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 2027

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 residentials: ***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.*
Sept 2026	Restorative conversation framework New Section on Preventing Low-Level Disruption Success Cards Replace Report Cards New Parent Partnership Section - clearly sets out expectations for parents and describing working together with school. Behaviour Flowchart – replaces stepping stones in previous policy

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.

<u>The Mindset of a Meadite</u>

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 Policy (including Whistleblowing Policy)**
- **Anti-Bullying Policy**
- **Acceptable Use & Mobile Phone Policy**
- **Supervision Policy**
- **SEND Policy**

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) regularly;
- Working hard in lessons;
- 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 EYFS & KS1 and KS2 Cups are awarded during Friday Celebration Assembly to those children who consistently (over a significant time frame) meet our expected standards.

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.

Show and Tell - Recognition of Consistent Effort and Improvement
Whilst "Stars in the Jar" celebrates exceptional achievement and personal bests, we also recognise children who demonstrate sustained effort, commitment and improvement over time.
Staff may nominate children for recognition where they have:

- Consistently applied themselves across a number of lessons;

- Demonstrated significant improvement in presentation, organisation or learning behaviours;
- Shown resilience and perseverance when facing challenge;
- Maintained high standards of effort over a sustained period; or
- Made notable progress towards personal, academic or behavioural targets.

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. Do not 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; 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.
- Scaffold 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.

Preventing Low-Level Disruption

At The Mead School we recognise that the vast majority of behaviour concerns can be prevented through positive relationships, clear routines, engaging teaching and early intervention.

Examples of low-level disruption may include:

- Calling out
- Off-task chatting
- Interrupting others
- Minor defiance
- Lack of equipment
- Distracting others
- Silly behaviour during transitions
- Making noises
- Deliberate procrastination
- Failure to follow instructions first time

Whilst these behaviours may appear minor in isolation, repeated low-level disruption can significantly impact learning, wellbeing and the experience of others.

Staff are expected to address these behaviours promptly, calmly and consistently.

Early Intervention Strategies

Before a child reaches Amber, staff should seek, where appropriate, to use:

1. Non-verbal reminder
2. Proximity and presence
3. Quiet correction
4. Positive reinforcement
5. Choice reminder
6. Official warning
7. Amber

Examples of language include:

"Thank you, I need you listening now."

"You have a choice. Make a positive choice and remain on green, or continue and move to amber."

This graduated approach promotes self-regulation whilst maintaining clear expectations and preserving pupil dignity.

Understanding Behaviour

The Mead recognises that behaviour is often a form of communication.

Where behaviour concerns become persistent, staff will seek to understand possible underlying causes, including:

- Learning difficulties
- SEND
- Emotional wellbeing
- Anxiety
- Friendship difficulties
- Bereavement
- Family circumstances
- Safeguarding concerns
- Curriculum access needs

The aim is always to understand, support and teach, whilst maintaining high expectations.

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 and SEN pupils 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 disproportionally 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 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.

Whilst on school trips the staff team will adhere to the traffic light system as set out above. If a red is given the parents will be informed once we return to school.

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.

Restorative Conversations
Where appropriate, behaviour incidents will be followed by a restorative conversation.

Questions may include:

- What happened?
- What were you thinking at the time?
- How did your actions affect others?
- What could you have done differently?
- What can you do to repair the situation?
- What will you do next time?

The aim of restorative conversations is to encourage accountability, empathy, reflection and personal growth.

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 a reminder, in reference to the school rule and encouraged to make better choices straight away.

We then use a traffic light system throughout the school to promote positive behaviour choices. 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 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 and they will be given time to reflect, appropriate to their key stage at the next break time.

Pupil voice indicates that children generally understand the system and how it supports them in making positive behaviour choices. All behaviours that result in a red or amber 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' behaviours for monitoring purposes and escalation if necessary. 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 the 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.

Behaviour Reviews

Behaviour incidents resulting in amber and red sanctions are recorded and reviewed weekly by the Deputy Head (Head of Pastoral) to identify patterns, trends and emerging concerns. The purpose of this review is to ensure that support is put in place at the earliest opportunity and that behaviour concerns are addressed.

