KNIGHTON MEAD
PRIMARY ACADEMY

TMET
The Mead
Educational Trust

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Author:	Rebecca Smith
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	August 2024	Rebecca Smith	New Policy
2.0	August 2025	Rebecca Smith	No changes.
3.0	September 2026	Rebecca Smith	Removal of house characteristics. Addition of Captains and Vice Captains for each house.

Knighton Mead Behaviour Policy.

Be Kind. Work Hard. Strive for Excellence.

Introduction:

Knighton Mead, an inner-city school in the heart of Leicester, is committed to fostering a culture of belonging, where every member of our community feels valued, respected, and empowered to thrive.

Drawing inspiration from the works of Paul Dix and David Whitaker's "The Kindness Principle", we embark on a journey to cultivate positive behaviours that stem from a genuine desire to do good, learn more and contribute to the improvement of our local community.

Our approach prioritises clarity, consistency, and inclusivity, ensuring that all stakeholders—staff, pupils, and parents—understand and embody our shared expectations.

Core Values:

At the heart of our behaviour policy lie four pillars:

1. Behaviours for Learning:

We recognise that a conducive learning environment is essential for academic success. Therefore, we expect all members of our school community to demonstrate behaviours that facilitate learning, such as active listening, cooperation, perseverance, and respectful engagement with peers and educators.

2. Character Development:

Beyond academic achievements, we are committed to nurturing the holistic development of our pupils' character. We value qualities such as empathy, resilience, integrity, and kindness. Our curriculum and ethos are designed to instil these virtues, fostering well-rounded individuals who contribute positively to society.

3. Communication with all:

Effective communication is the cornerstone of healthy relationships and a harmonious school environment. We encourage open, honest, and respectful communication among all stakeholders—listening attentively, expressing thoughts and feelings constructively, and resolving conflicts peacefully.

4. Contributions to the Community:

As active members of the Leicester community, we believe in the importance of giving back and making a positive impact. Our pupils are encouraged to participate in community projects, demonstrate good citizenship, and embrace diversity, thereby enriching both their own lives and the lives of others.

Expectations and Support:

To ensure clarity and consistency, we have established clear, explicit, and age-appropriate expectations for behaviour in our school community. These expectations are communicated regularly through assemblies, classroom discussions, visual aids, and written materials. Additionally, we have implemented a consequence ladder, outlining the progressive steps in response to behaviours that do not align with our expectations. This ladder is designed to be fair, transparent, and restorative, offering opportunities for reflection and growth at each stage.

Furthermore, we recognise that positive behaviours should be celebrated and reinforced. In addition to addressing negative behaviours, we actively encourage and recognise positive behaviours through intrinsic rewards. We also celebrate positive behaviours by sending postcards home to parents,

hosting hot chocolate sessions with the principal, awarding House Points or other meaningful acknowledgments that highlight and reinforce behaviours that align with our vision.

Roles and Responsibilities:

• Staff: Our dedicated staff members lead by example, embodying our core values and expectations in their interactions with pupils and colleagues. They provide guidance, encouragement and support to pupils, fostering a positive and nurturing learning environment.

• Pupils: Pupils are active participants in shaping our school culture. They are encouraged to take ownership of their behaviour, reflect on their actions, and strive to uphold our shared values. Pupil voice is valued and integrated into decision-making processes, empowering them to contribute positively to school life.

• Parents: Parents are essential partners in promoting positive behaviour and character development. We encourage open communication between home and school, providing parents with resources, guidance and opportunities to support their child's social and emotional growth.

Monitoring and Evaluation:
Our behaviour policy is a dynamic framework that evolves in response to the needs of our school community. Regular monitoring, feedback mechanisms and evaluation processes ensure that our practices remain effective, relevant and aligned with our overarching goals. We celebrate successes, address challenges collaboratively and continually strive for improvement.

Conclusion:
In embracing a culture of belonging rooted in kindness, respect, and accountability, we aspire to cultivate a generation of compassionate, resilient, and socially responsible individuals. By fostering positive behaviours driven by intrinsic motivation and a genuine desire to contribute to the common good, we lay the foundation for lifelong success and fulfilment.

References:

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Appendix 1: Reward System

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Knighton Mead Reward System.

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We believe that pupils will make positive behaviour choices because they strive for excellence in how they conduct themselves. They will have an intrinsic motivation to meet the core values and will feel a sense of pride in knowing that they are positive members of the school community.

We celebrate positive behaviours in a range of ways, such as:

- sending postcards home to parents,
- hosting hot chocolate sessions with the principal,
- awarding House Points,
- recognising contributions to the school community in celebration assembly.

The House Point system is used across the school from Reception to Year 6. There are four houses:

Sphinx *Yellow* | Pegasus *Blue* | Dragon *Green* | Phoenix *Red*

Houses are named after legendary creatures. Houses are assigned at random and pupils are allocated a house when they start at Knighton Mead. A Captain and House Captain of each house will be chosen at the start of Year 6 and there will be half termly house meetings. Across the year, there will be House activities and competitions led by the Pupil Ambassadors.

Pupils receive house points for demonstrating positive behaviours and adhering to the core values. They will be awarded 1 house point at a time. Exceptional behaviours may receive 2 house points. When a pupil has collected 100 house points, they will receive a certificate and white badge in the celebration assembly, their parents/carers will be invited to attend this assembly. The progression of badges is as follows:

- 5 white badges – bronze badge
- 10 white badges – silver badge
- 15 white badges – gold badge
- 20 white badges – platinum badge
- 25 white badges – Pupil Ambassador

Pupil Ambassadors work alongside the staff to develop enrichment opportunities, fundraise and lead house competitions.

Appendix 2: Consequence Ladder

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Knighton Mead Consequence Ladder.

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As staff, we will harbour a positive learning environment which embodies the core values and expectations of behaviour.

We will do this by:

- giving positive explicit praise
- using anonymous reminders of expectations
- using codified language of FAST to develop learning behaviours
- making reasonable adjustments where needed
- use a consistent language across the school
- remind pupils of the expectations
- use a calm, respectful and quiet tone

If behaviours are not acceptable, the following steps will be taken.

Step 1:
A gentle personalised reminder for the pupil. At their level and away from an audience. *"We need to make a big effort to change our behaviour, I know that you can do this X as I have seen you do this before."*
Step 2:
A firm personalised reminder for the pupil. At their level and away from an audience. *"I have reminded you of the expectations and I know that you can do this. You are now choosing to make these poor choices. You can make positive changes and improve your behaviour."*
Step 3:
A restorative conversation to be had between the adult and pupil. This should take place away from others and not impact on learning time.
Step 4:
Reflection time in another room followed by a restorative conversation with the Phase Leader/another member of SLT if PL is unavailable. Restorative task at breaktime/lunchtime. Parents will be informed by the Class Teacher.
Step 5:
Behaviour report issued by Phase Leader. (The SENDCo and parent must be informed of this by the Class Teacher).

If an incident is physical/racist/homophobic/discriminatory then the pupil will go straight to Step 4.