

Positive Behaviour Policy

Policy Monitoring, Evaluation and Review:

Version:	1.5
Date created:	September 2025
Author:	A Ashcroft
Ratified by:	Academy Council
Date ratified:	September 2025
Review date:	September 2026

Revision History:

Version	Date	Author	Summary of Changes:
1.0	23/08/21	J. Virk	Initial Policy
1.1	16/06/22	J. Virk	RML instructions
1.2	22/11/22	K. Hussey	Change of name, linked policies added, character muscles, additional of harmful sexual behaviour
1.3	28/02/23	K. Hussey and S. Tales	Reviewed to include new appendices and school values as a development of character muscles, Graduated Response to Behaviour, and Consequence process.
1.4	28/08/24	A. Ashcroft	Changes to Policy.
1.5	15/09/25	A. Ashcroft	Changes to Policy.

Aims of the Policy

- To encourage a positive, calm, purposeful, safe and happy atmosphere within the school.
- To maintain an atmosphere free from prejudice and bullying*.
- To instill school values: courage, kindness, resilience, responsibility, curiosity and enthusiasm.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- To have a clear and consistent approach to behaviour throughout the school.
- To share the rewards for following the academy values.
- To set out sanctions for unacceptable behaviour.
- To give children the opportunity to reflect on their behaviour.

** Definition*

Bullying is a conscious, aggressive and repeated intention to hurt, threaten, frighten or intimidate someone else by an individual or a group, causing pain or distress that occurs several times on purpose. This can be in person or take place online.

Pupils' responsibilities are:

- To be kind
- To be responsible
- To be courageous
- To be resilient
- To be curious
- To be enthusiastic

Staff's responsibilities are:

- To create a safe and welcoming environment
- To develop positive relationships with all children
- To ensure the academy values are followed
- To raise pupils' self-esteem and help them develop to their full potential
- To use rules and sanctions clearly and consistently
- To be a good role model
- To recognise each child as an individual and be aware of their needs, treating them with respect and understanding.

All staff will avoid:	All staff will always:
Humiliating Shouting Over-reacting Over punishment Jumping to conclusions Sarcasm Leaving pupils outside rooms Holding a grudge	Keep calm and aim to de-escalate the situation Listen to the child's perspective Be positive Build relationships Be fair and consistent Address challenging behaviour Carry out any consequences that have been issued Ensure pupils feel accepted

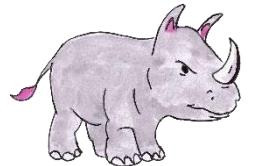
School Values

At Fosse Mead Primary Academy we believe that supporting children to learn positive behaviour is just as important as teaching academic lessons. Our school values promote positive behaviour which build relationships, a focused learning environment and reflective discussions on how to improve further.

To embed the school vision, 'Together We Make a Positive Difference', we use our six school values:

Resilient Rhino

Pupils show resilience by: tackling challenges, reframing initially difficult experiences into positive ones, and by dealing with problematic situations with determination.



Responsible Rabbit

Pupils show responsibility by: looking after their own and school's property, completing their home and schoolwork to the best of their ability, and by being present, on time and ready to learn.



Kind Koala

Pupils show kindness by: using kind words to staff and pupils, using kind hands and feet to ensure they do not hurt themselves or others, and by respecting the thoughts, feelings and beliefs of everyone.



Enthusiastic Elephant

Pupils show enthusiasm by: participating fully in all subjects and engaging in extra-curricular opportunities, having a can-do attitude to their learning, and volunteering to go the extra mile inside and outside of school.



Courageous Kangaroo

Pupils show courage by: taking risks in their learning, pushing themselves outside their comfort zone, and by expressing their own thoughts, opinions, beliefs, skills and talents when given the opportunity.



