

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy.

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Approved by:	Ben Burpitt
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Revision History:

Version	Date	Author	Summary of Changes:
0.1	March 2015	TG	Due for review
0.2	30.09.2016	DB	To reflect Academy status
0.3	06.02.2017	JH	School Trips & School Clubs clarified as per policy.
0.4	December 2019	JW	Due for review
0.5	April 2021	JW	Paragraph 3.7 and Appendix A added to provide physical intervention guidance.
0.6	Feb 2022	JW	Minor Alterations to reflect Plan B and One Page Summary
0.7	Sept 2022	KH	Section on Sexual Harassment added
0.8	Dec 2022	JW	Section on Searching, Screening and Confiscation added
0.9	Feb 2023	JW	Annual review no changes
1.0	October 2023	JW	Team Tactics included
1.1	December 2024	BB	Revised awards and rewards systems. Renewed focus on Team Tactics and Values.

North Mead Primary Academy Behaviour Policy

Vision and Values

- **Character:** We believe in developing the whole child, embedding character and resilience to support them in becoming lifelong learners.
- **Aspiration:** We have high expectations for all children and are determined that barriers to learning will be overcome.
- **Relationships:** Positive and meaningful relationships are central to success.
- **Equity:** We follow personalised approaches to support children and families, meeting their differing needs.

- **Community:** We welcome, include, and value everyone in our diverse community.
- **Accessible:** We are always here to support our families.
- **Results and Outcomes:** We aim for children to achieve at the highest level possible, ensuring they are secondary-ready.
- **Enriched:** The opportunities we provide increase our children's cultural capital.

Key People

- **SLT:** Principal and Vice Principals
- **Removing Barriers Team:** Principal, Vice Principals, ELSA, and Family Support Worker
- **Behaviour Lead:** One of our Deputy Designated Safeguarding Leads (rotational responsibility)

Overview

- The policy is based on the school's Team Tactics and applies to every individual in school.
- Team Tactics underpin praise, rewards, and sanctions.
- At North Mead, unconditional positive regard conveys the message: *"I care about you. You have value. You don't have to do anything to prove it to me, and nothing's going to change my mind."*
- Staff and children embody the Team Tactics, creating a happy, safe, polite, and respectful environment within and beyond school.
- We distinguish between children with additional behavioural needs (often linked to SEN) and poor behaviour. Equity is a core value reflected in Personal Behaviour Plans.

Team Tactics

- **Be Ready:** "We are always punctual, organised, and prepared." Core Traits: Concentration, independence, curiosity, self-efficacy
- **Be Respectful:** "We listen to and value others." Core Traits: Friendship, humility, kindness, self-esteem
- **Be Responsible:** "We look after each other and the environment." Core Traits: Managing impulsivity, integrity, good humour, empathy
- **Be Reflective:** "We think about our learning and our behaviour." Core Traits: Questioning, making links, problem-solving, metacognition
- **Be Resilient:** "We never give up, even when it gets difficult." Core Traits: Perseverance, revising/improving, confidence, courage
- **Show Reciprocity:** "We exchange things to benefit all." Core Traits: Imitation, listening/communicating, cooperation, inclusiveness

Signal Pause Insist

- This is a whole school approach to getting children's attention without adults raising their voices.
- All staff use a simple clap pattern to catch children's attention.
- Children are expected to look at the member of staff first time, every time.

Praise and Rewards

- **Positive Emphasis:** Praise focuses on Team Tactics demonstrated.
- Praise Strategies:
 - Quiet words of encouragement
 - Public recognition (group/class)
 - Class Dojo points

- Visits to SLT for special recognition (gold stickers)
- Team Tactics awards
- Displaying children's work
- Inviting parents to awards events
- Phone calls/messages home

Dojo Points

- **Lanyards:** Each child receives a lanyard to display badges (worn at events and kept until Year 6).
- **Earning Points:** Staff award points for examples of Team Tactics, explaining the behaviour demonstrated.
- **Badges:** Collected per tactic (bronze 150, silver 300, gold 450). Completing all 18 badges earns the title, *Character Champion*.
- **Parental Engagement:** Parents are invited to awards events when badges are earned.

