

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy

Version:	0.5
Date created:	December 2019
Author:	James Wharin
Approved by:	Alex Curran
Date:	December 2019
Review date:	December 2021

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.

Behaviour Policy

Our 6Rs approach to behaviour management;

This policy sets out to define a code of appropriate behaviour for North Mead Primary Academy. The policy is based on the school's 6Rs and applies to every individual in school. Our 6Rs underpin our whole policy: praise, rewards and sanctions.

Our 6Rs are:

Ready
Responsible
Resourceful
Resilience
Reflective
Risk Taker

We believe that because our staff and children embody the 6Rs, our school environment is happy, safe, polite and respectful and this includes the atmosphere we create on school trips or outside of school. The general standard of behaviour is the collective responsibility of the whole staff.

From the outset we recognise that there is a distinction between children with behavioural needs (who may have a Special Educational Need at heart) and poor behaviour. Our policy meets the needs of all pupils and, through the use of Personalised Behaviour Plans, makes special arrangements for a very limited number of vulnerable pupils.

1. Praise

1.1 Positive

We aim to emphasise the positive rather than the negative. We always explicitly state the 6R which has been demonstrated when giving praise. We encourage all members of staff to praise in several ways:

- A quiet word of encouragement in line with the 6Rs
- Use of the school dojo system – points according to the 6Rs or messages home
- A visit to another member of staff.
- Praise in front of the group, class or whole school
- Badge presentation in Good News assemblies
- Display of work
- Inviting parents / carers in to share good work / sharing good work through dojo
- A phone call or text message home to share good news

We hold weekly Good News assemblies which publicly recognise children's embodiment of the 6Rs through the dojo system. Parents are invited to see their children receive awards.

1.2 Houses, Dojo Points and Lanyards

Every child that enters the school is assigned to a house (team) and given a lanyard which represents their house. Lanyards are to be worn at Good News assemblies. They are not to be taken home until the end of year six.

Every class has a digital dojo account in which each child collects dojo points. A child can receive a dojo point for embodying examples of the 6Rs and attendance. When a dojo point is given, staff tell the child(ren) which of the 6Rs they have displayed and what the specific behaviour was. A dojo point will also be given to every child present for the register each morning.

Dojo points are collated by a member of staff each week. Every time an individual child gets 100 dojo points, they receive a badge for their lanyard. To celebrate this, their parents are invited to the next Good News assembly where they will see their child get their badge and be invited to a coffee morning where they can get a drink and biscuit with their child. The badges accumulate in the following order:

- Green Badge
- Yellow Badge
- Red Badge
- Blue Badge
- Green Merit Badge
- Yellow Merit Badge
- Red Merit Badge
- Blue Merit Badge
- Bronze Enamel Badge
- Silver Enamel Badge
- Gold Enamel Badge

When children get to the gold enamel badge, they remove their other badges and take them home so that their lanyard only has their gold enamel badge. Children will aim to complete this cycle 3 times in their time at North Mead Primary Academy. After the third cycle, children become School Ambassadors and will be rewarded with a special Principal's Award Badge.

2. Sanctions and rewards

2.1 It's Good to be Green!

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turns their card to green. Children have a number of chances to make a positive choice based on the character muscles as we recognise we all make mistakes and character is developed by learning from mistakes. Children will be given:

Step 1

A Warning Look

Child given a chance to make a better choice based on the 6Rs.

Step 2

Verbal Warning

Child given a chance to make a better choice based on the 6Rs.

Step 3

Child gets a warning (Yellow) card for the chart (1 minute of Golden Time is missed). Yellow card remains for rest of day. Child given a chance to make a better choice based on the 6Rs.

Step 4

Child gets a consequence (red) card (5 minutes of Golden Time is missed) and moved away from other children in their class or sent to another class for time out. Red Card remains for rest of day

Child given a chance to make a better choice based on the 6Rs.

