



## **Behaviour Policy**

*This Policy applies to the entire setting including the EYFS.*

**Staff Responsible for policy review: Head, Deputy Head & Head of Pastoral**

**Adopted: October 2021**

**Next Review: October 2022**

<b>Last Review</b>	<b>Updates made</b>

## **School Aims & Ethos**

Personal growth and achievement across the curriculum are reliant on children being happy, valued and inspired by an increasingly broad, inclusive, collaborative and individualized school experience which, in turn, fosters self-confidence, curiosity, ambition and independence of mind.

The Mead is a community that empowers individuals to flourish. It aims:

- to enable every child to feel success;
- to challenge and support every child's holistic development;
- to encourage independence and initiative;
- to establish a self-belief in each and every child;
- to develop an enquiring mind and a passion for learning;
- to prepare and equip each child to move forward in their learning journey with confidence; and
- to enable every child to feel part of our family community – all under one roof.

We believe in a broad and balanced education that sets foundations for what is to come. Our children are happy and kind, always thinking of others. We seek to nurture citizens of the world who care about the world and can find their place in it, whatever or wherever that may be.

We consider that the contribution of the home is as important as School, for it is within a partnership between the children, school and home that the best hope for sound learning is to be found.

## **The Mindset of a Meadite**

In order to develop and strengthen these aims, we focus particularly on three characteristics that directly link to our school rule of: **Be Kind, Listen and do your best.**

- **Be kind - Compassion**

We treat others with kindness, empathy, honesty and exemplary manners. We champion and nurture one another as a large family under one roof. As our global perspective grows, so does our respect, tolerance and sense of responsibility. We are charitable by nature and offer unfailingly warm hospitality.

- **Listen - to spark Curiosity**

We listen carefully to all that is offered for the spark of new interests, insights and ideas. We are discerning, creative and adventurous risk takers, free from the fear of failure and inspired to seek passions, interests and a deeper knowledge and understanding. We are truth seekers, determined to investigate accuracy. We are brave future leaders, willing to challenge convention and stereotype. We are mindful, self-reflective, open minded and spiritually aware.

- **Do your best - Ambition**

We take pride in our work and behaviour, we have unapologetically high expectations. Independently and collaboratively we embrace challenge and seek improvement through accurate communication, craftsmanship, resilience, perseverance and adaptability. We live at the edge of our capabilities, willing to push beyond them with confidence and optimism on our journey to becoming lifelong learners and leaders.

The behaviour management of The Mead is robustly based on celebrating the positive choices that children make, and the relationships that are formed between children and staff across the school. It has firm foundations in making the children feel valued and thinking of the consequences of these positive choices for themselves as well as the good of the community within which we dwell. Every behaviour is a teaching moment and treated as such at The Mead. We recognise that feelings and emotions might drive certain behaviours. The emotional wellbeing of our children is supremely important to us. Staff gather for a weekly Pastoral Staff Meeting where children of concern, for many reasons, are discussed and considered so that all staff across the school are aware and looking out for them.

This policy is not an isolated standalone statement. It should be read and reflected upon in the context of the following school policies, all of which are intertwined in many of their elements, reflecting the strong commitment The Mead School has for the safety, welfare and protection of its pupils and staff.

#### Linked Policies

- Safeguarding & Child Protection
- Anti-Bullying
- Online Safety
- Educational Visits
- Supervision
- SEND

## **Rewards**

### **House Points - The Mindset of a Meadite (Compassion, Ambition & Curiosity)**

When our children demonstrate the Mindset of a Meadite (beyond expected behaviour) they are presented with a house token. They are given a coloured token (to match their house colour) to place in their house's collection tube. The house with the highest amount of full tubes at the end of the term receives a house prize.

### **Expected Behaviours**

These are examples of behaviour we expect from Meadites and which we are thankful for but we do not reward in isolation (but do reward when shown consistently via our cups – see below):

- Making way/holding doors open for others;
- Saying please and thank you;
- Walking sensibly around school;
- Listening to a teacher's instructions;
- Trying hard and showing a growth mindset;
- Being kind to others;
- Listening to each other, not calling out and talking in a calm voice;
- Completing work/homework; and
- Showing good table manners.