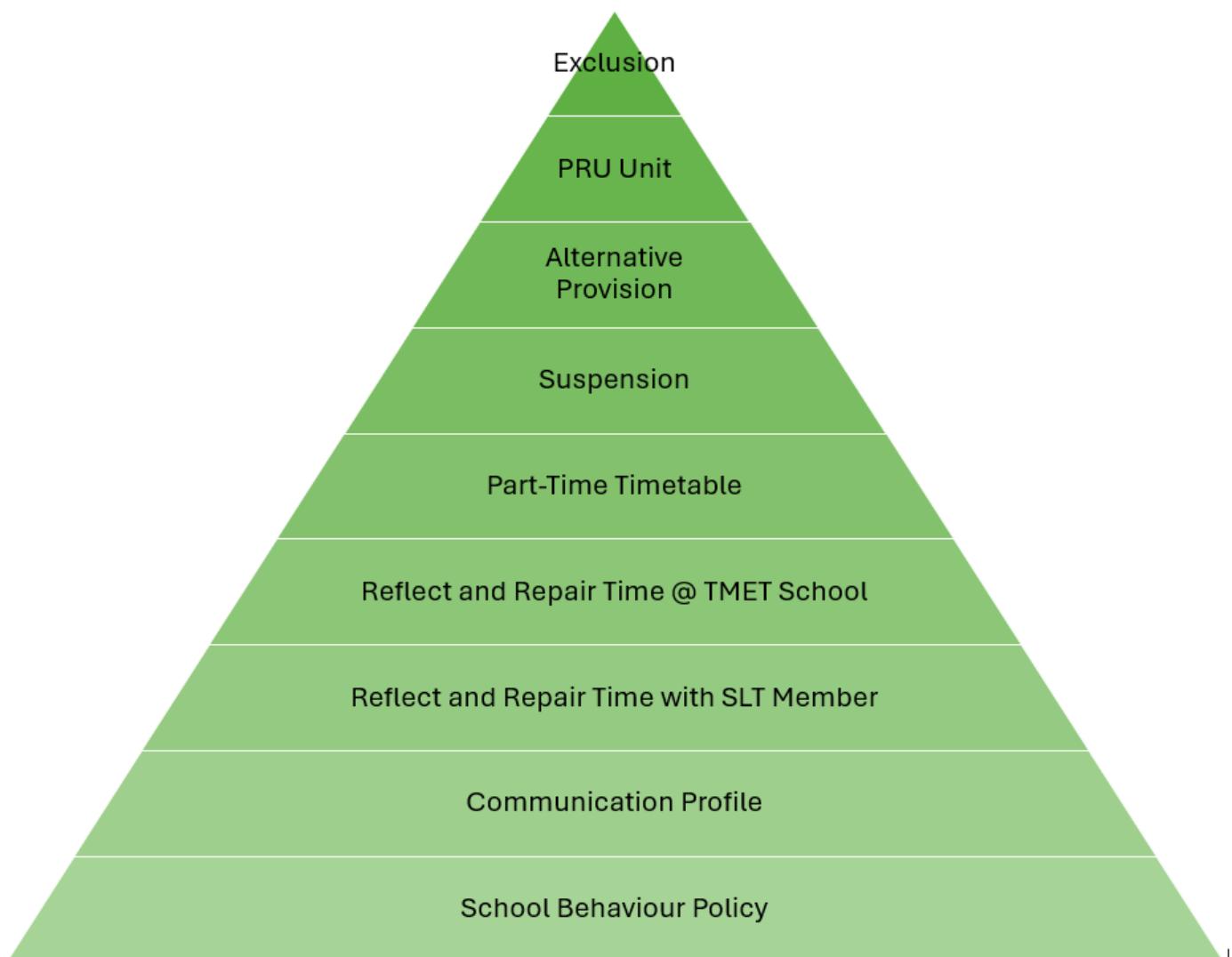
Curious Crocodile

Pupils show curiosity by: asking questions, showing an interest in their learning, themselves and others, and conducting their own research.



Graduated Response to Behaviour

Fosse Mead Primary Academy uses a Graduated Response to Behaviour management within school. This response ensures that positive behaviour is an active part of all areas of school curriculum and ethos. Children who need additional support with their behaviour, who have shown on repeat occasions to make the same mistakes, will be provided with additional in-school support before specialist support is sought. If behaviours are repeated consistently without in-school support providing the required impact, external specialist support will be sought to ensure that the child's needs are met.



