Middleton-in-Teesdale Academy

Behaviour and Rewards Policy

Review date: September 2026

Date of next review: September 2028

North East Learning Trust

Review history

Review Date	Reviewer	Approved by	Date approved	Implementation
September 2024	A Bartlett	Executive Board	September 2024	September 2024
September 2026	A Bartlett	Executive Board	September 2026	September 2026

Recent revisions

Issue No.	Date	Revisions made
1	September 2024	Included NELT values. Included section on STARS. Included 6 step behavioural procedure. Included reference to referrals to external agencies. Updated screening, searching and confiscation in line with government guidelines.
2	September 2026	Updated in line with DfE guidance on mobile phones in schools.

1. Introduction

We believe strongly that our children learn best when they feel safe, secure, and happy. In the Academy, we strive for warmth, mutual respect, and clear boundaries for behaviour. Our School Rules provide clear guidance, and our day-to-day methods are underpinned with strategies to motivate children to develop their self-control and consideration of others.

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills, maintaining a safe learning environment.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents/carers.

- Behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- Some pupils will need additional support.

2. Aims

As a whole school community, governors and staff believe a happy and effective Academy has the following aims:

- Value each other and develop mutual respect.
- Provide and orderly, fair, consistent, and safe environment.
- Provide an environment where effective teaching and learning can take place.
- Encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences.
- Develop a whole school approach to behaviour.
- Apply appropriate sanctions when pupil conduct falls below the standard which could be reasonably expected.
- Build a community where all feel valued, safe, and secure.
- Fulfil all legal requirements.

Behaviour standards and expectations are clear to pupils and will be applied fairly, proportionally and without discrimination. We work hard to ensure that discipline is consistent across the Academy and will also consider Safeguarding, Anti-Bullying and Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable pupils may face.

The Academy will take all reasonable measures to ensure the safety and well-being of all pupils and will offer opportunities to promote self-esteem, confidence, and independence through:

- PSHE curriculum
- RE curriculum
- Character Education
- Citizenship
- Assemblies
- Links with the community
- NELT Behaviour curriculum

3. Links to other policies

This policy should be read in conjunction with the following Trust and Academy policies:

- Acceptable Use
- Anti-Bullying
- Attendance
- Exclusion
- Online Safety
- Safeguarding
- Special Educational Needs and Disabilities
- Uniform

4. Behaviour Expectations

Good behaviour is consistently recognised and rewarded. The attention given to good behaviour is just as significant as that given to unacceptable behaviour. Pupils are taught rules with a full understanding of why they are necessary – for following them diligently, pupils are rewarded in a variety of ways.

We expect all pupils to:

- To follow school rules.
- Be polite and respectful to others.
- Be gentle and not to hurt others.
- Be kind and helpful – not hurt anybody's feelings.
- Listen and not interrupt.
- Work hard and don't waste their own time or that of others.
- Move around the Academy in a calm and quiet manner.
- Respect the environment and property of others.
- Do their best in all activities and allow others to do the same.

We expect all adults to:

- Maintain high standards of behaviour.
- Provide excellent role models.
- Manage behaviour in a calm and consistent way.
- Collaborate and support each other.
- Fully implement school rules.
- Provide a positive classroom climate in which all children can learn.
- Respect and value all children, display patience and listen carefully to children.
- Teach respect by example, treating children with fairness and consistency.

- Regularly communicate with parents/carers.

We expect our leadership team to:

- Advise and support staff to manage children's behaviour effectively.
- Regularly communicate with parents/carers.
- Provide effective support for teachers presented with extremely challenging behaviours.
- Liaise with external services for the benefit of staff and children.
- Ensue that appropriate curriculum is in place which will excite and motivate children.

We want our parents/carers to:

- Support the work of the Academy.
- Be well informed about their child's achievement and behaviour.
- Support the Academy to ensure that their child adheres to school rules.
- Inform us of any circumstances which may affect their child's learning and behaviour.
- Maintain regular contact with the Academy.
- Attend school events, parents' evenings, and special meetings.
- Celebrate pupil's successes.

5. NELT Values

Our Academies also have core values which run alongside our school rules:

- Excellence
- Aim High
- Caring
- Love of Learning
- Independent
- Respect
- Tolerance
- Resilience
- Integrity

These values have been carefully chosen to support our pupils in becoming good citizens and to prepare them for life beyond Middleton-in-Teesdale Academy including in the community, at home and in adulthood.

