

Behaviour Policy

This Policy applies to the entire setting including the EYFS.

Staff Responsible for policy review: Head and Deputy Head (Head of Pastoral)

Next Review: 1st November 2026

Last Review	Updates made
Sept 2022	Changes to sanction consequences
	Changes to Behaviour pathways ladders, addition of amber warnings being logged. Children cannot trackback from red to green.
	Addition of a list of prohibited substances
	Change of title/role for Deputy Head as now also Head of Pastoral
Sept 2023	Physical altercations are immediate red Swearing is an immediate red Sanctions will change if the proposed KS sanction is not effective
Sept 2024	The Head and Deputy Head reserve the right to extend sanctions where the key stage sanctions are not having an impact on an individual's behaviour e.g., increasing the time missed from break. Bespoke behaviour plans may be put in place for individuals, when the standard school measures are having limited effect. Clarification on criteria for exclusion. Staff smart watches to be switched to 'Cinema Mode' when teaching.
Sept 2025	Reference to trips and residential: Trips.and.Residentials In.relation.to.school.trips.and.residentials?we.recognise.that.these.occasions.can.present.additional.challenges.for.some.children.whose.behaviour.requires.closer.management;Where.necessary?in.collaboration.with.parents?bespoke.arrangements.will.be.put.in.place.to.ensure.the.safety.and.wellbeing.of.all.pupils.and.staff;These.arrangements.will.outline.clear.expectations?reasonable.adjustments?and.agreed.strategies.to.support.the.child.in.participating.positively?whilst.also.protecting.the.experience.of.others;Parents.will.be.consulted.as.part.of.this.process?and.in.some.cases?it.may.be.deemed.necessary.to.limit.or.adapt.a.child's.participation.if.their.behaviour.presents.significant.risks;

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.

Behaviour Management at The Mead

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.

Our approach allows us to create a safe environment in which all pupils can learn and experience success. We aim to ensure we have clear guidance for staff and children to ensure that all members of our 'family under one roof' demonstrate good behaviour and respect for others.

We expect all members of our community to follow the school rule,

Be kind, listen and do your best.

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 include:

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

The Promotion of Good Behaviour and Reward System

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 persevering;
- Being kind to others;
- Listening to each other, not calling out and talking in a calm voice;
- Completing work/prep (homework);
- Showing good table manners;
- Helping keep classrooms neat and tidy;
- Changing quickly and quietly for PE and looking after their possessions; and

- Being aware of others, and showing courtesy towards members of the public, especially when walking in the streets.

House Points

When our children demonstrate the Mindset of a Meadite and demonstrate the School rule (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.

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 and others;
- 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.

House Meetings

House meetings take place twice a half 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.

The Weekly Cups

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

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 Headmistress 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 too. 'Stars in the Jar' can also be used for excellence in Sport, Art, Music and Drama. Their name goes in to the EYSFS/Key Stage 1 or Key Stage 2 'Star Jar'. Two names from each jar are picked out during the Friday Celebration Assembly and the lucky winners receive a small stationery prize of their choice from the Head.

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.

Structure of Responsibility for Behaviour within the School

All members of staff are involved in ensuring good behaviour at The Mead School. Our staff set good examples in dress, conduct and manners at all times. Our Form Tutors are the first people to contact home regarding behaviour concerns. If behaviour escalates Form Tutors and the Deputy Head (Head of Pastoral) will work together to formulate an action plan. In a serious breach of the school rule, the Deputy Head or Head may be consulted sooner.

The Senior Leadership Team (SLT) strive to set clear examples to all staff in their conduct in and outside of the School with pupils, parents and adults modelling excellent behaviour culture.

Staff and Training

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.

Staff discuss behaviour concerns at our weekly pastoral meeting. Reflecting on current issues, staff work proactively to develop strategies to promote excellent behaviour in all aspects of school. The SLT are highly visible and regularly engage with pupils, staff and parents on setting and maintaining a behaviour culture where everyone is supported.

The Behaviour Policy and behaviour in school is monitored regularly. School behaviour is logged in the moment and tracked daily by the Deputy Head (Head of Pastoral).

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

1. Act in a professional manner;
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 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 taking 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.

Managing transition

The Registrar, (working closely with the Head and Deputy Head) oversees the management of a pupil's transition to The Mead School. Information on behaviour, welfare and academic performance is gathered from parents and carers; previous Schools; and allied health professionals (e.g. educational psychologist). The Deputy Head and Head of Learning Strategies are responsible for seeing that this information is disseminated and used to ensure a smooth and successful transition.

