

### Pens Meadow School Code of Conduct

At Pens Meadow we expect all staff and pupils to follow our school code of conduct. We recognise that pupils are functioning at varying ages and stages of development and that pupils may need support to achieve positive outcomes. The behaviour of all adults is fundamental in creating a positive learning environment. Positive behaviour is promoted and rewarded throughout school. Appropriate sanctions are used to support behaviour. These expectations should be read in conjunction with our school behaviour offer, as well as our approach to British Values and Rights Respecting priorities.

#### Early Years Foundation Stage (EYFS)

Expectations of adults	Expectations of Pupils	Expectations of the Environment/Resources/Activity
<ul style="list-style-type: none"> <li>• Clear and consistent boundaries e.g. <i>sit whilst eating, walk around school, put shoes on for outside, sit on chairs not other furniture, walk then choice</i></li> <li>• Reinforced boundaries e.g. <i>outside not allowed until shoes on</i></li> <li>• Mirror movements/actions to show you are fully listening</li> <li>• Act as a positive role model using tone of voice, facial expression and body language</li> <li>• Use of simple clear language e.g. <i>stop supported by symbol use</i></li> <li>• Promote desired behaviour, not reinforce unwanted behaviour e.g. <i>put cup on table, not stop throwing</i></li> <li>• Recognise, understand and show tolerance towards individuals, recognising differences e.g. <i>impact of sensory overload or cultural diversity relating to food and eating</i></li> <li>• Understand, facilitate a personalised approach i.e. treating everyone equally does not mean treating everyone the same</li> </ul>	<ul style="list-style-type: none"> <li>• Calms in response to familiar adults</li> <li>• Plays alongside (may be using different resources)</li> <li>• Begins to develop appropriate behaviour responses e.g. <i>modifies behaviour in response to a cross face</i></li> <li>• Begins to tolerate other pupils different responses and behaviours</li> <li>• Begins to show awareness of expected learning behaviours in different contexts i.e. <i>sit to work at table but explore environment in choice time</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sensory and toy based activities</li> <li>• Consistent environment that promotes routines and expectations e.g. <i>use of work chair, work then choice</i></li> <li>• Clear communication systems available and in use e.g. symbol lanyards</li> <li>• Pupil information displayed and in use to enable appropriate personal support</li> </ul>

EYFS expectations are a pre-requisite for all subsequent stages of development. Please consider both pupil age and stage of development.

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#### Primary

Expectations of adults	Expectations of Pupils	Expectations of the Environment/Resources/Activity
<ul style="list-style-type: none"> <li>Support pupils to label emotions e.g. <i>happy, angry</i></li> <li>Acknowledge feelings and reassure pupils</li> <li>Support pupils to accept consequences of their actions e.g. <i>time out</i></li> </ul>	<ul style="list-style-type: none"> <li>Able to express own feelings</li> <li>Plays co-operatively with own set of resources</li> <li>Recognise/learn that things are theirs, shared or belong to others</li> <li>Responds to boundaries appropriately e.g. <i>sit whilst eating, walk around school, put shoes on for outside, sit on chairs not other furniture, work then choice</i></li> <li>Begins to understand it's not all about me and consider others opinions</li> <li>Begins to recognise positive role models for behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Use of social stories</li> <li>Accessible communication systems</li> </ul>

#### Secondary

Expectations of adults	Expectations of Pupils	Expectations of the Environment/Resources/Activity
<ul style="list-style-type: none"> <li>Ensure pupils understand what they are being rewarded or sanctioned for e.g. <i>sitting whilst eating</i></li> <li>Model ways of putting things right e.g. picking up chair</li> <li>Ensure pupils have opportunities to discuss boundaries and develop understanding of why they are there</li> <li>Support pupils to reflect on consequences e.g. what can they do differently next time</li> </ul>	<ul style="list-style-type: none"> <li>Know that my actions may make others happy or sad</li> <li>Accept the needs of others by taking turns and sharing</li> <li>Tolerates delays and understands that wishes may not always be met</li> <li>Can inhibit own actions/behaviours e.g. <i>stop themselves from hitting or reacting to other pupils</i></li> </ul>	<ul style="list-style-type: none"> <li>Role play</li> <li>Talking mat</li> </ul>

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#### Post 16

Expectations of adults	Expectations of Pupils	Expectations of the Environment/Resources/Activity
<ul style="list-style-type: none"> <li>• Model actions and consequences across settings and environments</li> <li>• Be alert to injustices and let young people see that they are addressed and resolved</li> <li>• Involves young people in debating and agreeing their own boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to be able to negotiate and solve problems without aggression</li> <li>• Looks after resources and uses purposely</li> <li>• Engages in dialogue around boundaries and consequences of actions</li> <li>• Recognises own contribution to supporting peers <i>e.g. opening door to help a wheelchair user, playing music at a socially acceptable level</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use of questioning</li> <li>• Use of scenarios – real or simulated</li> </ul>