Graduated Response Level	Action
School Behaviour Policy	<ul style="list-style-type: none"> Follow School Behaviour Policy.
Communication Card	<ul style="list-style-type: none"> Communication Card to be created for the child to give Teachers and Support Staff an understanding of what the child believes to help them with their behaviour from their perspective, so staff have a better understanding.
Isolation	<ul style="list-style-type: none"> When receiving a Red Report Plan, the child will spend a minimum of one day in isolation. Then this will be reviewed. If a child's behaviour does not improve, i.e., they don't have a positive Red Report Plan then they will be put in Isolation. If there is an instance where a child needs to be removed from another child, they will be put in Isolation. i.e, physical abuse or a sexual concern the child will be put into isolation.
Reflect and Repair Time at a TMET School	<ul style="list-style-type: none"> If continual poor behaviour continues, i.e., frequent Red Report Plans, and no reflection has been shown then the child will be taken to another TMET school for reflection. Following this a reintegration meeting will take place with child, parents, teacher and member of the SLT upon return.
Part Time Timetable	<ul style="list-style-type: none"> If needed a reduced timetable for the child will be introduced. This will then be reviewed on a weekly and/or fortnightly basis (dependent on the individual case) to see if the time can increase.
Suspension	<ul style="list-style-type: none"> If the above steps have not seemed to have a positive impact upon the behaviour of the individual, then a Suspension will be considered. This will be based on the individual case and therefore the length of the Suspension may vary. Other possible reasons for Suspension: <ul style="list-style-type: none"> Physical assault against a Pupil or Adult deemed to be targeted Verbal abuse or threatening behaviour against a Pupil or Adult Use of threat or use of an offensive weapon or prohibited item that has been prohibited by School Policy. Bullying Racist Abuse Abuse against Sexual Orientation and Gender Reassignment Abuse relating to Disability Following the Suspension a reintegration meeting will take place with child, parents, teacher and member of the SLT upon return.
Alternative Provision	<ul style="list-style-type: none"> Some children may benefit from Alternative Provision if they continue to struggle in school. This will be done alongside the parent to ensure it is correct for all parties.
PRU Unit	<ul style="list-style-type: none"> Some children may benefit from a PRU Unit if behaviours cannot be managed.
Permanent Exclusion	<ul style="list-style-type: none"> In the final stage an exclusion may be necessary for extreme behaviours.

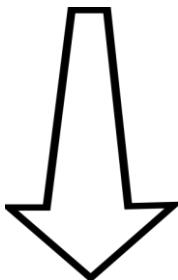
Rewards:

At Fosse Mead Primary Academy, we encourage pupils to follow the school vision and values and will reward pupils who consistently follow these.

Most pupils will respond to encouragement and rewards and, it is hoped, by promoting positive behaviour and by challenging themselves, pupils will be in a climate of outstanding behaviour for learning.

Rewards will be given to those pupils who consistently show the school values and those who go above and beyond. It is not about being the best but about being the best version of you.

Staff members can praise in several ways:



- Verbal praise/encouragement
- Raffles tickets – Box of Rewards
- Values Stickers
- Showing work to staff/peers
- Twitter post
- Goodie box
- Golden Time
- Star Activity
- Values certificate
- Postcard sent home
- Milkshake Club

Golden Time

All classes have Golden Time displays which include the names of all the pupils in the class. The display is visible to everyone who enters the classroom. All pupils begin the week with 20 minutes of Golden Time which is taken on a Friday afternoon.

Golden time must be 'golden' and give pupils the opportunity to take part in a range of fun and creative activities: sport, crafts, baking, ICT, science experiments, music, Lego and construction. Senior Leaders will support the running of activities. All pupils will have access to Class Golden Time, and some pupils will be nominated for the Extra-Golden Activities ran by Senior Leaders.

Pupils can lose Golden Time in 5-minute increments for not following the vision and values of the school. Opportunities to earn back Golden Time are immediate and we encourage pupils to do so before the end of the week. At the end of each week, Golden Time resets so there is a fresh start for the new week.

Values Certificate

Each week, there is a Value of the Week and at least one child in each class will be awarded a Values certificate in assembly for showcasing this value as the best in their class.

Postcard Sent Home

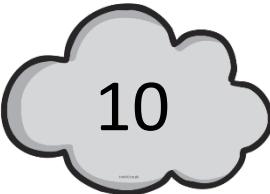
When a pupil has completed an excellent piece of work or has gone above and beyond in showcasing the school values, they may be nominated to receive a postcard sent home by a member of SLT.

Milkshake Club

Throughout the year, the principal or vice principal will invite 1 pupil from each class, who has been identified by their teacher, to attend milkshake club where they will get treated to milkshakes and treats in the staffroom as a reward for showing the school values.