Character Champion Celebration

- Team Tactics badges will be given out at our monthly Character Champion Celebration.
- Parents will be invited to the event and will be able to stay afterwards for a drink and sweet treat with their child.

Sanctions

- **Constructive Approach:** Focus on omitted Team Tactics and improvement.
- Steps:
 - **Warning Look:** Encourages self-correction.
 - **Verbal Warning:** Prompts reflection on Team Tactics.
 - **Yellow Warning:** Clear indication of needed change.
 - **Red Consequence:** Loss of 15 minutes of lunchtime; recorded by Behaviour Lead on Bromcom.
 - **Escalation:** Continued misbehaviour results in referral to SLT or Behaviour Lead.

Team Expectations

- **Collective Responsibility:** Behaviour standards are a shared responsibility.
- **Staff Conduct:**
 - Set high standards and apply rules consistently.
 - Maintain positive relationships and admit mistakes when necessary.
 - Keep calm, listen, and follow through with sanctions if required.
- **Avoid:**
 - Humiliation or sarcasm
 - Shouting or overreaction
 - Blanket punishments
 - Over-punishment or unproven allegations
 - Leaving pupils outside rooms unsupervised

Consistency and Style

- Individual teaching styles are respected, but consistency is key for specific behaviours:
 - **Racism:** Immediate referral to SLT
 - **Violence:** Referral to SLT or Behaviour Lead
 - **Unkind Words, Disrespect, or Swearing:** Red card

Report System

- **Levels:** Yellow and Red reports for consistent or severe behavioural concerns.
- **Structure:**
 - Reports last 5 days, with session-by-session monitoring.
 - Failures (e.g., red cards) result in escalation or continued reporting.
 - Parental Involvement: Parents are informed and encouraged to engage.
- **Consequences:**
 - Yellow Report: Breaks and lunchtimes spent indoors with Behaviour Lead or SLT.
 - Red Report: Additional restrictions (e.g., no clubs).

Discriminatory Behaviour

- Discriminatory behaviour includes harmful sexual behaviour with particular focus on the protected characteristics of race, disability, gender, age, gender reassignment, religion or belief, pregnancy and maternity, marriage and civil partnership and sexual orientation.
- North Mead takes a zero-tolerance view to any form of discrimination. It is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. All incidents are recorded, reported and investigated according to the Academy and Trust’s policies.
- All staff and children are encouraged to call out and/or report this behaviour. If children make these comments, we will:
 - Ask them to apologise to anyone the comment was directed at.
 - Support and educate them to improve their behaviour.
 - Monitor their behaviour for any recurrence.
 - Escalate the sanction to the designated behaviour lead if the child refuses to apologise in the first instance.
 - Parents on both sides will be informed of any incidents of sexual harassment.
- Our PSHCE curriculum covers what healthy and respectful behaviour towards one another looks like.
- When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school.
- When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.
- Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- Whilst not intended to be an exhaustive list, sexual harassment can include:
 - Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - Sexual “jokes” or taunting;
 - Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes.
 - Displaying pictures, photos or drawings of a sexual nature;
 - Upskirting (this is a criminal offence); and
 - Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - o Consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing of unwanted explicit content;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media;
 - Sexual exploitation; coercion and threats; and
 - Coercing others into sharing images of themselves or performing acts they’re not comfortable with online.
- At North Mead Primary Academy we understand it is important that school considers sexual harassment in broad terms.
- Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.
- In the case of a child reporting an incident of sexual violence, (sexual violence includes rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence) it is vital the adult’s response is appropriate. The child needs to feel they are being listened to and taken seriously.

- They must not be made to feel ashamed.
- Two adults will need to be present to hear the allegation, one of whom is a Designated or Deputy Designated Safeguarding Lead.
- It is important the children are kept separate.
- Both victim and alleged perpetrator need to be heard in a calm and safe space.
- The Designated Safeguarding Lead or Deputy will contact Duty and Assessment and follow advice regarding whether to contact the police following the allegation.
- Parents will be informed by the designated or deputy designated safeguarding lead.
- The Removing Barriers Team use the Brook Sexual Behaviour Traffic Light Tool when considering Harmful Sexual Behaviour and consider appropriate consequences.
- Where appropriate risk assessments are implemented to safeguard children in cases where behaviour has been viewed to sit outside the green behaviour in the Brook Sexual Behaviour Traffic Light Tool.
- Adults will continue to check in with all children involved in the days after an allegation, ensuring they feel safe and secure in school. All incidents will be recorded on CPOMs.

