

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy

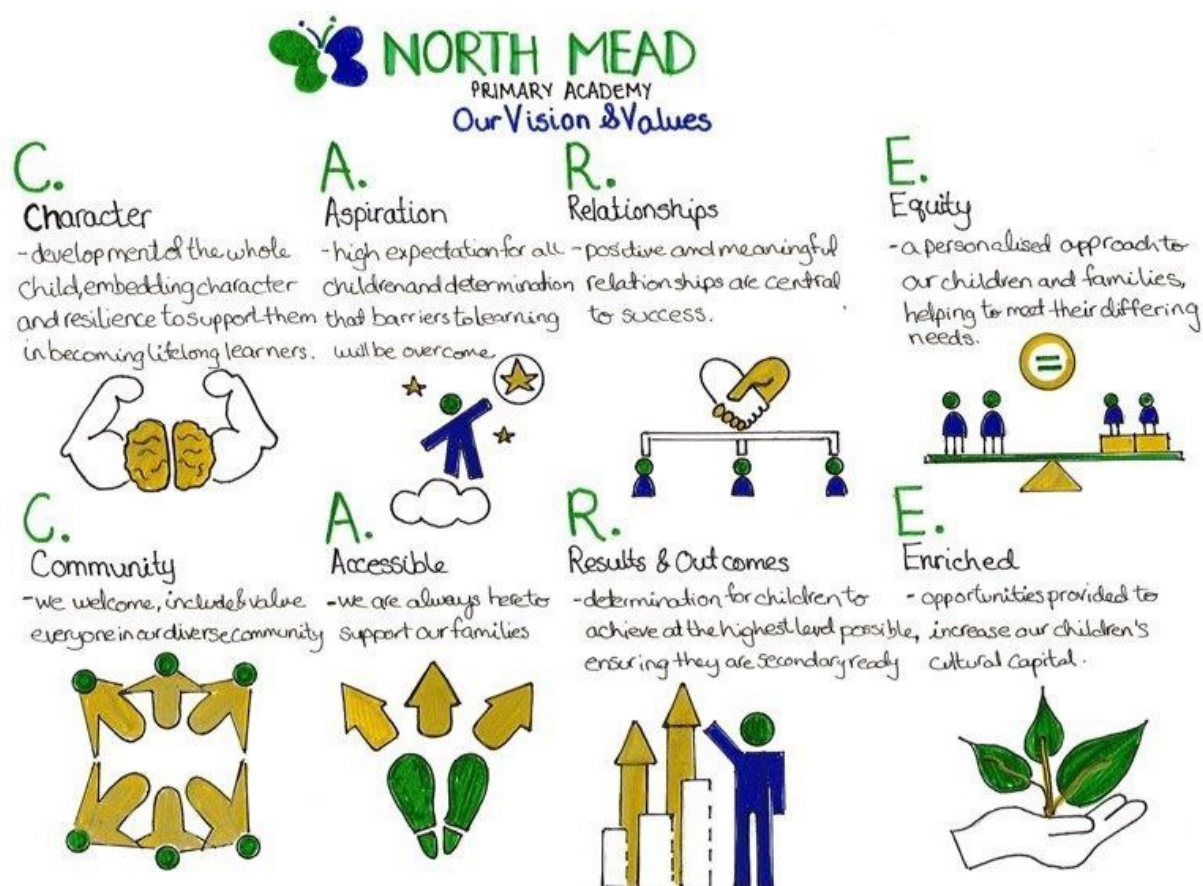
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Revision History:

Version	Date	Author	Summary of Changes:
0.1	March 2015	TG	Due for review
0.2	30.09.2016	DB	To reflect Academy status
0.3	06.02.2017	JH	School Trips & School Clubs clarified as per policy.
0.4	December 2019	JW	Due for review
0.5	April 2021	JW	Paragraph 3.7 and Appendix A added to provide physical intervention guidance.
0.6	Feb 2022	JW	Minor Alterations to reflect Plan B and One Page Summary
0.7	Sept 2022	KH	Section on Sexual Harassment added
0.8	Dec 2022	JW	Section on Searching, Screening and Confiscation added
0.9	Feb 2023	JW	Annual review no changes
1.0	October 2023	JW	Team Tactics included

Our Behaviour Policy Ethos

Our visions and values are at the heart of our behaviour policy.



This policy sets out to define North Mead Primary Academy's behaviour ethos and expectations. The policy is based on the school's **Team Tactics** and applies to every individual in school. Our Team Tactics underpin our whole policy: praise, rewards and sanctions. A sense of team, **unconditional positive regard**, **equity** and self-efficacy are at the centre of our policy. We believe that allowing children to value, and reflect on their own character, will build self-efficacy creating a constant positive cycle of behaviour.

The adults at North Mead Primary Academy show **unconditional positive regard** to the children. Teachers accept children for who they are, not what they do. The message of unconditional positive regard is, "I care about you. You have value. You don't have to do anything to prove it to me, and nothing's going to change my mind." We tell the children that we care about them, regardless of what they accomplish or achieve in their academic work.