Step 5

Child gets a consequence (double red) card and takes this to the behaviour lead who will investigate the matter. The Behaviour Lead will record this on cpoms and use teachers2parents to send a text message home. The child remains on double red consequence for the rest of the day. If they misbehave again, they may be sent to the Behaviour Lead to complete work for the remainder of the teaching session. Three visits to the Behaviour Lead within one week results in that child going onto yellow report.

Any child receiving a double red card (Step 5) will have to go to the Behaviour Lead on a Friday afternoon and miss Golden Time.

The following actions have consequences:

- Unacceptable behaviour
- Fighting or play fighting
- Failing to follow instructions
- Not completing work to an expected standard
- Swearing
- Use of intentional racist language

When we do have to deal with unacceptable behaviour, all members of staff follow the outlined policy. We attempt to be constructive by questioning children regarding the 6Rs they have omitted and how they can be a better version of themselves. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed by an appropriate adult. (Class Teacher, Phase Leader, Behaviour Leader or member of SLT)

2.2 Golden Time

Golden Time is a privilege for those children who demonstrate the 6Rs character muscles. Golden Time begins at 2:45pm for the last half hour on a Friday afternoon and gives each class an opportunity to enjoy a wide range of activities together. Children who have lost minutes of Golden Time have to sit out until their time missed is

spent. Children that have had consequence cards will miss some or all of their Golden Time.

2.3 Community

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. North Mead Primary Academy staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- We set high standards, apply rules consistently and fairly and expect high standards of behaviour and work
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes at some point and are willing to admit if we are wrong

<u>All staff will avoid:</u>	<u>All staff will always:</u>
<ul style="list-style-type: none"> • Humiliating – it breeds resentment • Shouting – it diminishes you • Over reacting – the problems grow • Blanket punishments – the innocent will resent them • Over punishment – never punish what you can't prove • Sarcasm • Leaving pupils outside rooms 	<ul style="list-style-type: none"> • Keep calm • Listen • Be positive • Build relationships • Carry out any sanctions that have had to be made • Be consistent • Follow up problems to their conclusion

3. Report System

3.1 Reports

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime and lunchtime) signed by appropriate member of staff to say that they have passed the expected standard of behaviour. If a child fails 3 times, the next report will be issued. In lesson time and break time, a double red card is a fail. During lunchtimes, being sent to the Behaviour Leader is a fail. After passing a report the child will step back a level i.e. from red to yellow then to white then off report. White reports are primarily used to monitor a child's behaviour and may be used as a pre-emptive strategy to stop a child ending up on yellow report.

3.2 Consequences for being on yellow report include:

- Break times and lunchtimes are spent inside with the Behaviour Lead

- Golden Time is lost

3.3 Consequences for being on red report include:

- All consequences of being on yellow report,
- Children cannot attend any clubs or after school activities
- Children may not be permitted to attend school trips. The school leadership team will make a pupil by pupil decision.

When a child is placed on any report, parents are always informed by telephone or in person by the Behaviour Lead. If neither work in the immediate term, a text may be sent via teachers2parents. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home.

3.4 A failed red report:

- May lead to an exclusion to another TMET school or a fixed term exclusion. The Principal and Vice Principal can take the decision to exclude a child. The National Exclusion Guidelines are followed at all times.
- May lead to a restart of the red report.

Involvement from the Social and Emotional and Mental Health Team will be requested for children who display consistently challenging behaviour. The agency work with school to offer advice on behaviour. This advice is often extended to parents.

A child may enter the report system at different levels depending on the severity of their behaviour.

3.5 Racist/Bullying/Homophobic/Sexist Comments

North Mead Primary Academy takes a no tolerance view to any form of discrimination. All incidents are recorded, reported and investigated according to the Academy and Trust's policies.

3.6 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 pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the Behaviour Lead for adult support. 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.

3.7 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 such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

For further details, please see the Appendix A: TMET Restrictive Physical Intervention Policy at the end of this policy.