## **House Point Behaviours**

House point tokens are given for behaviour over and above expected behaviour. They will invariably be moments when a child is acting instinctively, without seeking reward/recognition and/or without being asked. Examples include:

- Offering to help;
- Caring for our school;
- Putting others first;
- Overcoming a setback/disappointment;
- Trying their best at something that's really difficult for them;
- Showing effort beyond the expectation of the teacher whether in class or at home;
- Asking thoughtful questions;
- Showing independent learning; and
- Caring about their world.

## **The Weekly Cups**

We recognise that sometimes children who consistently meet our threshold for expected behaviour might go unrewarded. The Infant (Pre-R – Y2) and Junior (Y3-6) Cups are awarded during Friday celebration assemblies to those children who consistently (over a significant time frame) meet our expected standards without fail.

## **Academic Achievement – Stars in the Jar**

When one of our children produces their 'personal best' work, they are celebrated and congratulated. They are able to show this to the Head to cement the celebration. They are given the opportunity to share this work with her and are presented with a star token (special house point) and a star sticker. They also have the opportunity to celebrate with Mitzi, our school dog. Stars in the Jar can also be used as prizes for class competitions and quizzes. Their name goes in to the EYSFS/Key Stage 1 or Key Stage 2 'Star Jar'. The Head pulls two names from each jar during the Friday celebration assembly and the lucky winners receive a small stationary prize of their choice from the Head.

## **House Meetings**

House meetings take place twice a term. They will often be an opportunity for house point recipients to celebrate their achievements with their housemates in a cross-year group setting. A useful reminder for children that their good behaviour is not just having a positive impact on themselves, their teacher and their classmates but on their whole school house as well. These meetings are also a time to plan and celebrate house competitions and charity work. Again, with an emphasis on behaviours that benefit others as well as ourselves.

## **Year 6 Leadership**

We expect our Year 6 pupils, in particular, to be role models of good behaviour at all times. Year 6 form time is focused on growing this leadership and responsibility in our Year 6 children and giving them a chance to contribute to the wider school and guide the younger children during their activities and lessons.

## **Sanctions**

We believe in positive relationships with our children. Sanctions are seen as times for reflection and discussion as well as teaching appropriate responses to situations. We recognise that often emotions lead behaviours and that helping children to regulate their emotions can lead to better behaviour choices. The emotional wellbeing of our children is very important to us. Structure is key to consistency and we have worked hard to create a structure that is appropriate across the whole school.

All staff model our expected behaviours by embodying the elements of our school rule. By following our agreed code of conduct and lesson routine, we encourage all children to make good learning and behaviour choices to ensure that all learning environments are positive and supportive.

### **Our code of conduct: At all times all staff agree to...**

1. Act in a professional manner at all times;
2. Build positive relationships with the children;
3. Treat every child with kindness and patience;
4. Separate the child from their poor behaviour/choices – be critical of the behaviour not the child;
5. Be calm and clear in our explanations;
6. Be punctual for all lessons, duties and activities;
7. Use consistent language, listen to children and allow them a voice;
8. Be sure of the facts before we take any action and avoid group/blanket sanctions;
9. Allow children a chance to make a mistake, never hold a grudge; and
10. Never shout, humiliate, demean, berate, manhandle or use corporal punishment.

THE SCHOOL VIEWS ANY TYPE OF CORPORAL PUNISHMENT AS UNACCEPTABLE AND PUNISHMENTS OF THIS TYPE MUST NOT BE USED OR THREATENED.