We believe that, because our staff and children embody our **Team Tactics**, 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.

We recognise that there is a distinction between children with behavioural needs (who may have a Special Educational Need at heart) and poor behaviour. **Equity** is also a core value in our policy: through the use of a personalised curriculum, Plan B cards and Personal Behaviour Plans, we adapt our policy for vulnerable pupils.

Team Tactics



Be Ready

"We are always punctual, organised and prepared."

Be Responsible

"We looks after each other and the environment."

Be Reflective

"We think about our learning and our behaviour."

Be Resilient

"We never give up, even when it gets difficult."

Be Respectful

"We listen to and value others."

Show Reciprocity

"We exchange things to benefit all."

1. Praise

1.1 Positive

We aim to emphasise the positive rather than the negative. We always explicitly state the character muscle 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 character muscles
- Use of the school dojo system – points according to the character muscles 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 character muscles through the dojo system. Parents are invited to see their children receive awards.

1.2 Dojo Points and Lanyards

Every child that enters the school is given a lanyard. 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 Team Tactics and for attendance. When a dojo point is given, staff tell the child(ren) which of the Team Tactics 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 character muscles.

Step 2

Verbal Warning

Child given a chance to make a better choice based on the character muscles.

Step 3

Child gets a warning (Yellow) card for the chart. Yellow card remains for rest of day.

Child given a chance to make a better choice based on the character muscles.

Step 4

Child gets a consequence (red) card and will miss the next play time (break or lunch).

The senior teacher on duty will record this on CPOMS.

Step 5

If a child continues to misbehave in class, they will immediately visit the Principal, Vice Principal or senior teacher on duty who will investigate the matter and record on CPOMS.

Unacceptable Behaviour

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 Team Tactics 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 member of staff.

2.2 Team

Our school is a team, 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 team. 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

2.3 Consistency VS Style

We acknowledge that individual teachers will have their own style of behaviour management, and that different classes will require different approaches to the management of behaviour. Whilst following this policy will bring consistency, there are some behaviours which staff agree requires particularly robust consistency. Please see Appendix C: One Page Summary for details.

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 senior teacher 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 senior teacher on duty.
- 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 Principal, Vice Principal or senior teacher on duty. 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:

A failed red report:

- May lead to an exclusion to another TMET school or a fixed term exclusion. The Principal or Vice Principals 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. Children who consistently display the same behaviour resulting in sanctions or who consistently decline to try and demonstrate the Team Tactics, may be entered immediately onto report at the Principal or Vice Principal's discretion.

3.5 Discriminatory behaviour including harmful sexual 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

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.

At North Mead there is a zero-tolerance approach to 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, we will:

- Ask them to apologise to anyone the comment was directed at.
- Support and educate them to improve their behaviour.
- Monitor their behaviour for any recurrence.
- Escalate the sanction to the designated behaviour lead if the pupil refuses to apologise in the first instance.
- Parents on both side will be informed of any incidents of sexual harassment.

Our PSHCE curriculum will cover what healthy and respectful behaviour towards one another looks like.

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;
- Upskirting (this is a criminal offence); and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - o 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; and
- Coercing others into sharing images of themselves or performing acts they're not comfortable with online.

At North 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 and the Family Support worker 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.

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 instead send a message to the senior the Principal, Vice Principal or senior teacher on duty. 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 as listed below in paragraph 5.2.

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

3.9 Cyber Bullying

Cyber Bullying is any prejudice or discrimination relating to emotional, physical, racist, sexual, homophobic, verbal, or a disability, through text, social media or internet platforms. This may also include defamation or slander on social network sites which can lead to the identification of individual children or staff. For further information on Cyber Bullying, please refer to our Online Safety Policy and our Anti-Bullying Policy. Cyber bullying will be dealt with according to the in school behaviour policy.

3.10 Clubs

The school's behaviour system remains in place during any before or after school club. The Principal or Vice Principal may ban children from clubs.

4. Pupil Support Systems

4.1 Plan B Cards

We have Plan B Cards to support children with needs which are not met through the school wide behaviour system. These include common triggers and de-escalation strategies. These are shared with key staff.

4.2 Managing Pupil Transition

Lengthy and thoughtful transition work takes place with the feeder secondary schools involving children having time to meet with the respective pastoral staff. 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.

6. Searching, Screening and Confiscation

5.1 Legislation and approach

Pupils at North Mead will always be treated with the upmost dignity and respect if a search is deemed to be necessary. If a search is necessary, guidance from the relevant sections of the following legislation will be followed:

Searching, Screening and Confiscation Advice for schools from September 2022
(Written July 2022)

Working together to safeguard children

Keeping children safe in education

Whilst in limited circumstances, a search and possible confiscation of an item may be necessary at North Mead, any screening would only be undertaken by professionals such as the police.