Consequences

There is still a need to apply consequences to those pupils who do not meet our standards of behaviour, to modify unacceptable behaviour and to protect the school community. Sanctions must be consistent, fair and carried out immediately. Pupils must be made aware of why the sanction is being carried out.

Warning Stage Verbal Warning 1.	
Warning Stage Verbal Warning 2.	
Stage 1 5 minutes of Golden Time lost.	
Stage 2 10 minutes of Golden Time lost.	
Stage 3 20 minutes of Golden Time lost. Loss of Break Time/Play Time – Reflection Sheet.	

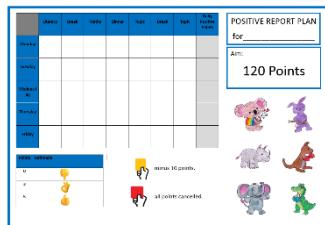
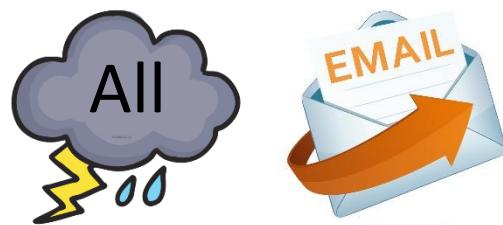
Stage Positive Behaviour Plan

All Golden Time lost.

Sent to Senior Leadership Team.

Communication to Parents via Email.

Positive Behaviour Plan
(if positive then back to the start of the behaviour process – if not then placed on RED Report).



Stage RED

Red Report Plan:

(for the duration of Red; no Playtime, no Golden Time, and no Clubs – if positive then back to the start of the behaviour process).

Communication to Parents via Meeting.



Continual RED Behaviour – see Graduated Behaviour

Repeat Red Card:

(for the duration of Red; no Playtime, no Golden Time, and no Clubs – if positive then back to the start of the behaviour process).

Communication to Parents via Meeting.

Isolation dependent on reason for Red Card i.e., if the child needs to be separated from another.



Stage 3

When a pupil loses 20 minutes of Golden Time, they must stay in at their next break time (15 minutes) and complete a ‘Behaviour Reflection Sheet’. See appendix 1

Once the break time has been lost and Reflection Sheet has been completed, children return to STAGE 1 and their lost Golden Time is reset.

Stage 4 – Positive Behaviour Plan

When a pupil loses all their minutes of Golden Time, they will be put onto a Positive Behaviour Plan. See appendix 3.

The pupil must then achieve the required points to come off the Positive Behaviour Plan. If not then they will then be given a Red Report. See appendix 4.

Stage RED – Red Report

If a pupil receives 3 yellow cards in a week, or 5 in a half term, they will be put on to Red Report. See appendix 3.

Pupils who are on Red Report, will spend break and lunchtime inside the school to reflect on their behaviour. They will also not be invited to attend after school clubs that week or partake in Golden Time.

Pupils who are on Red Report, will have their report monitored and signed daily by a member of Senior Leadership. To complete Red Report, pupils will need to achieve the required points.

Pupils who have been unsuccessful in passing their Red Report, will instead look at the next stage of the school’s graduated response.

Communication Card

Pupils who have been on Red Report twice in one half term, need additional support with their behaviour. Therefore, a Communication Card will be created with the pupil and a member of Senior Leadership. This will share with the adults they work with strategies and knowledge that will enable the pupil to improve their behaviour. See appendix 5.

Communication Cards will be reviewed as part of Fosse Mead Academy’s Early Monitoring Process for Special Education Needs and Disabilities.

Automatic Yellow Card or Positive Behaviour Plan/Red Report Behaviours

Some behaviours will warrant an automatic Yellow Card. Others will warrant a Positive Behaviour Plan – if there is a repeated behaviour then this will be an automatic Red Report Plan.

Automatic Yellow Card Behaviours

If you...

- Fail to engage with your Homework on 3 occasions:
 - Numbots/TimesTable Rockstars
 - Spelling Shed
 - Reading (Accelerated Reader/MyOn)
- Use Swear Words.
- Are Purposefully Unkind.
- Bring Fizzy Drinks, Chewing Gum, or Sweets.



*3 Yellow Cards in a Week – Positive Behaviour Plan.

