

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy.

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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.
1.2	May 2026	KH	Reflect Trauma Informed Practice

1. Introduction

At North Mead Primary Academy, we believe that positive behaviour is built through strong relationships, high expectations, consistency and inclusion.

Our behaviour culture is rooted in our CARE CARE values and our commitment to ensuring that every child feels safe, valued, respected and successful.

We recognise that behaviour is a form of communication. Children learn best when they feel secure, understood and supported by adults who are calm, consistent and relational. We also recognise that children who experience stress, adversity or trauma may require additional relational and emotional support in order to feel safe, regulated and ready to learn.

Our approach is based upon:

- predictable routines
- clear expectations
- positive relationships
- explicit teaching of behaviour
- restorative approaches
- inclusive practice
- early intervention
- graduated support where needed

This policy is informed by:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- This policy should be read alongside:
- Curriculum Policy
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Positive Handling / Restrictive Intervention Policy
- Online Safety Policy
- Anti-Bullying Policy

2. Our Vision and Values

Our behaviour culture is underpinned by our CARE CARE values:

CARE CARE

- Character – Developing resilience, independence, empathy and lifelong learning behaviours.
- Aspiration – Maintaining high expectations for every child.
- Relationships – Building positive and meaningful connections.
- Equity – Providing personalised support based on need.
- Community – Creating an inclusive environment where everyone belongs.
- Accessible – Ensuring support is available for children and families.
- Results & Outcomes – Helping children succeed academically, socially and emotionally.
- Enriched – Providing experiences that broaden horizons and develop cultural capital.

3. Aims of the Policy

This policy aims to:

- create a safe, calm and purposeful learning environment
- ensure all pupils feel valued and included
- establish clear and consistent expectations
- promote positive relationships throughout the school community
- develop children's self-regulation and metacognition
- support pupils to become responsible citizens
- reduce barriers to learning
- ensure behaviour systems are equitable and inclusive
- support vulnerable pupils through early intervention
- promote attendance, engagement and belonging
- ensure all pupils can access ambitious learning

4. Our Behaviour Principles

At North Mead:

- relationships come first
- consistency matters
- all behaviour is communication
- adults model calmness and respect
- children are explicitly taught routines and expectations
- consequences are predictable and proportionate
- restoration is essential
- inclusion is central to decision making
- support increases when need increases
- prevention is more effective than reaction

We believe that behaviour improvement is achieved through:

- strong classroom routines
- excellent teaching
- belonging and connection
- emotional regulation support
- consistent systems
- early intervention
- collaborative work with families

5. Creating a Positive Culture

Positive behaviour culture is created through:

- calm and predictable classrooms
- consistent adult responses
- visible routines
- clear transitions
- purposeful learning
- strong attendance
- recognition and celebration
- inclusive practice
- emotionally available adults

- high-quality teaching

Children are explicitly taught:

- how to behave
- how to learn
- how to regulate emotions
- how to resolve conflict
- how to communicate respectfully
- how to contribute positively to the community

This is reinforced through assemblies, PSHE, classroom practice, restorative conversations and everyday interactions.

6. Relationships and Inclusion

Relationships are central to success at North Mead.

All adults will:

- greet pupils positively
- build trust and connection
- model respectful communication
- maintain calm and consistent responses
- separate the behaviour from the child
- maintain high expectations with warmth and empathy
- recognise effort and improvement

We are committed to equity, not equality.

Some children require:

- additional regulation support
- adapted responses
- movement breaks
- visual supports
- sensory regulation
- nurture approaches
- behaviour plans
- external agency support

Responses will always take account of:

- age
- SEND
- trauma
- safeguarding concerns
- SEMH needs
- communication difficulties
- cultural context
- individual circumstances

7. Roles and Responsibilities

The Principal

The Principal is responsible for:

- ensuring the policy is implemented consistently
- monitoring behaviour systems
- ensuring legal compliance
- overseeing suspensions and exclusions
- ensuring staff training is effective
- reporting to governors

Senior Leaders

Senior leaders will:

- support staff with behaviour systems
- monitor behaviour trends
- provide coaching and support
- oversee behaviour plans
- coordinate external support where necessary
- ensure consistency across the school

Staff

All staff are responsible for:

- maintaining high expectations
- following agreed systems consistently
- building positive relationships
- teaching routines explicitly
- responding calmly and professionally
- recording concerns appropriately using agreed school systems
- communicating with families when necessary

Parents and Carers

Parents and carers are expected to:

- support the school's expectations
- work collaboratively with staff
- ensure good attendance and punctuality
- communicate concerns respectfully
- reinforce positive behaviour at home

Children

Children are expected to:

- show respect
- follow instructions
- work hard
- look after others
- look after the environment
- behave safely
- take responsibility for their actions

8. Expectations for Pupils

At North Mead, pupils are expected to:

Be Ready

- arrive on time
- be prepared for learning
- listen carefully
- follow routines
- transition calmly

Be Respectful

- speak kindly
- use appropriate language
- value differences
- follow adult instructions
- care for people, property and the environment

Be Responsible

- try their best
- complete learning
- make positive choices
- take ownership of actions
- contribute positively to the school community

Be Reflective

- think about their choices
- respond to feedback
- learn from mistakes
- repair relationships when needed
- develop self-awareness

Be Resilient

- persevere when learning is difficult
- respond positively to challenges
- maintain effort
- develop confidence and independence
- keep trying when things are hard

Show Reciprocity

- work cooperatively with others
- support classmates
- show kindness and empathy
- contribute to a positive classroom culture
- recognise that learning is strengthened through collaboration and mutual respect

9. Expectations for Staff

Staff will:

- model the behaviour expected from pupils
- maintain calm and consistent responses
- avoid confrontation and public humiliation
- use clear and concise instructions
- reinforce routines consistently
- focus on de-escalation
- build relationships intentionally
- use restorative approaches
- maintain professional boundaries
- ensure pupils feel safe and included

Adults will use:

- positive framing
- private corrections where possible
- consistent routines
- clear countdowns and transitions
- non-verbal reminders
- restorative language

Adults will avoid:

- shouting
- sarcasm
- humiliation
- public confrontation
- emotional escalation

10. Expectations for Parents and Carers

Parents and carers are vital partners.

We ask families to:

- support school expectations
- ensure children attend regularly
- communicate concerns appropriately
- reinforce routines at home
- attend meetings where required
- support behaviour plans where necessary

The school will:

- communicate clearly
- work collaboratively with families
- provide support where needed
- involve parents in behaviour planning
- celebrate success regularly

11. Classroom Routines and Learning Behaviours

Learning behaviour expectations are explicitly taught.

Children are expected to:

- listen actively
- participate positively
- remain on task
- demonstrate resilience
- respond to feedback
- collaborate respectfully
- regulate behaviour appropriately

Teaching follows a consistent structure which supports behaviour and engagement through retrieval, modelling, guided practice and reflection.

Metacognition and self-regulation are explicitly taught so that pupils learn how to:

- plan
- monitor
- evaluate
- reflect
- regulate emotions and effort

This supports pupils to become independent learners.

12. Recognition and Celebration

We believe that recognition builds belonging and motivation.

Positive behaviour is recognised through:

- verbal praise
- certificates
- phone calls home
- Dojo points
- postcards home
- leadership recognition
- classroom rewards

Recognition focuses on:

- effort
- improvement
- resilience
- kindness
- attendance
- learning behaviours
- contribution to the community

13. Responding to Behaviour

Responses to behaviour must be:

- calm
- proportionate
- consistent
- relational
- restorative

- inclusive

Staff will use stepped responses.

Step 1 – Reminder

- non-verbal reminder
- redirection
- proximity
- reminder of expectations

Step 2 – Warning

- clear verbal reminder
- identify behaviour
- provide choice
- restate expectation

Step 3 – Reflection

- short, supervised reflection time
- restorative conversation
- repair and reset

Step 4 – Support

- removal to another classroom
- discussion with leader
- parent communication
- behaviour reflection

Step 5 – Targeted Response

- behaviour support plan
- graduated response
- external support
- adapted timetable if required

Consequences may include:

- restorative conversations
- reflection time (15 minutes at lunchtime)
- repair tasks
- parental meetings

Consequences will never be:

- degrading
- humiliating
- disproportionate
- discriminatory

14. Restorative Conversations

Restorative approaches are central to our behaviour culture.

Adults may ask:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What could you do differently next time?
- How can we repair this?

The aim is to:

- restore relationships
- build accountability
- develop empathy
- teach reflection
- support future success

15. Graduated Behaviour Response

North Mead uses a unified graduated response model.

Behaviour support follows four levels:

Universal

High-quality classroom practice and consistent systems.

Targeted

Additional support such as:

- mentoring
- check-ins
- behaviour targets
- social groups
- parental meetings

Targeted Plus

Coordinated support involving:

- SENDCo
- pastoral staff
- safeguarding team
- external agencies

Specialist

Highly personalised provision including:

- specialist referrals
- alternative provision
- statutory support
- multi-agency planning

The purpose of the graduated response is to ensure that support increases when need increases.

16. Behaviour Support Plans and Plan B

Some pupils may require personalised behaviour support.