Behaviour Checklist for Teachers

Good classroom practice promotes excellent behaviour for successful learning.

Teachers should:

- Know the names and roles of any adults working in the classroom (e.g. teaching assistants, learning support assistants, visitors).
- Meet and greet pupils when they come into the classroom.
- Ensure that the school rule is visible and that all pupils and staff know the school rule and how it applies in the learning space.
- Promote positive behaviour by rewarding house points to displays of excellent behaviour.
- Have a visual timetable on display on the wall to help promote independence.
- Follow the School Behaviour Policy.
- Ensure that pupils are aware of possible sanctions.

The following strategies will also help teachers to maintain a positive working atmosphere in the classroom:

- Ensure that all resources are prepared in advance.
- Praise the behaviour you wish to see repeated.
- Praise children doing the right thing.
- Differentiate the curriculum so that every child has the opportunity to access the task and feels a reasonable amount of challenge.
- Remain calm.
- Have clear routines for transitions and for stopping the lesson.
- Make reasonable adjustments for pupils with SEN.

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 aim to ask three What's in these discussions,

- What did you do?
- What should you have done?
- What will you do about it/ what would you do next time?

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.

The school rule, **Be kind, listen and do your best** 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 from amber by making the right choices for the rest of the lesson. However, when children are moved to red they cannot go back to amber or green in that lesson/session.

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 or amber light are logged on a whole school tracking grid, which is checked by the Deputy Head (Head of Pastoral) weekly and SLT half termly and analysed for trends/repetition or areas of concern.

Each traffic light resets every lesson, new teacher or break, giving children a new opportunity to make the right choices throughout, but the tracker keeps a log of all 'amber and 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. Chat on the gate or 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. Consistent Red's over half a term or less Deputy Head (Head of Pastoral) and Form Tutor to meet with parents.
5. Consistent Red's over a term or less Head, Deputy Head (Head of Pastoral) and Form Tutor meet with parents.
6. Suspension.
7. Exclusion.

Key Stage 1:

- 1 red in one day:-10 minutes off breaktime and a teaching moment about appropriate behaviour and making good choices. Red email to parents', we expect parents to respond to and acknowledge this email.
- 2 red in one day: 15 minutes off break, on a chair outside the staffroom. Further teaching about expected behaviours and strategies for managing emotions if necessary. Red email to parents', we expect parents to respond to and acknowledge this email.
- Form Tutor contacts parents for a meeting.
- Consistent Red's over half a term or less Deputy Head (Head of Pastoral) and Form Tutor to meet with parents.
- Consistent Red's over a term or less Head, Deputy Head (Head of Pastoral) and Form Tutor meet with parents.
- Suspension.
- Exclusion.

Key Stage 2:

- 1 red in one day: 15 mins off break & teaching moment about appropriate behaviour and making good choices. Red email to parents', we expect parents to respond to and acknowledge this email.
- 2 Red's in one day: 15 minutes off break, and child meets with SLT. Further teaching about expected behaviours and strategies for managing emotions if necessary. Red email to parents', we expect parents to respond to and acknowledge this email.
- Children are expected to apologise for their behaviour. (E.g. to a member of staff or another child)
- Form Tutor and Deputy Head (Head of Pastoral) meet with parents where a report card is introduced.
- Consistent Red's over half a term or less Deputy Head (Head of Pastoral) and Form Tutor to meet with parents.
- Consistent Red's over a term or less Head, Deputy Head (Head of Pastoral) and Form Tutor meet with parents.
- Suspension.
- Exclusion.

Exceptions to the traffic light system escalation:

- The Deputy Head (Head of Pastoral) and/or the Head reserve the right to escalate any child to the level of serious sanction for any isolated incident which warrants such an action.
- Swearing is an immediate red for all children in all year groups.
- Physical altercations are an immediate red for all children in all year groups.
- The Head and Deputy Head reserve the right to extend sanctions where the key stage sanctions are not having an impact on an individual's behaviour e.g., increasing the time missed from break.
- Bespoke plans may be put in place for individuals, when the standard school measures are having limited effect.