**5 Yellow Cards in a Half Term – Positive Behaviour Plan.

Positive Behaviour Plan

If you...

- Fail to engage with your Homework on 5 occasions:
 - Numbots/TimesTable Rockstars
 - Spelling Shed
 - Reading (Accelerated Reader/MyOn)
- Show Physical Aggression towards another Child.
- Swear at someone.
- Bully (Several Times on Purpose).
- Refuse to hand in your Mobile Phone.
- Use a Mobile Phone during School.
- Intentionally use of Homophobic/Racist/Sexist language.
- Steal.
- Use Social Media/Online Platforms inappropriately.
- Damage school or another person's property.

Foundation

1 Day

Year 1, 2, and 3

3 Days

Year 4, 5, and 6

5 Days



Red Report Plan

If you...

- Repeat a behaviour that you have previously been given a Positive Behaviour Plan for i.e., a second Racist Incidents.
- Fail to achieve the points on a Positive Behaviour Plan.

Foundation	Year 1, 2, and 3	Year 4, 5, and 6
 1 Day	 3 Days	 5 Days

Specific Behaviour Consequences

Mobile phones

Pupils in Years 5 and 6 are permitted to bring mobile devices to school. However, pupils must hand their devices in to their teacher at the start of the day. Devices will be held at the school office until the end of the school day.

Pupils found with mobile devices on their person during the school day will have their mobile device confiscated. Confiscated devices must be collected by parent/carer at the end of the school day.

Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

Mobile devices in school are the pupils' responsibility. The school/Trust accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to and from school.

Bullying

The values of the school promote kindness. Where pupils report bullying or cyber-bullying the academy will act quickly to support the individuals. Incidents of bullying MUST be reported to the principal or vice principal immediately and staff must follow the guidance set out in the school's Anti-Bullying Policy.

<https://www.fosse-tmet.uk/wp-content/uploads/2023/08/Anti-Bullying-Policy-September-2023-v1.3.pdf>

Guidelines on Intervening in Fights/Disputes

Through the implementation of this policy, we expect fighting to be an extremely rare occurrence. However, if a child does lose his / her temper and becomes 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 harm to any pupil
- To assess the severity of the situation
- Ask other children to move away
- To send a reliable child for additional help if necessary
- 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 pupil runs out of a class, we will establish where he or she has gone. Teachers will not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

Discriminative Incidents

Fosse Mead Primary Academy takes a zero-tolerance approach to discriminatory 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. All incidents are recorded, reported and investigated according to the school's policy. Any incidents of a discriminatory nature will require an intervention where children are educated on the seriousness of their actions. They will be supported to understand how they can make better choices.

Harmful sexual behaviour and harassment

At Fosse Mead there is a zero-tolerance approach to harmful sexual behaviour and sexual harassment. 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 staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments or behaviour in a manner that is deemed harassing, we will:

- Ask them to apologise
- Seek to understand the behaviour
- Consult Brooks Traffic Light system for advice
- Inform parents of both the victim and perpetrator
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Log it on CPOMS
- Escalate the sanction to the principal if the pupil refuses to apologise or change their behaviour
- Seek advice from other professionals

Any allegations must be reported to a DSL immediately and recorded using CPOMs. An investigation will be carried out and the appropriate sanction will be implemented. Further intervention will then be sought for the children involved. The school may also choose to put in place a risk assessment for individuals following these incidents.

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;
- Up-skirting (this is a criminal offence);
- Online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- 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;
- Coercing others into sharing images of themselves or performing acts they’re not comfortable with online

At Fosse 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 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 will contact Duty and Assessment and follow advice regarding whether to contact the police following the allegation
- Parents will be informed by the designated safeguarding lead
- Senior leaders will 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 reported on CPOMs

For more information see [TMET Peer on Peer Abuse Policy v1.0.pdf](#)

Suspension and Exclusion

Suspension or exclusion may be applied to persistent incidents of unacceptable behaviour, an illegal act or compromising the physical safety of those in the school community.

For more information see <https://www.tmet.uk/wp-content/uploads/2023/11/TMET-Suspension-and-Permanent-Exclusion-Policy-v3.0.pdf>

Positive Handling

If a pupil is in a situation whereby they are unsafe or are compromising the safety of others, in line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force. Members of staff are trained in 'Team-Teach' which is positive handling training.