Guidelines on Intervening in fights/disputes

- Through the implementation of this policy, we expect fighting to be an extremely rare occurrence.
- If a child does lose their temper and become involved in a fight it will be taken extremely seriously.
- If a member of staff witnesses a fight they must remember:
 - Our first duty is to prevent any harm to any pupil
 - We need to set an example to pupils as to how to handle difficult situations
 - To assess the severity of the situation
 - To send a reliable child for additional help if necessary
 - Verbally to move other children away
 - Verbally separate the children involved – tell them to stop in an assertive voice
 - Standing between the pupils may be appropriate to stop the fight
 - It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children.
- If a child runs out of a class, we will establish where he or she has gone.
- Teachers must not run after them, but instead send a message to the behaviour lead or a member of SLT.
- It is advisable to keep a watchful eye on any child who has taken him or herself out of the classroom.
- If a child is no longer on school premises, the police must be contacted immediately followed by the child's parents.

Physical Intervention

- In line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy.
- The principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items as listed.
- For further details, please see the TMET Restrictive Physical Intervention Policy.

Cyber Bullying

- Cyber Bullying is any prejudice or discrimination relating to emotional, physical, racist, sexual, homophobic, verbal, or a disability, through text, social media or internet platforms.
- This may also include defamation or slander on social network sites which can lead to the identification of individual children or staff.
- For further information on Cyber Bullying, please refer to our Online Safety Policy and our Anti-Bullying Policy.
- Cyber bullying will be dealt with according to the in-school behaviour policy.

Wraparound Care

- The school's behaviour system remains in place during any before or after school club. SLT may ban or temporarily ban children from clubs.

Pupil Support Systems

- We have Personalised Behaviour Plans to support children with needs which are not met through the school wide behaviour system.
- These include common triggers and de-escalation strategies.
- These are shared with key staff.

Managing Pupil Transition

- Lengthy and thoughtful transition work takes place with the feeder secondary schools involving children having time to meet with the respective pastoral staff.
- All schools that we send children to, are sent progress and personal information about the children and they have designated meetings with the SENDCo and the Year 6 teachers if needed.

Searching, Screening and Confiscation

Legislation and approach

- Children at North Mead will always be treated with the upmost dignity and respect if a search is deemed to be necessary.
- If a search is necessary, guidance from the relevant sections of the following legislation will be followed:
- Searching, Screening and Confiscation Advice for schools from September 2022 (Written July 2022)
- Working together to safeguard children
- Keeping children safe in education
- Whilst in limited circumstances, a search and possible confiscation of an item may be necessary at North Mead, any screening would only be undertaken by professionals such as the police.

- In line with this legislation, the principal and staff they authorise to, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 of the Searching section of Searching, Screening and Confiscation – Advice for schools, or in the North Mead Prohibited Items list (below).
- Members of staff authorised to carry out a search at North Mead are:
 - Ben Burpitt (Principal)
 - James Wharin (Vice Principal)
 - Kirsten Holland (Vice Principal)
 - Roshni Pattni (Team Leader)
 - Verity Reid (Team Leader)
 - Tasleem Sattar (Team Leader)
 - Sheena Adatia (Team Leader)
 - Jill Hurst (Family Support Worker)
 - Maryam Danesh (ELSA)
 - Kristopher Robinson (Site Manager)
- Before any search takes place, the member of staff conducting the search will explain to the child why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- Parents will always be informed of any search that has taken place, and the outcome of the search as soon as is practicable.
- A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- North Mead Prohibited Items List:
 - cigarettes
 - vapes
 - vape cartridges
 - matches
 - lighter
 - weapons
 - collectable cards alleged to belong to another child (such as football cards / Pokémon cards)

Confiscation

- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
 - poses a risk to staff or pupils
 - is prohibited
 - is evidence in relation to an offence

This policy ensures that North Mead Primary Academy provides a supportive, inclusive, and positive environment where all children can thrive.