3.8 Clubs

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

4. Happy Lunchtimes

4.1 Happy Lunchtime Sanctions and Rewards

We follow our own happy lunchtimes plan which is designed to ensure successful lunchtimes for children and lunchtime supervisors. Lunchtime supervisors are able to give out dojo points using ipods to reward positive examples of behaviour demonstrating the 6Rs. In addition, lunchtime supervisors will also nominate children for the 'table of awesomeness'. They also follow a three-step consequence system for poor behaviour.

1. A two-minute time out in which the child must stand next to the lunchtime supervisor and apologise.
2. A five-minute timeout in which the child must stand next to the lunchtime supervisor and apologise.
3. If the child will not apologise or make a better choice based on the character muscles, they are sent to the lunchtime Behaviour Lead. The child will lose the remainder of their lunchtime and an appropriate consequence will be put in place by the Behaviour Lead who will also make sure the child apologises to the lunchtime supervisor at a later time. See the happy lunchtimes plan for further information.

4.2 Organisation and Facilities

A range of activities are offered for children to access at lunchtime as part of the Happy Lunchtimes scheme. Some children have to attend certain activities as part of their Personalised Behaviour Plan. Because of the range of activities on offer, children should be able to find something to interest and occupy them during lunchtimes. See the Happy Lunchtimes plan for further information.

5. Pupil Support Systems

5.1 Personalised Behaviour Plans (PBP)

We have Personalised Behaviour Plans (PBP) to support children with specific needs. These include common triggers and de-escalation strategies. These are shared with all staff. Children with PBPs are known as Plan B children.

5.2 Managing Pupil Transition

Lengthy and thoughtful transition work takes place with the feeder secondary schools involving children having time to meet with the Pastoral Head of Year and complete work and testing for them. 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.

Appendix A: TMET Restrictive Physical Intervention Policy

Restrictive Physical Intervention Policy

(addendum to School 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.

Version:	1.0
Date created:	March 2021
Author:	MOL/EMA
Ratified by:	Executive Team
Date ratified:	20/04/2021
Review date:	Annually

Revision History:

Version	Date	Author	Summary of Changes:
1.0	March 2021	MOL/EMA	New policy addendum

Contents

1	Introduction	4
2	Other Policies	4
3	Rationale	4
4	What is reasonable force?	4
5	Minimising the need to use reasonable force	5
6	Staff authorised to use reasonable force	6
7	When can reasonable force be used?	6
8	Deciding whether to use reasonable force.....	7
9	Using reasonable force.....	7
10	Power to search pupils without consent.....	8
11	Staff Training	8
12	Recording/reporting Incidents.....	9

1. Introduction

Guidance concerning the use of reasonable force to restrain pupils can be found in section 550(A) of the Education Act 1996, as inserted by section 4 of the Education Act 1997. This provision was extended to include all schools by section 131 of the School Standards and Framework Act 1998.

This policy should be read in conjunction with the Use of Reasonable Force (July 2013) DfE Guidance document for headteachers, staff and governing bodies.

2. Other Policies

Other policies to be read in conjunction with this policy:

- Behaviour policy
- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

Rationale

- 3.1 The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:
- committing a criminal offence
 - injuring themselves or others
 - damaging property
 - acting in a way that is counter to maintaining good order and discipline at the school
- 3.2 This power may be used where the student (including students from other schools) is on MAT premises or elsewhere in the lawful control or in the charge of a staff member.
- 3.3 There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should always be the minimum needed to achieve the desired result.
- 3.4 The Act does not cover more extreme situations, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

What is reasonable force?