For further details, please see the Addendum: TMET Restrictive Physical Intervention Policy which can be found on the TMET website or by following this link.

[TMET Restrictive Physical Intervention Policy \(addendum to Behaviour Policies\).pdf](#)

Reasonable Adjustments

The school recognises its duty to make reasonable adjustments to ensure that the behaviour policy is implemented fairly and equitably for all pupils. Where pupils have identified special educational needs and/or disabilities (SEND), medical conditions, or other additional needs, reasonable adjustments will be made to behaviour expectations, support strategies, and responses to behaviour in order to remove potential barriers to inclusion. Such adjustments may include adaptations to routines, targeted support, modified sanctions, or alternative approaches to behaviour management. All reasonable adjustments will be determined on an individual basis, in accordance with the Equality Act 2010, and will be implemented in consultation with pupils, parents/carers, and relevant professionals as appropriate.

Appendix 1: Behaviour Reflection Sheet

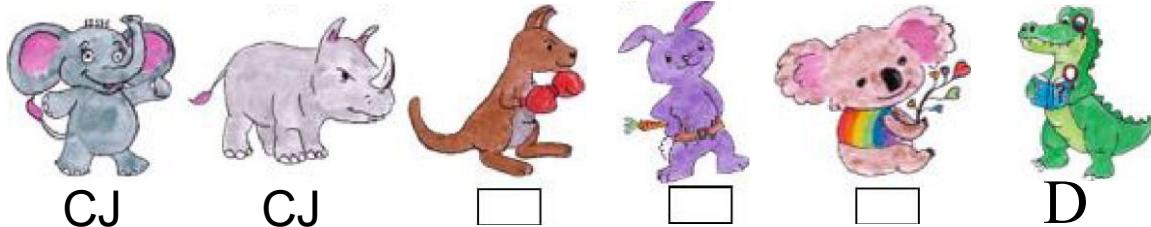
Behaviour Reflection Sheet KS1

Activity Sheet to be completed by pupil during break/lunch.

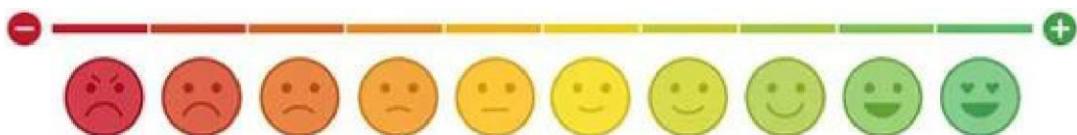


What happened?

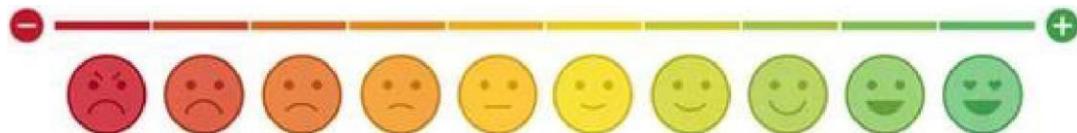
Which School Value(s) were you **not** showing? (tick the correct box)



How do you feel now?



How did your behaviour make others feel?

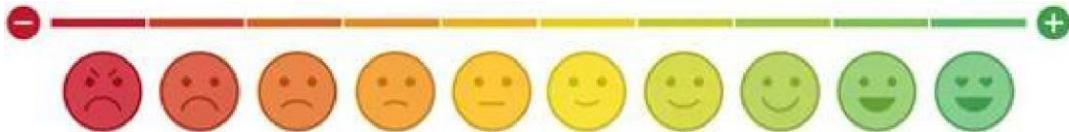


REPAIR: How are you going to repair what you did to the person right now?

<input type="checkbox"/> Play with them if they want me to	<input type="checkbox"/> Make a card or letter
<input type="checkbox"/> Leave them alone if they want me to	<input type="checkbox"/> Help them with a task
<input type="checkbox"/> Try to repair damage to school property	<input type="checkbox"/> Say sorry

ACTION: COMPLETE REPAIR

How do you feel now you have tried to repair what you did?



What can you do differently next time?