In return we expect children to follow our school rule:

### **Be kind, listen and do your best.**

The school rule is regularly discussed at school. Children understand that it is non-negotiable and should be adhered to at all times. Children are informed of what may constitute a poor behaviour choice so that they can make informed decisions. These may include:

1. Being deliberately unkind/hurtful;
2. Being unkind by not listening;
3. Being unkind by not allowing others to learn;
4. Being disrespectful to property;
5. Deliberately not taking part;
6. Not taking responsibility for belongings;
7. Running in the corridors;
8. Not making way for teachers/visitors;
9. Bad manners in the dining hall;
10. Leaving rubbish or possessions around for others to tidy up; and
11. Being deliberately late to lessons/messing around in the toilets/changing rooms.

These behaviours are unacceptable and we are always transparent about this. Equally, we are clear that it is the behaviour that is disappointing NOT the child. If a child demonstrates unacceptable behaviour they will be given an official reminder, in reference to the school rule and encouraged to make better choices straight away. The situation and context, as well as the emotional state of the child, will be recognised and discussed in conjunction with the teaching about alternative choices of behaviour. Alongside this official reminder they are informed of the consequence if they choose to continue. Every child deserves the chance to make a mistake in any given lesson and by prompting them to make better choices we empower them to make the appropriate choice independently.

We then use a traffic light system throughout the school. Each classroom has a traffic light display. All children begin on the green traffic light where good choices are consistently made. However, should a child demonstrate unacceptable behaviour after a reminder, their name is moved to the amber traffic light. If they continue to choose unacceptable behaviours, their name moves to the red traffic light. The child will be spoken to in the moment and offered guidance for making better choices. It is important to note that moving a child to a different traffic light is never a shameful event and is always handled in a sensitive manner. It is a visual aid for children to see that their behaviour has consequences and that they can make different choices to alter the situation – children are able to move back up to green by making the right choices for the rest of the lesson. We have positive feedback from the children regarding the system and how it helps them to make better choices. All behaviours that result in a red light are logged on a whole school tracking grid, which is checked by the Head of Pastoral weekly and SLT half termly and analysed for trends/ repetition or areas of concern.

Each traffic light resets every lesson giving children a new opportunity to make the right choices throughout but the tracker keeps a log of all 'red light' behaviours for monitoring purposes and escalation if necessary.

The escalation of action taken for reaching the red light repeatedly is as follows (see also Appendix 1, Appendix 2 and Appendix 3):

**EYFS:**

1. Time out & teaching moment about appropriate behaviour and making good choices. Phone call to parents.
2. Increased time for Time Out. Further teaching about expected behaviours and strategies for managing emotions if necessary.
3. More formal meeting arranged with parents and Form Tutor – behaviour management strategies (such as star charts etc) discussed.
4. Head of Pastoral meets with Form Tutor and parents to discuss alternative strategies.
5. Head, Head of Pastoral and Form Tutor meet with parents.
6. Suspension.
7. Exclusion.

### **Key Stage 1:**

1. Loss of Golden Time and asked to work in a parallel classroom, if appropriate. Teaching moment about appropriate behaviour and making good choices Phone call to parents.
2. 5 minutes off break, on a chair outside the staffroom. Further teaching about expected behaviours and strategies for managing emotions if necessary.
3. Form Tutor contacts parents for a meeting.
4. Playtime detention. Head of Pastoral and Form Tutor to meet with parents.
5. Head, Head of Pastoral and Form Tutor meet with parents.
6. Suspension.
7. Exclusion.

### **Key Stage 2:**

1. 5 mins off break & teaching moment about appropriate behaviour and making good choices. Phone call to parents.
2. 10 minutes off break, and Form Tutor contacts parents for a meeting. Further teaching about expected behaviours and strategies for managing emotions if necessary.
3. Breaktime detention and apology letter (if appropriate) with Head of Pastoral. Parents informed by Head of Pastoral.
4. Form Tutor and Head of Pastoral meet with parents where a report card is introduced.
5. After school detention with Head. Head and Head of Pastoral meet with parents.
6. Suspension.
7. Exclusion.

### **Exceptions to the traffic light system escalation:**

- The Head of Pastoral and/or the Head/ Deputy Head reserve the right to escalate any child to the level of serious sanction for any isolated incident which warrants such an action.