6. School Rules

Our three school rules provide clear guidance to all our children. They are as follows:

- Be ready.
- Be respectful.
- Be safe.

Children will be regularly reminded of the rules and reasons why we have them. At the start of the academic year these will be the subject of assemblies and a key part in the class establishment plans of each teacher. They will be revisited throughout the school year to remind children of their importance and assist children who transfer into the Academy.

The class teacher will discuss the Academy rules with each class and a copy of the rules are displayed in each classroom and around the Academy. This will ensure that all pupils are aware of the standard of behaviour expected of them.

7. Pupil's Contribution

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

At Middleton-in-Teesdale Academy, we therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the Academy. We believe that this will make a positive contribution to the Academy environment and ethos.

There is a wide range of approaches that we are developing to support pupil participation and promote pupil voice:

a. School Council
b. Playground Leaders
c. Anti-Bullying Ambassadors
d. Fundraising
e. Consultations on teacher/school led projects .g., re: drafting policies relating to behaviour or anti-bullying; evaluation of learning activities/the creative curriculum.
f. Pupils with additional learning needs are involved in decisions that affect their learning. Pupils are also consulted when they have Annual Reviews.
g. Pupil behaviour questionnaires

h. Pupil curriculum questionnaires

Pupils are informed of the outcome of their involvement.

8. Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others, and curriculum.

Relationship with self – A pupil who does not feel confident as a learner or a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.

Relationship with others – All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.

Relationship with the curriculum – Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. We follow an assertive discipline approach which is based upon recognising and praising good behaviour to reduce negative behaviour. It is based around rewards for the right choices and consequences for unacceptable behaviours. High expectations and positive learning behaviours are expected throughout the Academy; however, these may be presented in many ways including:

Magnet eyes	eyes on adults
Stop signal	raise hand and wait for everyone to be quiet
Listening ears	listening to others
Ready to learn	sitting still and listening
Empty Hands	put down equipment and look at adult (EY/KS1)
Attitudes to Learning	how you think and behave – a positive attitude is important
I can't do it –yet!	this is about having resilience and courage
Turn to your partner	Share your ideas with a friend and listen to their ideas too
My turn, your turn	Children to follow the teacher instruction and repeat

9. Rewards

Good behaviour is consistently recognised and rewarded. Children are taught the school rules with a full understanding of why they are necessary – for following them diligently, children are rewarded in a variety of ways:

Rewards will follow positive behaviours, attitudes, and choices. We use a points system which are recorded on STARS. Staff award points for positive behaviour choices made by a child.

More than one point at a time may by awarded at staff discretion.

STARS Celebrations

- 250 points = silver certificate
- 500 points = gold certificate
- 750 points = postcard/phone call from Headteacher and celebration band

Weekly

- Star of the Week awards are given to those pupils who have made a particular achievement/progress that week.
- Phonics/reading certificates for effort and/or excellence.
- Headteacher's Presentation Award
- Class attendance – highest attendance gains an extra 10 playtime.
- TT Rockstars for moving up their Rockstar status.
- Accelerated Reader certificate awarded when children have achieved their targets.

Monthly

- Mathematician of the Month.
- Value of the Month – awarding

Termly

- Winning House (linked to points)
- Awesome Attendance – 100% attendance
- Headteacher's Award – for stand out behaviour and effort

10. STARS

STARS is an onscreen live reporting system where parents/carers are able to see daily behavioural information. STARS will also show any positive behaviour points and rewards redeemed.

11. Consequences

Consequences will follow negative, unacceptable behaviours, attitudes, and choices.

Each member of staff will be able to record any negative behaviours using STARS (School's tracking achievement and rewards system). These can either build e.g., C1 for a warning, C2 if behaviour continues, or they can move straight to C3 and upwards for more severe behaviours. A behaviour log will also be kept in each classroom to add further details needed.

