally opposed to any form of racism or racist behaviour by any person. By racism we mean being hostile on the grounds of race, religion and colour. We do not tolerate racist abuse, language or incidents in any form. Racist incidents are recorded and dealt with immediately and firmly. Cooperation between school and home is considered vital in this area if the wellbeing of all our children is to be maintained

Travelling to and from school

Where children are considered to be responsible and old enough, parents may encourage their children to walk to and from school independently, by agreeing to and signing the Walking Home Alone agreement form. All children are expected to use the shortest and safest route possible. If children are unable to behave and represent the school appropriately, SLT will meet with parents and this privilege will be revoked for an agreed period of time.

Negative behaviour online

Whatsapp, TikTok and Instagram all have a minimum age rating of 13, therefore we do not expect pupils at Meadlands to be using them. If a child does have access to these apps and negative behaviour is reported to the school, we will inform the parents and we will ask them to take appropriate action. We ask parents to support us with the behaviour of pupils by following age ratings on mobile apps and games and by regularly checking their child's online activity. As a school, we support online safety through lessons as part of both our PSHE and computing curriculum. We have planned lessons to inform and support pupils, as well as bespoke lessons as and when any incidents occur. Meadlands is part of the Device Wise programme and can offer support to any families who are struggling with appropriate screen time use. The school has strict filtering and monitoring systems in place, which alert the safeguarding team to any inappropriate Chromebook use, including swearing. Inappropriate websites are filtered and are not accessible by children in school. Any incidents of swearing flagged on the system will follow the swearing policy above.
Meadlands is a phone free (and Smart watch free) school and pupils are expected to follow this. If an upper KS2 child is walking to and from school and brings in a phone, this requires written consent from a parent and the phone to be placed into the teacher's box at the beginning of the day. It will be handed back before the child goes home.

Allegations against school staff

The Department for Education requires that school behaviour policies "set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff". In line with our trauma informed approach to behaviour management, any accusations made against school staff will be interpreted on an individual basis, with staff, the child and parents working together to understand the possible functions of this behaviour. In addition, a Restorative Practice based approach (e.g. a restorative conference) will be used in order to repair relationships between the child and the member of staff, whilst aiming to avoid eliciting shame in the child. The member of staff involved will also be provided with access to emotional support from staff on a more private basis and/or counselling if required.

Safe Touch

The term physical contact is used to describe the use of touch for many purposes in numerous different contexts. Physical contact should always be about meeting the needs of the child, it should be appropriate to context, in a public place, with other adults present and always with the child's consent. Staff should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not. Staff should be particularly aware of the needs of SEND children and the information contained within the EHCP or SEND Support Plan.