We request that parents support the school at all times by reinforcing the importance of our school rule and behaviour expectations and discussing their child's behaviour at home if they are contacted by the School regarding their child's behaviour.

### **SEND**

Regard will always be paid to the circumstances of each incident and child. Where there are particular issues relating to a child with special educational needs / disabilities, reasonable adjustments will be made where it is judged as necessary or relevant. Support systems are put in place with the school liaising with parents and other agencies if necessary. The school understands its duties under the Equality Act 2010.

When a child on our SEN register demonstrates behaviour that is consistently unacceptable, a pastoral support plan is drawn up and agreed with the child and parents providing a structure and success criteria for acceptable behaviour. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the behaviour policy must be implemented.

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the PSHEE curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement or abuse) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, safeguarding concerns or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **Liaison with parents and other agencies**

Parents will be consulted throughout these processes as detailed above. In very rare circumstances other external agencies may be involved in the disciplinary process as and when the Head believes this to be appropriate.

### **Exclusions**

Asking a child to leave The Mead is a very serious step and the Head would only take it in extremis. Our inclination will always be to find a way in which lessons can be learned, even if this might have to include a lengthy suspension from the school, without resorting to permanent exclusion

The need to ask a child to leave is likely only to occur after a series of events, including meetings with parents and, if appropriate, outside agencies. Please see the escalation steps outlined above. However, consideration is given on an individual basis to the series of incidents, or possible isolated event, that has led to the exclusion of a pupil – temporary or permanent - being discussed.



Undoubtedly the most unfortunate and upsetting situation is when a pupil does something that no one has expected which happens to be of a nature that makes it impossible for them to remain a member of our school community. This may involve a child caught or discovered to have been stealing either within the School or elsewhere; children caught or admitting to performing intimate sexual acts whilst at school or on a school trip; a child who assaults another child or a member of staff, or a child who repeatedly bullies another child or other children. Wanton damage to property, serious misbehaviour or unruliness of any sort may be other reasons why a pupil should leave the school, as would a serious breach of the law. However, this list is not meant to be exhaustive.

### **Procedure**

Once it is clear to a Form Tutor, Head of Pastoral or Deputy Head that they are dealing with an incident that might require a child to leave, they will inform the Head at the earliest opportunity.

It must be understood that the school has a duty to its pupils to investigate any serious incident as fully as possible and in order to do this, a pupil may be asked to remain in isolation with the Head of Pastoral or the Deputy Head or to go home and stay out of contact (in their own interests) whilst investigations continue.

The Head of Pastoral will be responsible for the initial stages of any investigation including interviewing children and asking them to write statements. The pupil or pupils under investigation will be asked to nominate a supporting member of staff to be with them or to help them with the interview or with writing a statement. This might be their Form Tutor or any other teacher, as long as the interviewer agrees with the choice, and that staff member is reasonably available.

At the earliest opportunity, the facts, as far as they are known, will be placed before the Head who will ensure that parents have been informed. The Head will then interview the pupil in the presence of the Deputy Head and, if the interviewee wishes, their supporter – this will always be offered.