Behaviour Reflection Sheet KS2

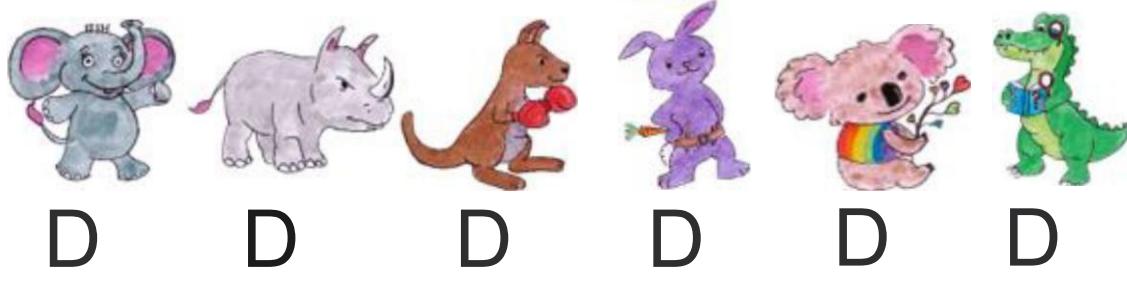
Activity Sheet to be completed by pupil during break/lunch.



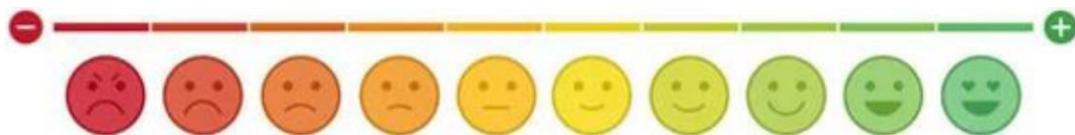
FOSSE EAO
PRIMARY ACADEMY

What happened?

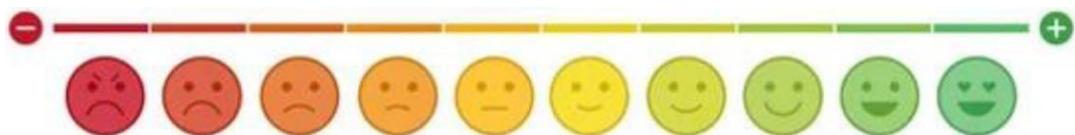
Which School Value(s) were you **not** showing? (tick the correct box)



How do you feel now?

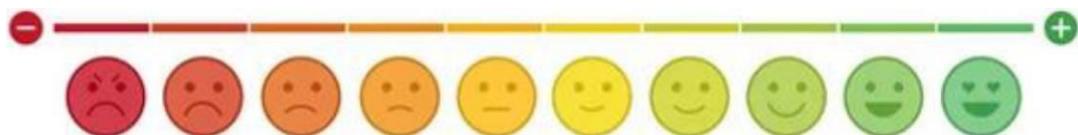


How did your behaviour make others feel?



REPAIR: How are you going to repair what you did to the person right now?

How do you feel now you have tried to repair what you did?!



Appendix 2: Yellow Card

 FOSSE MEAD PRIMARY ACADEMY
Yellow Card
Name: _____
Date: _____
Reason: _____ _____ _____ _____
SLT signature: _____ _____

Appendix 3: Positive Behaviour Plan

	Literacy	Break	Maths	Dinner	Topic	Daily Positive Points
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						

Points	Rationale
0	I have not followed all the learning expectations.
3	With reminders from an adult, I have followed all the learning expectations.
5	I have followed all the learning expectations, showed a positive attitude to my learning throughout the lesson or break/dinner and produced work of a high standard.

POSITIVE REPORT PLAN
for _____



Aim:
95 Points

Appendix 4: Red Report Plan

	Literacy	Break	Maths	Dinner	Topic	Daily Positive Points	Comment from Senior Leader
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							

Points	Rationale
0	I have not followed all the learning expectations.
3	With reminders from an adult, I have followed all the learning expectations.
5	I have followed all the learning expectations, showed a positive attitude to my learning throughout the lesson or break/dinner and produced work of a high standard.

RED REPORT PLAN
for _____

Aim:
95 POINTS

COMMUNICATION CARD: CHILD A: YEAR GROUP



chool Values Scaling



_ / 10



_ / 10



_ / 10

What behaviours are you repeatedly good at?

What behaviours do you need support with?



_ / 10



_ / 10



_ / 10

What strategies can the staff use to help you?

Key Staff:

What do you want staff to know about you?

Shared with parents/carers and key staff. Date: _____

Communication Card to be reviewed. Date: _____