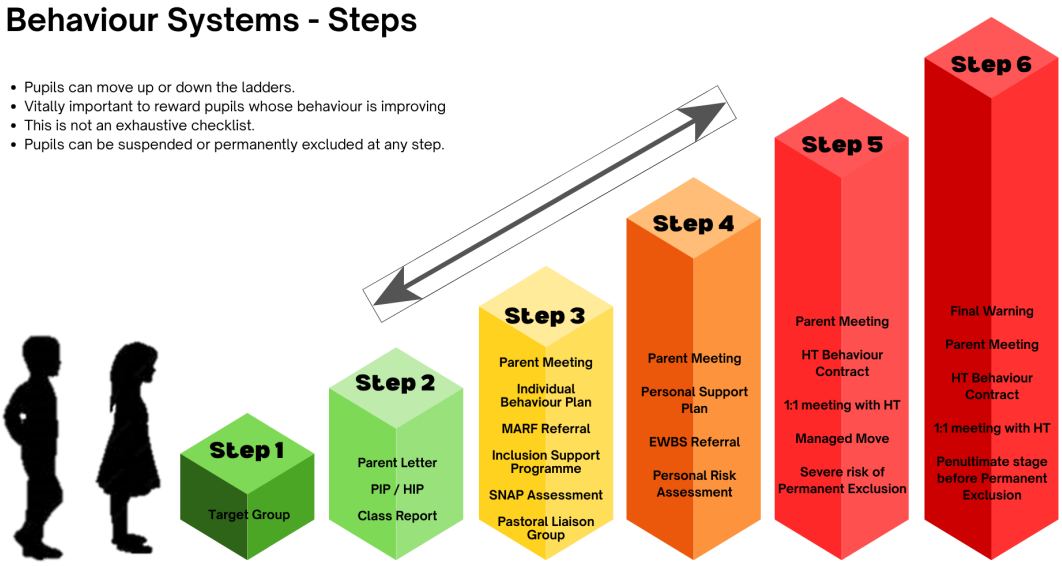
Each of these will involve an associated consequence.

Stage	Consequence
C1	Verbal Warning
C2	Time from break/lunch missed
C3	Whole break or lunch missed Parents may be informed at the end of the day or via telephone.
C4	Thinking time in another year group Parents may be brought in for a meeting.
C5	This would be based upon individual circumstances and nature of incidents. This may include suspension.

Based upon children's behaviours they will then be placed upon our monitoring system.

12. Six Step Behavioural Procedure

The Academy operates a six-step procedure as a means of addressing the problem of poor behaviour. Pupils who repeatedly disrupt lessons will be moved up the steps. The procedure can also be used in response to a single incident.



Step 0 - applies to every pupil and entails the monitoring of every pupil's behaviour.

Step 1: **Target Group** - A pupil is moved onto the target group when it becomes apparent that they are picking up more than an average number of negative reports. Parents/carers will be informed by letter that their child has been moved to the target group. The Deputy Headteacher will monitor the behaviour weekly and parents/carers will receive a copy of the behaviour record monthly.

Step 2 - should a pupil who has been placed on the target group continue to accrue an unacceptable number of negative reports, they will be moved on to the second step. At this stage parents/carers will be informed by letter and informed of the concern relating to their child's behaviour. The behaviour will come under closer scrutiny and parent/carers will receive a monthly printout of their child's behaviour record.

Step 3 – if the pupil continues to disrupt lessons, they will be moved on to Step 3. This move will result in the pupil being referred to the Academy's Pastoral Liaison Group (PLG). This is the Academy's multi-agency forum, which meets to discuss those pupils with problems relating to behaviour, attendance, social and emotional difficulties, and bullying. The PLG may refer a pupil to other outside agencies, such as the Police or Social Services. The group may also recommend statutory assessment. Parents/carers are invited to the meeting and where a referral has been made because of a pupil's poor behaviour, the group will establish an Individual Behaviour Plan (IBP) for the pupil. The pupil will be set a number of behavioural targets and the plan will run for approximately eight school weeks. A review will take place after four weeks, and a final evaluation after eight weeks. Parents/carers will receive a copy of the plan and will also be able to read the comments made at the review and evaluation stages. Parents/carers and the pupil will be asked to

sign the IBP.

Step 4 – should the IBP be unsuccessful in terms of improving the pupil's behaviour then the pupil will be moved on to Step 4. The pupil will again be referred to the PLG, this time to establish a Pastoral Support Programme (PSP). As with the IBP, the pupil will be set targets and their behaviour will be monitored over a eight week period. A review and evaluation of the PSP will be carried out and parents/carers will receive copies of both. Parents/carers will be invited to the meeting. Referrals to outside agencies for additional support will also be considered. At Step 4 the Academy will assess the need for early help intervention. Parents/carers and the pupil will be asked to sign the PSP.

Step 5 - should the PSP fail to bring about an improvement in behaviour, the pupil will be moved on to Step 5.