Behaviour data is analysed regularly by the Senior Leadership Team to identify trends, vulnerable groups, protected characteristics and any disproportionality in outcomes, ensuring that behaviour systems are applied fairly, consistently and in accordance with the Equality Act 2010.

Where persistent behaviour concerns are identified, a graduated response may be implemented, including:

- Meeting between the Form Tutor, Deputy Head (Head of Pastoral) and parents;
- Introduction of a Success Card;
- Individual Behaviour Support Plan;
- Further review meetings involving senior leaders and parents;
- Internal suspension;
- Suspension; and
- In exceptional circumstances, permanent exclusion at the Head's discretion.

This review process ensures that concerns are identified early, support is implemented promptly, and children, parents and staff work together to secure positive behaviour outcomes.

Escalation

The escalation of action taken for reaching the red light repeatedly is as follows.

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 explicit teaching about expected behaviours and strategies for managing emotions if necessary.

3. More formal meeting arranged with parents and Form Tutor – behaviour management strategies discussed. Success card introduced.
4. A pattern of repeated red incidents within a half term may result in meeting with the Deputy Head (Head of Pastoral), Form Tutor and parents.
5. Individual behaviour plan to be implemented and monitored closely
6. A continued pattern of repeated red incidents within a term may result in a meeting with the Head, Deputy Head (Head of Pastoral), Form Tutor and parents.
7. Suspension.
8. Exclusion.

Key Stage 1:

- 1 red in one day:-10 minutes off breaktime and a teaching moment about appropriate behaviour and making good choices. Phone call to parents by teacher (or email if we are unable to talk to the parents)
- 2 reds in one day: 15 minutes off break, on a chair outside the staffroom. Further explicit teaching about expected behaviours and strategies for managing emotions if necessary. Phone call to parents by teacher (or email if we are unable to talk to the parents)
- Form Tutor contacts parents for a meeting. Success card introduced.
- A pattern of repeated red incidents within a half term may result in meeting with the Deputy Head (Head of Pastoral), Form Tutor and parents.
- Individual behaviour plan to be implemented and monitored closely.
- A continued pattern of repeated red incidents within a term may result in a meeting with the Head, Deputy Head (Head of Pastoral), Form Tutor and parents.
- Suspension.
- Exclusion.

Key Stage 2:

- 1 Red in one day: 15 mins off break & teaching moment about appropriate behaviour and making good choices. Phone call to parents by teacher (or email if we are unable to talk to the parents)
- 2 Red's in one day: 20 minutes off break, and child meets with SLT. Further explicit teaching about expected behaviours and strategies for managing emotions if necessary. Phone call to parents by teacher (or email if we are unable to talk to the parents)
- Children are expected to apologise for their behaviour. (E.g. to a member of staff or another child)
- Form Tutor contacts parents for a meeting. Success card introduced.
- A pattern of repeated red incidents within a half term may result in meeting with the Deputy Head (Head of Pastoral), Form Tutor and parents.
- Individual behaviour plan to be implemented and monitored closely.
- A continued pattern of repeated red incidents within a term may result in a meeting with the Head, Deputy Head (Head of Pastoral), Form Tutor and parents.
- Suspension.
- Exclusion

When a red is given on a Friday afternoon, the child's parent will be contacted to inform them, the restorative conversation and time to reflect will be on Monday breaktime.

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.

Working in Partnership with Parents

The Mead School firmly believes that children make the greatest progress when school and home work together.

Parents are expected to:

- Support the school's behaviour expectations.
- Reinforce the school rule at home.
- Attend meetings when requested.
- Share information that may impact behaviour or wellbeing.
- Encourage children to take responsibility for their actions.
- Celebrate improvements as well as achievements.
- Maintain open and respectful communication with school staff.

Where concerns arise, the school will seek to engage parents at the earliest opportunity so that support can be implemented before behaviours become more serious.

In some circumstances other external agencies may be involved to support behaviour when appropriate. See Appendix 1 as an example

Success Cards

Success Cards focus on recognising and reinforcing positive behaviour choices.

Individual targets may include:

- Follow instructions first time
- Stay on task
- Be respectful to others
- Make positive choices

Success Cards are reviewed regularly by the form tutor with children and their parents. They are intended to promote success and help develop new habits.