A Behaviour Support Plan may include:

- identified triggers
- regulation strategies
- adapted routines
- movement breaks
- safe spaces
- trusted adults
- communication systems
- reward systems
- de-escalation strategies

Some pupils may require a “Plan B” approach where additional structure and support are needed to ensure success.

Behaviour plans are reviewed regularly with:

- staff
- parents
- pupils
- external professionals where appropriate

17. Suspensions and Permanent Exclusion

Suspension and exclusion are used only when necessary and as a last resort.

The school follows DfE guidance regarding:

- suspensions
- permanent exclusion
- reintegration meetings
- managed moves

The school will always consider:

- safeguarding
- SEND
- SEMH needs
- vulnerability
- proportionality
- reasonable adjustments under the Equality Act 2010

Following suspension, reintegration meetings will take place to support successful return.

18. Behaviour Beyond the School Day

The school may respond to behaviour:

- on educational visits
- travelling to and from school
- online
- when wearing school uniform
- when behaviour impacts the school community

All expectations remain in place during:

- trips
- sporting events
- performances
- enrichment activities
- community events

19. Online Behaviour and Mobile Devices

Pupils are expected to behave responsibly online and when using mobile or smart technology.

This includes:

- respectful communication
- appropriate use of technology
- reporting concerns
- avoiding harmful content
- not recording or sharing inappropriate material

Online incidents may be dealt with in school where they impact:

- pupil safety
- relationships
- wellbeing
- the wider school community

20. Searching, Screening and Confiscation

School staff may search and confiscate items in line with DfE guidance.

Prohibited items include:

- knives or weapons
- alcohol
- illegal substances
- stolen items
- tobacco and vapes
- fireworks
- pornographic images
- items likely to cause harm

Confiscated items may be retained or disposed of appropriately.

21. Reasonable Force

Reasonable force may be used only when necessary to:

- prevent injury
- prevent serious disruption
- prevent damage to property
- maintain safety

Any use of reasonable force will:

- be proportionate
- use minimum force necessary

- be recorded
- be communicated to parents

Further guidance can be found in the Positive Handling / Restrictive Intervention Policy.

22. Bullying and Child-on-Child Abuse

The school will not tolerate:

- bullying
- discriminatory behaviour
- sexual harassment
- sexual violence
- harmful language
- online abuse

Bullying is defined as behaviour that is:

- repeated
- intentional
- intended to hurt physically or emotionally

Bullying may include:

- physical bullying
- verbal bullying
- emotional bullying
- racist bullying
- homophobic bullying
- prejudice-based bullying
- online bullying

All incidents will be taken seriously and managed in line with safeguarding procedures and Keeping Children Safe in Education.

Children will be taught:

- respectful relationships
- consent
- equality
- inclusion
- online safety

23. Attendance and Behaviour

Attendance and behaviour are closely linked.

Good attendance supports:

- routine
- belonging
- regulation
- achievement
- wellbeing

The school uses early intervention and family support to address attendance concerns.

24. Safeguarding and Vulnerability

Behaviour concerns may indicate safeguarding needs.

Staff will always consider:

- trauma
- neglect
- abuse
- exploitation
- domestic abuse
- mental health needs
- family circumstances

The school's safeguarding procedures will always take priority.

25. Support for Pupils with SEND and SEMH Needs

The school recognises that some pupils require adapted approaches.

Reasonable adjustments will be made in accordance with the Equality Act 2010.

Adjustments may include:

- visual supports
- sensory regulation
- adapted transitions
- personalised timetables
- reduced language load
- movement breaks
- differentiated consequences
- adult check-ins

The school works closely with:

- families
- SEND services
- educational psychologists
- mental health services
- external agencies

Support is designed to maintain high expectations while ensuring equity and inclusion.

26. Monitoring and Evaluation

The school monitors:

- behaviour incidents
- suspensions
- attendance
- vulnerable group trends
- safeguarding patterns

- pupil voice
- staff voice
- parental feedback

Monitoring activities include:

- learning walks
- behaviour audits
- pupil interviews
- data analysis

This ensures continuous improvement and consistency.

27. Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Anti-Bullying Policy
- Online Safety Policy
- Exclusions Policy
- Curriculum Policy
- Teaching and Learning Policy
- Equality Policy
- Staff Code of Conduct
- Positive Handling / Restrictive Intervention Policy

Final Statement

At North Mead Primary Academy, we believe that every child deserves to feel safe, valued, included and successful.

Through positive relationships, consistent systems and ambitious support, we aim to ensure that all pupils develop the character, confidence and self-regulation needed to thrive in school and beyond.

Our behaviour culture is built on the belief: **Every Child. Every Lesson. Every Day.**