Step 6 - should the pupil continue to disrupt lessons; they will be moved on to the final step in the procedure. The pupil's SEN status will be reviewed. In accordance with the Trust's exclusion policy, a suspension will be recommended if no previous suspension has taken place. A pupil on Step 6 will receive a Final Warning from the Executive Headteacher/Headteacher. Parents/carers will be informed that the warning has been given and will be invited to contact the Academy should any further clarification be needed. A new PSP may be established. If a pupil who has been given a Final Warning continues to disrupt lessons on a regular basis, then the Executive Headteacher/Headteacher will consider a recommendation of permanent exclusion.

The Academy reserves the right to bypass any steps should a pupil's behaviour warrant such action. This could mean recommending a pupil's permanent exclusion in response to a single, serious breach of the Academy rules. For example,

- in response to a serious breach of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Movement on the step procedure is not one-way. If a pupil's behaviour improves over a sustained period of time, usually two terms, then the pupil will be moved down a step.

13. Support and Interventions Behaviour report card

If a child frequently fails to follow the rules, they will receive a behaviour report card. This is a home to school liaison tool which records the child's behaviour throughout the school day to monitor when their difficulties are most apparent and the effectiveness of our interventions.

Behaviour report cards are personalised to pupil's individual needs and/or targets.

The Pastoral Liaison Group

If the pupil continues to disrupt lessons, senior leaders will be involved. This is the Academy's multi-agency forum, which meets to discuss those pupils with problems relating to behaviour, attendance, social and emotional difficulties, and bullying. The PLG may refer a pupil to other outside agencies, such as the Early Help family support or Social Services. The group may also recommend statutory assessment by the Academy's Educational Psychologist.

Parents/carers are invited to the meeting and where a referral has been made because of a pupil's poor behaviour, the group will establish an IBP for the pupil.

Individual Behaviour Plan (IBP)

This behaviour tool allows staff to recognise and review a particular pupil's behaviour and agree the appropriate action plan, specific support, and way forward for a child. The pupil will be set several behavioural targets and the plan will run for approximately twelve school weeks. A review will take place after two weeks, six weeks and a final evaluation after twelve weeks.

Parents/carers will receive a copy of the plan and will also be able to read the comments made at the review and evaluation stages. Parents/carers and the pupil will be asked to sign the IBP. An offer of an Early Help referral will also be made to parents/carers.

De-escalation

Sometimes, when children become extremely overwhelmed or they're experiencing sensory overload, they have a meltdown where they lose control over their behaviours.

The success rate of prevention is far greater than that of de-escalation. However, sometimes it's unavoidable. The following de-escalation strategies are used in the Academy.

- Use a calm and quiet voice.
- Validate a pupil's feelings but not their actions.
- Respect personal space.

- Be aware of body language and facial expressions.
- Speak to the pupil on their level.
- Distraction.
- Reflect on pupil's wants and needs.
- Acknowledge the pupil's right to refuse.
- Answer their questions but ignore targeted aggression.
- Be silent.
- Offer a movement break or a walk.
- Always act in a non-judgemental way.
- Decrease stimulation – find calm space.
- Avoid saying 'no'.
- Use calming visual inputs.
- Deep breathing exercises.

Positive Handling

In extreme cases, staff have a legal power to physically restrain a child if they have refused to leave a classroom, they are disrupting a school event, visit or trip, if they are attempting to leave the classroom or Academy, or they are posing a health and safety risk to themselves or others. If physical restraint has occurred, the incident will be recorded on a Team Teach report (TTR) and parents/carers will be informed.

Positive Handling should only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is Reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- causing personal injury to, or damage to the property of, any pupil (including him or herself).
- prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the academy, whether during a teaching session or otherwise.

The Trust does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff employed by the Trust have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils.

14. Exceptions

There are certain behaviours which we will not tolerate. For example:

a. Bullying
b. Physical aggression
c. Verbal aggression
d. Offensive language
e. Racism

On these occasions, children will move directly to a school leader who will take over the management of the unacceptable behaviour. Parents/carers will be notified immediately and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded on the behaviour tracking system immediately.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Further details of the Academy's approach to preventing and addressing bullying are set out in the Anti- Bullying Policy (a copy is published on the Academy website, or a hard copy is available on request from the school office).

15. Specific Defined Incidents

Mobile Phone

Mobile phones may be brought to the Academy by home walkers in Y5 and Y6, but they must be handed in to a class teacher before school begins. The phone will be stored safely, and pupils will need to collect their phone at the end of the school day.