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/ Pupil Support

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 Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Trips and Residential

In relation to school trips and residential, we recognise that these occasions can present additional challenges for some children whose behaviour requires closer management. Where necessary, in collaboration with parents, bespoke arrangements will be put in place to ensure the safety and wellbeing of all pupils and staff. These arrangements will outline clear expectations, reasonable adjustments, and agreed strategies to support the child in participating positively, whilst also protecting the experience of others. Parents will be consulted as part of this process, and in some cases, it may be deemed necessary to limit or adapt a child's participation if their behaviour presents significant risks.

Liaison with parents and other agencies

The Mead School encourages parents to read and understand the School's Behaviour Policy and be part of school life and its culture. We encourage parents to share the policy with the pupils at home. 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 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 seriously assaults another child or a member of staff causing significant harm or with the intent to cause lasting harm, 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 or the Deputy Head (Head of Pastoral) that they are dealing with an incident that might require a child to leave (either temporarily or permanently), 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 Deputy Head (Head of Pastoral) or to go home and stay out of contact (in their own interests) whilst investigations continue.

The Deputy Head (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 (Head of Pastoral) 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 appeal so using the school's complaints procedure. A copy of the Complaints Procedure is on the school website or available from the school office.

Specific Behaviour Issues

Banned items

At The Mead School to ensure a safe environment and high standards of behaviour we prohibit the following items from school site, this is not an exhaustive list of prohibited items and the Head may choose

to include other items if it is decided that these will be detrimental to maintaining high standards of behaviour and a safe environment.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - I. to commit an offence; or
 - II. to cause personal injury to, or damage to property of; any person (including the pupil);
- an article specified in regulations:
 - I. tobacco and cigarette papers;
 - II. fireworks; and
 - III. pornographic images.

Child on Child sexual violence and sexual harassment

The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis.

The Mead School follows the safeguarding principles set out in our Safeguarding Policy, Section 9.

Child on child allegations and abuse including Child on child sexual violence and sexual harassment. The procedures are to be followed for all accusations and allegations as per our Safeguarding policy;

9.14 *Child on child abuse is one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school and online. It can manifest itself in many ways and can include abuse within intimate partner relationships between peers. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.*

9.15 *At The Mead school all staff are trained so that they are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:*

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying);*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexual violence such as rape, assault by penetration and sexual assault;*
- *sexual harassment; such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;*
- *gender based issues;*
- *upskirting; which typically involves taking pictures under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim;*
- *sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;*
 - *Sexting and consensual and non-consensual sharing of nudes and/or semi-nudes; and*
 - *initiation/hazing type violence and rituals.*

9.16 We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, All staff and volunteers must remember the impact on both the victim of the abuse as well as focussing on the support for the child or young person exhibiting the harmful behaviour.

The Mead School is clear that in every aspect of our culture sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations are sanctioned. The Mead expects all staff to understand the importance of challenging all inappropriate language and behaviour between pupils.

Behaviour incidents online

The Mead understand that behaviour issues online can be difficult to manage given the issues of anonymity, and online incidents occurring both on and off the school premises. However, we expect all children to behave as Meadites on and off line. We expect all children to be treated online with kindness, dignity and respect.

We address all online behaviour, including but limited to bullying, use of inappropriate language with the same principles in which we address off line behaviour, including following the child protection policy and speaking to the DSL (or deputy) when an incident raises a safeguarding concern.

If an incident involves nude or semi-nude images and/or videos the school will refer the incident to the DSL and they will follow the principles set out in our safeguarding policy.

The Mead will sanction pupils following this policy, whose behaviour online but out of school and off school premises causes a threat or harm to another pupil.

Mobile phones/Smart Watches

Our school believes that keeping children safe is of paramount importance. We also seek to ensure that everyone in the school is safeguarded against allegations and works to high standards of professionalism. Practitioners, teachers, volunteers, students and other visitors to the school, who will be in areas where children are present, are asked to put their mobile phones on silent and to keep them out of sight of children. In the EYFS all mobile devices are locked away and not accessed during the school day when children are present. Smart watches will be switched to 'Cinema Mode' while teaching.

Mobile phones and cameras

The school provides mobile phones for trips and cameras/appropriate devices for taking photographs when necessary (staff portfolios whilst training, evidence of pupil progression in EYFS).

Mobile phones should not be used when supervising or teaching children except in cases of emergency. Images of children must not be taken or stored on any personal mobile phone. If a phone/camera is to be used for school blogs or whilst on educational visits, explicit permission must be obtained from the Head

and reference to their use and subsequent safety of data must be referred to on the trip risk assessment. Images must be deleted as soon as they have been used and not stored on the phone or camera.