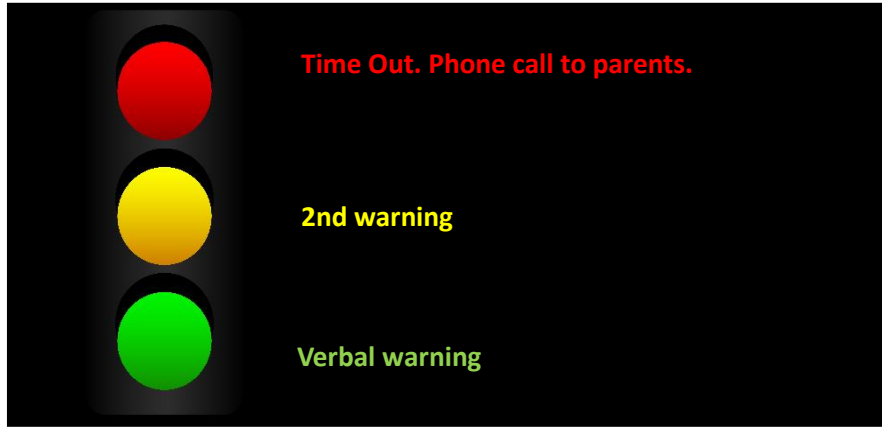
If the final decision is that the pupil should leave the school, the Head will inform the Directors and inform the parents and the child at the earliest opportunity. This decision will be confirmed at the earliest opportunity in writing. At all points in the interviewing process the pupil's welfare will be uppermost in the minds of staff involved and every attempt will be made to treat them with courtesy, dignity and as pleasantly as possible. Children and their parents must appreciate that however much we may wish to forgive young people their transgressions, in any community there are rules, which are for the greater good of that community and its members. That does not mean that in many cases we do not seek to offer forgiveness and understanding, and that the Head will do all in her power to ensure a smooth transfer to another school.

This procedure is applicable to all children including those in the EYFS. The Head shall have the absolute right to require the immediate removal of any pupil whose conduct is, in the Head's opinion, unacceptable in which event no repayment of fees shall be due from the school.