In line with this legislation, the headteacher and staff they authorise to, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 of the Searching section of Searching, Screening and Confiscation – Advice for schools, or in the North Mead Prohibited Items list (below).

Members of staff authorised to carry out a search at North Mead are:

Ben Burpitt (Principal)

James Wharin (Vice Principal)

Kirsten Holland (Vice Principal)

Roshni Pattni (Phase 1 Leader)

Verity Reid (Phase 2 Leader)

Tasleem Sattar (Phase 3 Leader)

Sheena Adatia (Phase 4 Leader)

Jill Hurst (Family Support Worker)

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

Parents will always be informed of any search that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

5.2 North Mead Prohibited Items List:

- cigarettes
- vapes
- vape cartridges
- matches
- lighter
- collectable cards alleged to belong to another child (such as football cards / Pokémon cards)

5.3 Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited
- is evidence in relation to an offence

Appendix A: TMET Restrictive Physical Intervention Policy

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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.

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:

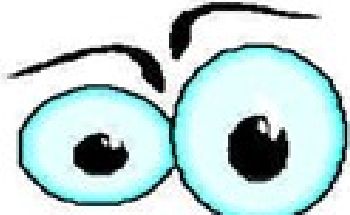



- All members of staff involved

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

- Principal
- Head of School
- Assistant Principal
- Senior teacher

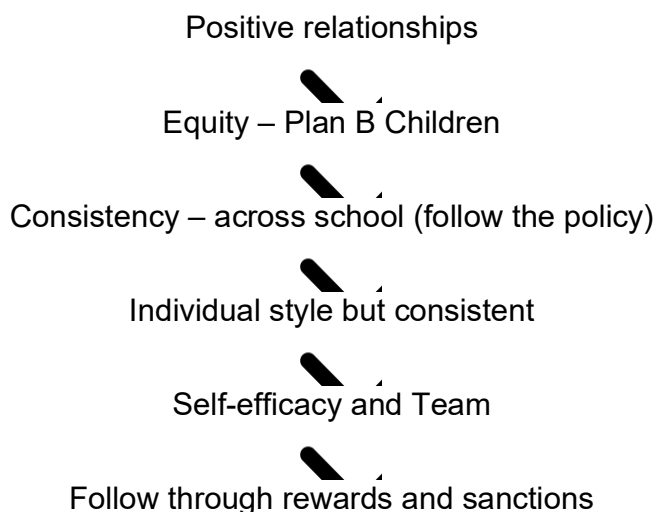
Appendix B: Classroom display:

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</p>
	<p><u>Step 4:</u> Red card Lose next play time (break or lunch)</p>
<p>* report colour to be decided by the Principal, Head of School or Assistant Head</p>	

Appendix C: Behaviour Policy Ethos, One Page Summary

Ethos



Rewards:

- Dojos
- Badge system
- Gold Stickers
- Dojo / call home
- Subject specific

Sanctions:

- Warning look
- Verbal warning
- Yellow card
- Red card: loose the next play time (break or lunch)
- Report
- Trust + home exclusions
- Sanctions in red are to be reported in CPOMs.

Behaviours which lead to specific points in the system

Racism – refer to senior teacher / BB / KH / JWh

Violence – d.red card

Unkind Words – red card

Disrespect – red card

Swearing – red card

Calling out - warning

Distracting others – warning

A child may enter the report system at different levels depending on the severity of their behaviour. Children who consistently display the same behaviour resulting in sanctions (specifically behaviours listed in item above), or who consistently decline to try and demonstrate the character muscles, may be entered immediately onto report at the Principal, Head of School or Assistant Head's discretion.

Appendix D: Reports: See next page

Your child has been placed on report by 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 senior teacher on duty, Principal, Head of School or Assistant Head **before** the child can finish their report.
Lost report = start again

The reason your child is

If a fail is given by an adult, a reason needs to be given. **3 fails** on 1

White Report

	8:40 – 10:10	Break	10:25 – 12:00	12:00 – 12:30	12:30 – 1:00	1:00
Monday						
Tuesday						
Wednesday						

Your child has been placed on report by 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 senior teacher on duty, Principal, Head of School or Assistant Head **before** the child can finish their report.
Lost report = start again

The reason your child is

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

Yellow Report

	8:40 – 10:10	Break	10:25 – 12:00	12:00 – 12:30	12:30 – 1:00	1:00 – 2:00	2
Monday							
Tuesday							
Wednesday							

Your child has been placed on report by 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 senior teacher on duty, Principal, Head of School or Assistant Head **before** the child can finish their report.
Lost report = start again

The reason your child is

If a fail is given by an adult, a reason needs to be given. 3 fails on th

Red Report

	8:40 – 10:10	Break	10:25 – 12:00	12:00 – 12:30	12:30 – 1:00	1:00 – 2:00	2
Monday							
Tuesday							
Wednesday							