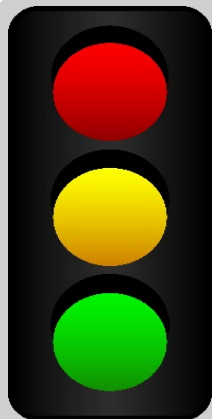
Photography can be used for recording achievements, for records and for other school use. However, only school cameras can be used to photograph children. Images can only be stored on school, password protected computers and then must be deleted from the camera immediately and especially before the camera leaves the premises on an educational visit. Images can be printed for record and other school purposes.

Consent will be obtained from parents in order for photographs to be taken and used for evidence or recording achievements. Consent will be obtained for use on the school website or in publicity material. Please ensure you are aware of those children for whom permission has not been granted. Any photography or videoing of children will be done by staff/parent/carers and must always take place in full view of others.

Cameras and mobile phones are not permitted in toilet areas or where children are changing.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. They should not communicate with pupils using social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking **sites and – should not have pupils as contacts. Staff should exercise caution in having parents as social media contacts**) and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.



Time Out
Contact parents.

2nd warning

Verbal warning

EYFS Behaviour Pathway

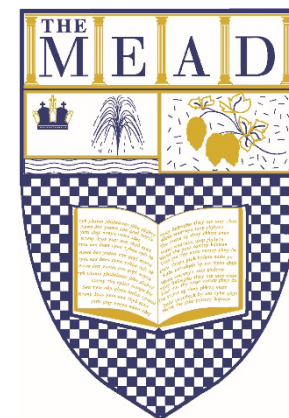
**Consistent REDS over
half a term or less:**
Formal meeting with
parents and Form Tutor

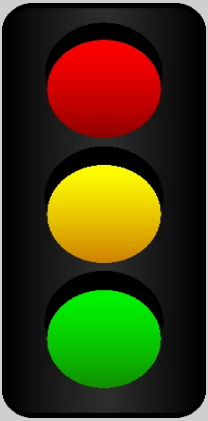
**Consistent REDS over
a term or less:**
Meeting with parents,
Form Tutor and Deputy
Head (Head of Pastoral)

Suspension
(at the Head's discretion)

Exclusion
(at the Head's discretion)

2 REDS in 1 day=
increased time out &
conversation with
teacher plus:
Form Tutor to have longer
chat with parents about
situation





10 minutes off break
Contact parents.

2nd warning

Verbal warning

KS1 Behaviour Pathway

Exclusion
(at the Head's discretion)

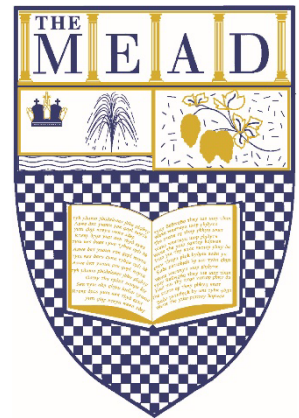
Suspension
(at the Head's discretion)

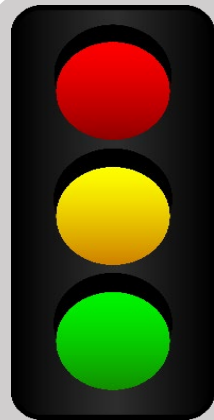
**Consistent REDS over
a term or less:**
Meeting with parents,
Deputy Head (Head of
Pastoral) and Head

**Consistent REDS over
half a term or less:**
Meeting with parents, Form
Tutor and Deputy Head
(Head of Pastoral)

**Consistent REDS over 2
weeks:**
Formal meeting with
parents and Form Tutor

2 REDS in 1 day:
15minutes off break
Form Tutor to have longer
chat with parents about
situation





15 minutes off break
Contact parents.

2nd warning

Verbal warning

KS2 Behaviour Pathway

Exclusion
(at the Head's discretion)

Suspension
(at the Head's discretion)

**Consistent REDS over
a term or less:**
Meeting with parents,
Deputy Head (Head of
Pastoral) and Head

**Consistent REDS over
half a term or less:**
Meeting with parents, Form
Tutor and Deputy Head
(Head of Pastoral)

**Consistent REDS over 2
weeks:**
Formal meeting with
parents and Form Tutor

2 REDS in 1 day
**15mins off next break and
meet SLT:**
Form Tutor to have longer chat
with parents