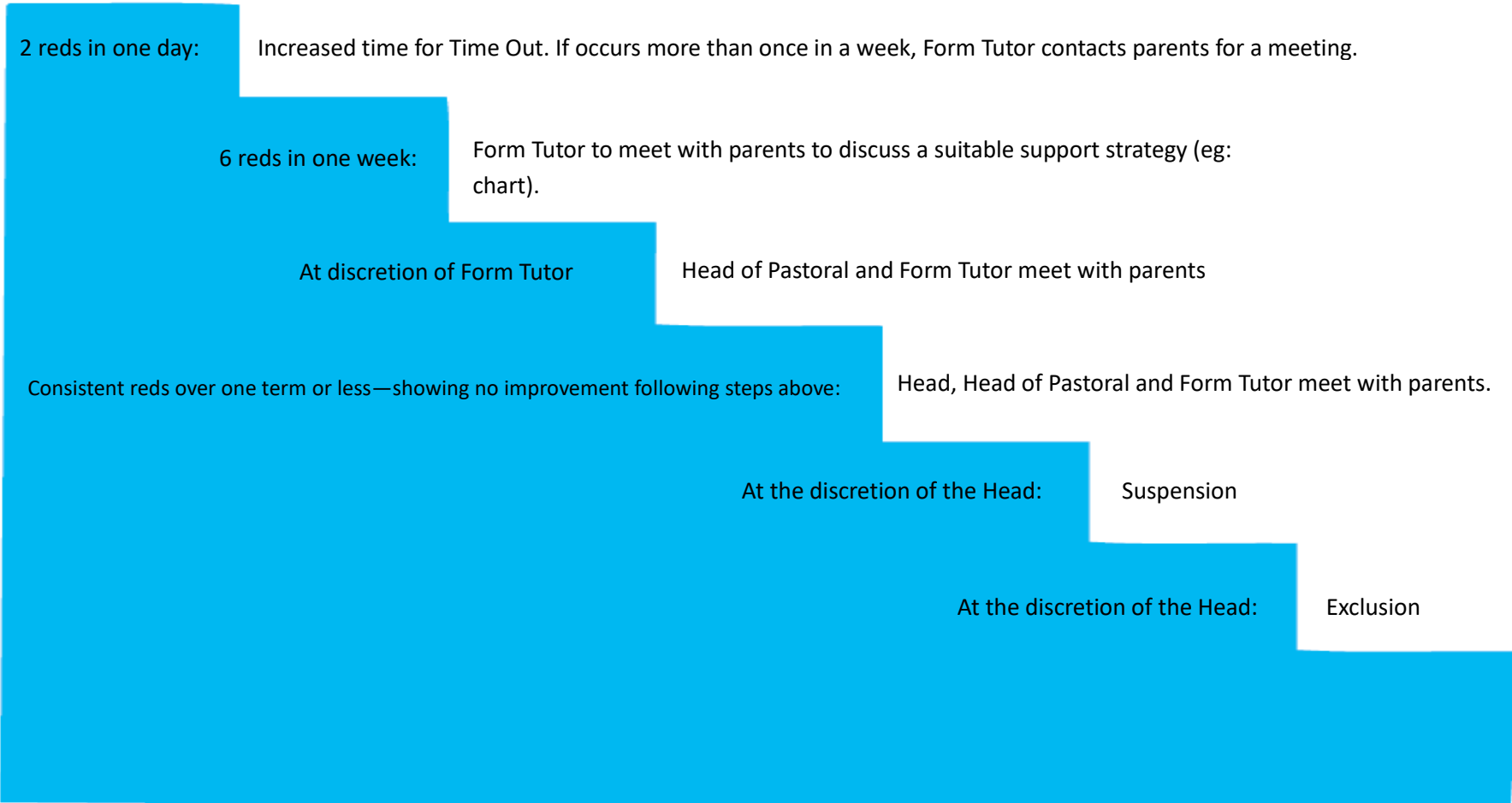
### **Appeals**

If parents are not satisfied with the conclusions reached by the School concerning exclusion, they may do so using the school's complaints procedure. A copy of the Complaints Policy is on the school website or available from the school office.