- 4.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- 4.2 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 4.3 'Reasonable in the circumstances' means using no more force than is needed.
- 4.4 As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 4.5 Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 4.6 School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Minimising the need to use reasonable force

- 5.1 Staff should always try to deal with the situation using other agreed strategies to calm a situation before considering using force.
- 5.2 Although the MAT recognises that preventative measures will not always work, there are numerous steps that will be taken in order to help reduce the likelihood of situations arising where the power to use force may need to be exercised. We endeavour to:
 - Create a calm, orderly and supportive MAT environment that minimises the risk of violence of any kind
 - Develop effective relationships between students and staff that are central to good order
 - Adopt a whole-school approach to developing social and emotional skills
 - Take a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also support each other during and after an incident
 - Recognise that challenging behaviours are often foreseeable
 - Effectively manage individual incidents while understanding the importance of communicating calmly with the student, using non-threatening verbal body language and ensuring that the student can see a way out of a situation. For example, students should always be given an option of going to a quiet space with the staff member away from bystanders and other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil
 - Wherever practical, warning a student that force may have to be used before using force.

Staff authorised to use reasonable force

The staff to which this power applies are defined in Section 93 of the Education and Inspections Act 2006. These are:

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- 7.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 7.2 In a school, force is used for two main purposes – to control pupils or to restrain them.
- 7.3 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 7.4 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- 7.5 Schools can use reasonable force to:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.
- 7.6 Schools cannot:
 - use force as a punishment – it is always unlawful to use force as a punishment.
- 7.7 In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention

of the degree applied and could not be realistically dealt with by any other means.

Deciding whether to use reasonable force

- 8.1 Staff should only use force when the risk of not using force significantly outweighs those of using force. Then the judgement whether to use force and what force to use should always depend on the circumstances of each case. Students with SEN and/or disabilities should be handled according to information about the individual student concerned (see section on 'Staff Training')
- 8.2 Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:
 - The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
 - The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified
 - The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means the more likely it is that using force can be justified.
 - The relative risks associated with the physical intervention compared to the risks of using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force can be justified

Using reasonable force

- 9.1 Staff, as far as possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance. Then staff should always only use the minimum amount of force to achieve the desired effect.
- 9.2 Before using reasonable force, staff should, wherever practical tell the pupil to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- 9.3 Types of reasonable force used could include:
 - Passive physical contact resulting from standing between students or staff and students
 - Active physical contact such as leading a pupil by the arm or hand or ushering a

pupil away by placing a hand in the centre of the back

- In more extreme circumstances, using appropriate restrictive holds

9.4 Where there is a high and immediate risk of death or of serious injury, any member of staff would be justified in taking necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student running off the pavement onto a busy road or preventing a student hitting someone with a dangerous object such as a glass bottle or hammer.

9.5 Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student.

9.6 Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate.

Power to search pupils without consent

10.1 In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” :

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.2 Force cannot be used to search for items banned under the school rules.

Staff Training

11.1 The Special Educational Needs Co-ordinator (SENDco) will also make individual risk assessments available to staff where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEN and/or disability is associated with extreme behaviour. Appropriate training will be given to the necessary staff working with these students on a regular basis, and College staff will be notified about procedures in place.

11.2 All staff receive appropriate positive handling training every two years. Usually the staff are those most likely to find themselves in a situation that may require the use of reasonable force and are therefore trained to do this correctly and in a lawful manner.

Recording/reporting Incidents

12.1 All TMET schools and colleges will keep records of every incident in which force has been used, in accordance to TMET policy and procedures and safeguarding requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform TMET improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

12.2 Staff that can be called if a situation arises include:

- Principal
- Head of School
- Assistant Principal
- Any member of staff with appropriate positive handling training

Staff to be informed If / when restraint takes place:

- Principal
- Head of School
- Assistant Principal
- SENDco
- Phase Leader

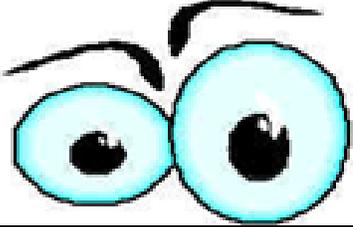
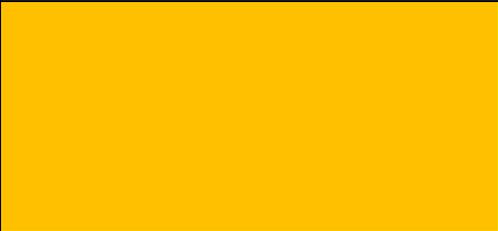
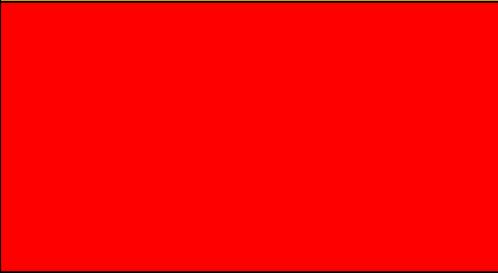
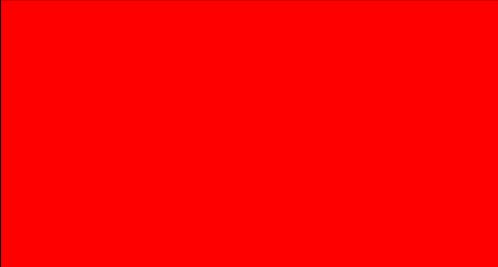
12.3 'Use of Reasonable Force to Control or Restrain Pupils' forms should be completed by:

- All members of staff involved

12.4 Parents/carers to be informed on the same day by:

- Principal
- Head of School
- Assistant Principal
- Phase Leader

Classroom Management

	<p><u>Step 1:</u> A warning look</p>
	<p><u>Step 2:</u> A verbal warning</p>
	<p><u>Step 3:</u> Yellow card <u>1 minute</u> of Golden Time missed</p>
	<p><u>Step 4:</u> Red card <u>5 minutes</u> of Golden Time missed Move within class / move to your partner class</p>
	<p><u>Step 5:</u> Double red card Visit the Behavior Lead immediately Double red card text message sent to parents / carer Miss next break time Miss golden time on the next Friday</p>
<ul style="list-style-type: none"> • A double red card and an additional return to the Behaviour Lead in one day results in report.* • Two double red cards in a week term results in report.* • Three double red cards in a half term results in report.* <p>* report colour to be decided by the Behaviour Lead.</p>	

Good to be Green

	<p>1 minute lost</p>
	<p>5 minutes lost</p> <p>Move seat</p>
	<p>Visit Behaviour Lead immediately</p> <p>Double red card text message sent to parents / carer</p> <p>Miss next break time</p> <p>Miss golden time on the next Friday</p>

Red and Yellow Reports at North Mead Primary Academy

A child may be put onto report by the **Behaviour Lead** because of:

- A return to the Behaviour Leader on the same day as having already received a double red card
- Two double red cards in a week,
- Three double red cards in a half term,
- A single episode of unacceptable serious behavior.

The report colour will be decided by the Behaviour Leader.

The behavior Leader will contact the parents of the child and log the report in cpoms.

All reports last a week and each session should be signed (pass or fail) by the adult working with them/supervising them.

If a report is lost the report will start again. If a report is forgotten a replacement report may be given – but this needs to be cut out by the child and stuck onto the original report.

Only behavior leaders can tell a child they are off report.

Your child has been placed on report by the behaviour leader for not following the school's behaviour policy. Yellow and red report means that your child will miss their break and lunchtime in order to spend time with an adult in school. We hope that your child will realise how to change their behaviour to not go onto report again.

A completed report needs to be taken to the behaviour leader **before** the child can finish their report.

Lost report = start again

The reason your child is on report:

If a fail is given by an adult, a reason needs to be given. **3 fails** on this report = Yellow report

White Report

	8:40 – 10:10	Break	10:25 – 12:00	12:00 – 12:30	12:30 – 1:00	1:00 – 2:00	2:00 – 3:15
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