Middleton-in-Teesdale Academy will take very seriously instances where a mobile phone has been used to film, photograph or record staff or pupils without their permission. If this occurs, the mobile phone will be confiscated, and the pupil's parent/carer will be required to come to the Academy to collect it. The pupil will be given a formal warning. Should the pupil be involved in another incident, a two-day suspension will be given.

Leaving the Academy Premises

If a pupil chooses to leave the Academy without permission, staff will react in the following way.

a. Search the immediate Academy grounds for the pupil.
b. Contact parents/carers.
c. If a pupil cannot be found contact police.
d. Once a pupil returns to the Academy, any time wasted absconding will be made up.

Smoking/Vaping

This is a non-smoking/non-vaping site, a rule which applies to staff and pupils alike. There will be serious consequences for any pupil who chooses to breach the no-smoking/vaping rule repeatedly.

These consequences are outlined below:

a. The parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem.
b. If the incident reoccurs the pupil will be placed on an Individual Behaviour Plan at a meeting of the PLG. The IBP will state explicitly that the pupil must not smoke/vape on the Academy premises.
c. If the pupil already has an IBP, a new one will be established. The IBP will state explicitly that the pupil must not smoke on the Academy premises.
d. If there is a further breach the pupil will be given a two-day internal exclusion and the parent/carer will be invited to attend a meeting to discuss the worsening situation.

E-cigarettes are not allowed on the Academy premises. If one is confiscated from a pupil, the pupil's parent/carer will need to come into the Academy to collect it. Any pupil who repeatedly breaks the no-smoking/vaping rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking/vaping.

Making a false allegation against a member of staff

Any pupil who is found to have made a malicious and/or false allegation against a member of staff may be excluded. This could be a suspension or permanent exclusion depending on the circumstances.

Bringing the good name of the Academy and/or staff into disrepute

Any pupil who brings the good name of the Academy and/or staff into disrepute in the public domain may be excluded. This could be a suspension or permanent exclusion depending on the circumstances.

Weapons

A pupil bringing a weapon on to the Academy premises is likely to be permanently excluded. A judgement will be made as to the level of threat the weapon itself represents to the health and safety of the other pupils. Weapons include knives, darts, guns of any description, including air pistols and BB guns.

In all cases of a weapon being brought on to the Academy premises, the police will be informed.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable staff to confiscate items from pupils:

a. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
b. The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the Academy has the right to decide when and if to return the confiscated item.

16. Suspension and Permanent Exclusions

The Trust and the Academy do not wish to exclude any child from school, but sometimes this is necessary. The Trust's Exclusion Policy, which is compliant with the statutory legislation for Excluding Pupils from School would be followed should the Headteacher believe there is no alternative strategies available to deal with a pupil's behaviour.

17. Monitoring

The Headteacher, Deputy Headteacher and SENDCo monitor all recorded incidents of behaviour and bullying. Staff are required to log incidents of behaviour. The Headteacher examines records carefully and where this is a concern, parents/carers will be invited into the Academy to discuss the matter. Senior leaders ensure teaching staff are reminded to check back with children that the issues have not occurred again.

As with behaviour, bullying is monitored. The Headteacher and Deputy Headteacher are notified of all behaviour incidents and are required to action as soon as possible. Action will include discussions with parents/carers to ensure effective communication, as well as home and school working together. As with behavioural incidents, senior leaders conduct catch ups with the child who felt they were being bullied to establish how they are feeling and check there have been no further incidents.

Middleton-in-Teesdale Academy collects and analyses behaviour data. Analysis includes identifying possible factors contributing to behaviour, system problems and implementing support. This includes:

- Behaviour incident data, including removal from the classroom.
- Attendance, permanent exclusion, and suspension data.
- Use of pupil support units and managed moves.
- Incidents of searching.
- Anonymous surveys for all pupils, parents/carers and staff on their views and experiences of school behaviour.

The Headteacher will report on the effectiveness of the policy to the Local Academy Council and where necessary, make recommendations for further improvements ensuring it is meeting its duties under the Equality Act 2010.

18. Staff Development

All staff should be equipped with the skills to understand and effectively manage pupil behaviour. Providing regular training, which links classroom practice to an understanding of children's social and emotional development is key. Training and coaching are made available to all staff taking up new posts at the Academy and form part of an ongoing training programme for existing staff. We have a thorough induction programme to ensure consistency in approach.