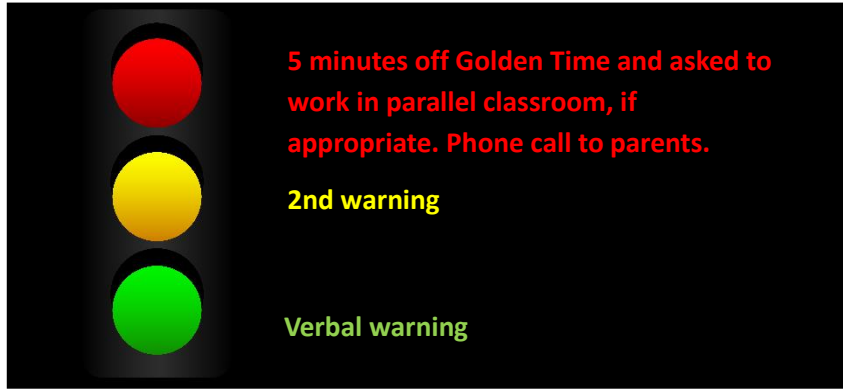
Appendix 1: EYFS Escalation



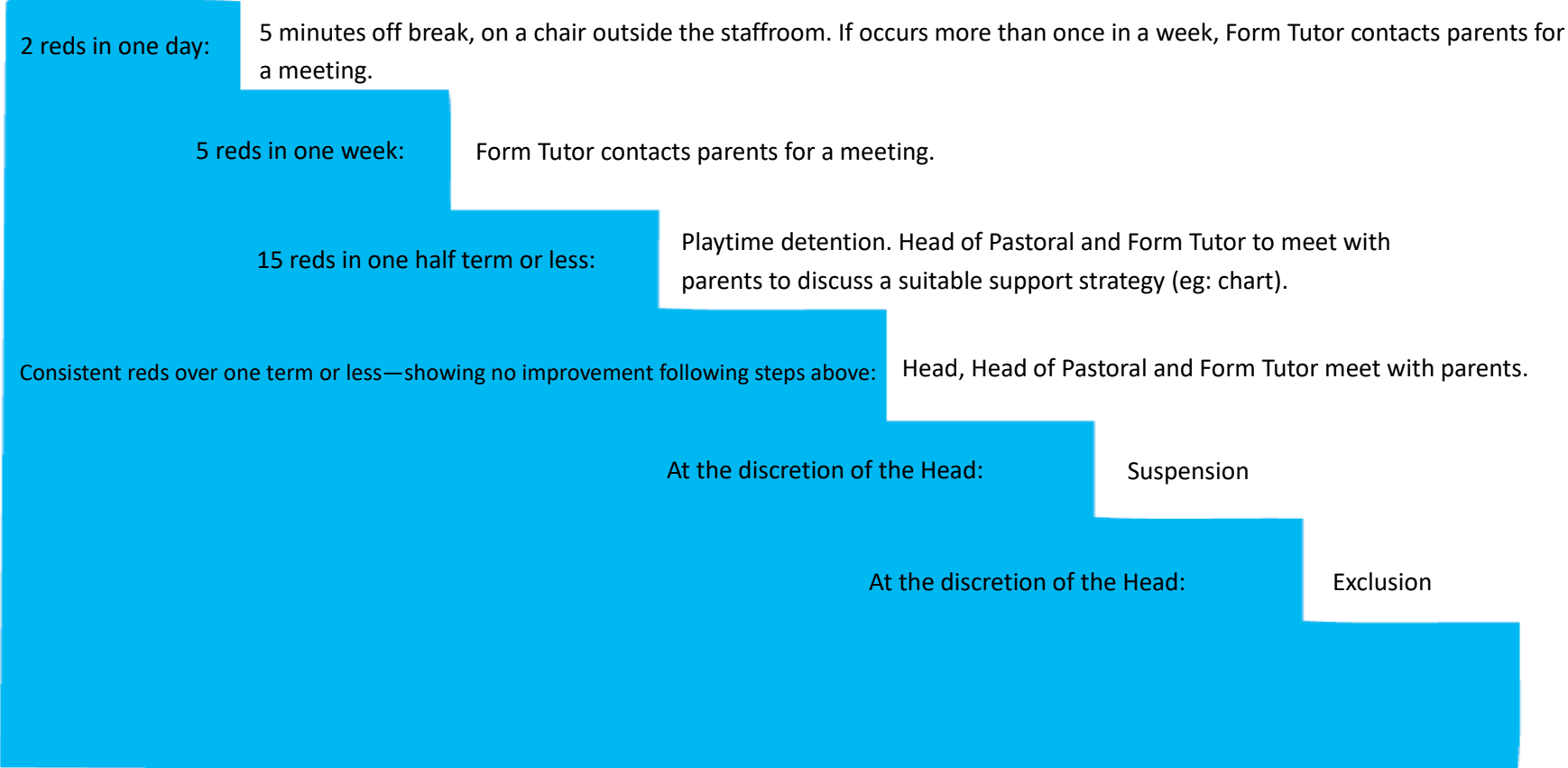
EYFS Escalation



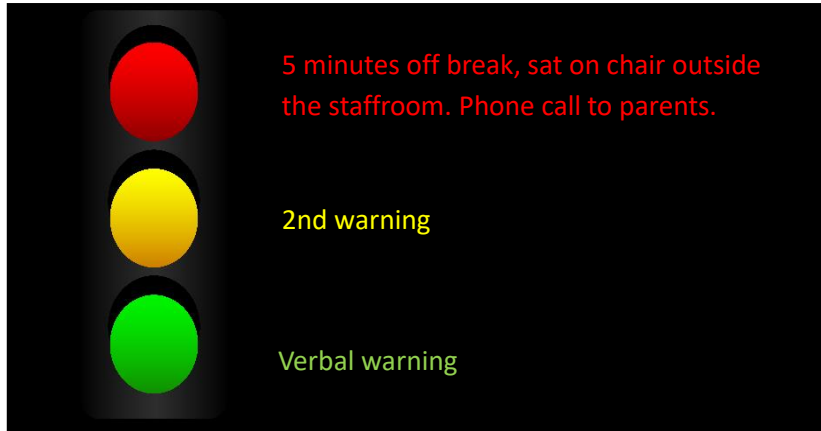
Appendix 2: Key Stage 1 Escalation



Key Stage 1  
Escalation



Appendix 3: Key Stage 2 Escalation



Key Stage 2  
Escalation