Exclusions

Whilst every effort will be made to support pupils in learning from poor behaviour choices, there may be occasions where the Head determines that a suspension from school, an internal suspension or permanent exclusion is necessary.

The Head will exercise professional judgement and discretion when considering any serious incident, pattern of behaviour or breach of the School's expectations.
Examples of behaviour that may result in suspension or exclusion include, but are not limited to:

- Serious and repeated breaches of the School Behaviour Policy;
- Repeated bullying behaviour, as defined within the Anti-Bullying Policy, or a serious one-off incident of bullying where the Head determines that the safety, wellbeing or dignity of another pupil has been significantly compromised
- Serious physical aggression towards another child or adult;
- Behaviour that places the safety or wellbeing of others at risk;
- Significant damage to property;
- Serious misconduct during the school day, on educational visits or whilst representing the School;
- Serious breaches of safeguarding expectations;
- Conduct that brings the School into serious disrepute; or
- Serious breaches of the law.

This list is not exhaustive. Each situation will be considered individually, taking account of the age of the child, the circumstances surrounding the incident, any relevant SEND considerations, the child's previous behaviour record and any mitigating factors.

The need to ask a child to leave may occur after a series of incidents and interventions, including meetings with parents, Success Cards, Behaviour Support Plans and, where appropriate, involvement from external agencies. However, each case will be considered on its individual circumstances and thoroughly investigated, and the Head will exercise professional judgement when determining whether suspension or exclusion is an appropriate outcome.

The purpose of this policy is to ensure that parents and pupils are clear about the range of possible consequences that may follow serious misconduct, whilst allowing the Head sufficient discretion to make decisions that are fair, proportionate and in the best interests of the wider school community.

This 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, completely 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 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.

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 offline. 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.

The Mead IT Acceptable Use Agreement EYFS, KS1 & KS2

Mobile phones/Smart Watches and cameras

Acceptable Use & Mobile Phone Policy - Wishford Education

Behaviour Flowchart

Green
Children start with expectation they will choose positive behaviours

Making positive choices – child remains on green

Child's behaviour is disruptive or unsafe

First reminder given: Teacher reminds child of expectations and their next choices.

Child chooses to make positive changes and moves back to green

Second reminder given: Teacher reminds child of expectations and their next choices.

Amber: Behaviour tracked on the behaviour tracker

Repeated Ambers
- Meeting with parents and form tutor

After second reminder child makes no changes to their behaviour change made.

Red: Behaviour tracked on the behaviour tracker. Time of sanction explained.

No more reds – fresh start next lesson

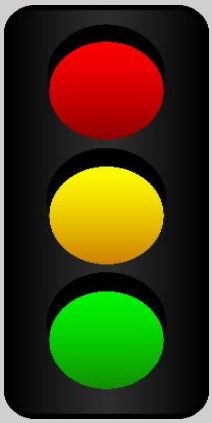
A pattern of repeated red incidents
- Meeting with parents
- Behaviour partnership pathway
- Success card

Behaviour support plan

Deputy Head review

Head review
Suspension / Exclusion

Sanctions



Reception: Time Out

KS1: 10mins from break/golden time

KS2: 15mins from break

2nd warning

Verbal warning

Appendix 1

Behaviour Partnership Pathway

At The Mead we believe that behaviour improves most effectively when school, home and child work together. Where patterns of low-level behaviour begin to emerge, the following pathway is an example of how a child may be supported.

Stage 1 – Early Concern

- Form Tutor identifies an emerging pattern.
- Discussion with child.
- Positive targets agreed. – Success card

Stage 2 – Parent Partnership Contact

- Telephone call or face-to-face conversation with parents.
- Concern shared constructively.
- One agreed behaviour target established.

Examples:

- Following instructions first time.
- Staying focused during lessons.
- Speaking respectfully.

Stage 3 – Monitoring

- Progress reviewed over a two-week period.
- Positive improvements communicated home.

Stage 4 – Support Meeting

A meeting involving:

- Parents
- Child
- Form Tutor

Strategies and success criteria are agreed.

Stage 5 – Behaviour Support Plan

Where concerns remain:

- Deputy Head involvement.
- Personalised support strategies.
- Formal review dates.
- Home-school communication plan.

This pathway is designed to provide support before behaviour concerns become entrenched or escalate.