



## Behaviour & Rewards Policy

### Policy Monitoring, Evaluation and Review:

<b><u>Version:</u></b>	<b>V9</b>
<b><u>Last reviewed</u></b>	<b>06-01-2025</b>
<b><u>Approved by:</u></b>	<b>Gary Aldred</b>
<b><u>Date approved:</u></b>	<b>06-01-2025</b>
<b><u>Next review due:</u></b>	<b>01-2026</b>

### Revision History:

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Summary of Changes:</b>
V0.1	07-01-2019	GA	Created
V0.2	27-08-2019	GA	Review of policy Addition of character education
V0.3	14-07-2020	GA	COVID-19 Addendum and adjustments <ul style="list-style-type: none"><li>• Dysregulation</li><li>• Mental Health &amp; Wellbeing</li><li>• Personal space</li></ul>
V0.4	22/04/2021	GA	Addition of Appendix X
V.05	02/09/2021	GA	Review of current content
V.06	17/05/2022	GA	Rewrite & inclusion of Trauma informed practices
V.07	21/11/22	MC	Review of Rewards and Consequences Further Trauma Informed Approaches
V.08	16.1.24	MC	Review of current content Parental concern Protective Factors
V.09	17.12.24	MC	RB2L referral process Adapted behaviour process/scripted language

## MISSION STATEMENT

We aim to create a safe, happy, caring environment in which children develop self-confidence, relationships and independence; where they are encouraged to be considerate and show respect for others, while reaching their true potential.

### Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to develop positive relationships which support the way that all members of the school live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 Through our Trauma Informed Approach, staff understand that some children may have experienced adversity and their behaviour may be related to an unmet need or defensive, stress response. Staff act with curiosity towards all children to identify the cause and put appropriate support in place to remove barriers for successful engagement in school life.
- 1.3 The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects the highest level of behaviour in all environments from the classroom and educational visits to the playground and less structured times.
- 1.5 The school expects every member of the school community to behave in a considerate way towards others.
- 1.6 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.7 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible, valued and increasingly independent members of the school and wider community.
- 1.8 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- 1.8 Primarily, the school recognises that behaviour is the responsibility of the individual therefore our strategy aims to develop a self-managed and accountable approach to behavioural development.
- 1.9 Maintaining the high standards of behaviour at the school is the responsibility of all staff regardless of position. All staff should feel empowered to celebrate good behaviour and challenge poor behaviour.
- 1.9 Our approach to behaviour management and discipline is broad. It encompasses conduct but also covers 'learning behaviours' and the approach to learning. The foundations of this are the school's 6Rs (see appendix 3). We want children of all abilities to be curious, creative, problem solving, value learning and motivated to learn to enable them to make the most of all opportunities they have in our global world.

### We want children to be able to:

- identify how they learn and to be able to explain what they can do to extend their own learning
- make informed choices about how they can extend their own learning and to be able to discuss why learning is important.
- explain how they have transferred learning from one area to another (e.g. problem solving... What strategies did you learn that you will use again? How could this be helpful in the future?)
- independently select resources and state why particularly resources might be helpful or not
- be resilient and cope emotionally in our ever-changing global world
- be ready to learn alone and with others

## 2.School Values

2.1 We have devised a set of School Values to highlight the behaviour that is expected. These are:

- ✓ **Show a sense of responsibility within the classroom and around the school.**
- ✓ **Always say and do the kindest thing.**
- ✓ **Work hard and do your best to achieve**
- ✓ **Share responsibility and show pride in our environment and community**
- ✓ **Celebrate the things that make us different**

2.2 This supports the 6Rs – Respect, Responsibility, Readiness, Resilience, Resourcefulness and Reflection. (Appendix 3 gives further information about these)

2.3 Abbey Mead Primary Academy support the following:

- Acceptable standards of behaviour rely upon the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable 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 times and are willing to admit if we are wrong
- Problems can occur where children are learning and testing the boundaries of acceptable behavior and it is our role to help children develop
- Recognise that all behaviours are often a form of communication and strive to understand the reasons behind this. As such, adults act in a curious way, always exploring causes of behaviour and respond with kindness and compassion.

<p><b><u>All staff will always:</u></b></p> <ul style="list-style-type: none"> <li>• Always promote school values.</li> <li>• Be an emotionally available adult</li> <li>• Be consistent following behaviour policy</li> <li>• Address unacceptable behaviour using a quiet and controlled voice using phrases such as: Kate I need you to.....thank you</li> <li>• Seek advice if needed</li> </ul> <p><b>Act with PACE(Playful, acceptance, curiosity and empathy)</b></p> <ul style="list-style-type: none"> <li>• Playful- warm, calm welcoming presence, humour if appropriate.</li> <li>• Acceptance-Accept explanation/apology with acceptance positively. Remember it is the behaviour which is unacceptable not the child.</li> <li>• Curiosity-Remain curious about behaviour</li> <li>• Empathy-Listen with empathy</li> </ul> <p><b>Use PRRR (Protect, Regulate, Relationship, Reflection)</b></p> <ul style="list-style-type: none"> <li>• Protective Factors-remove any factors that might be contributing to behaviour/ask does the child feel safe?</li> <li>• Regulate-Allow/support the child to regulate before addressing the behaviour.</li> <li>• Relationship-Maintain role of EAA, warm, accepting/empathic. Seek to build relationships with all pupils</li> </ul>	<p><b><u>All staff will always avoid:</u></b></p> <ul style="list-style-type: none"> <li>• Humiliating – it breeds resentment</li> <li>• Shouting – it diminishes you</li> <li>• Overreacting – the problems grow</li> <li>• Blanket punishments – the innocent will resent them</li> <li>• Over punishment – never punish what you cannot prove</li> <li>• Sarcasm</li> <li>• Leaving pupils outside rooms alone to regulate</li> <li>• Taking something away from the child they have earned e.g. dojo points/belongings</li> </ul>
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- Reflect-Allow opportunities to reflect and repair following incident.

## A Trauma Informed Approach

Trauma Informed Schools (TIS): Abbey Mead Primary Academy is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children, and parents. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health.

To ensure every child develops positive mental health and resilience, our aim is to:

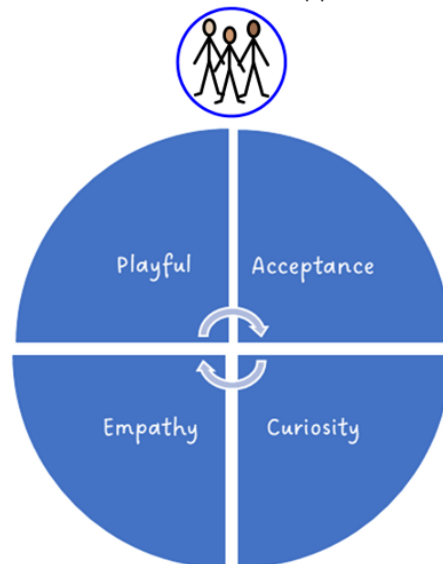
- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build an academy of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

Our behaviour policy and relationship policy reflect a trauma-informed approach and our rewards and sanctions are both developmentally and trauma-informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Dan Hughes in order to support a child's social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs and encourages children to behave in appropriate and less challenging ways.

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

### PACE-A relational approach



#### PLAYFUL

Creating an atmosphere of lightness and interest when you communicate, having fun, and expressing a sense of joy.



#### ACCEPTANCE

Actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.



#### EMPATHY

Being empathic means the adult actively showing the child that the child's inner life is important to the adult.



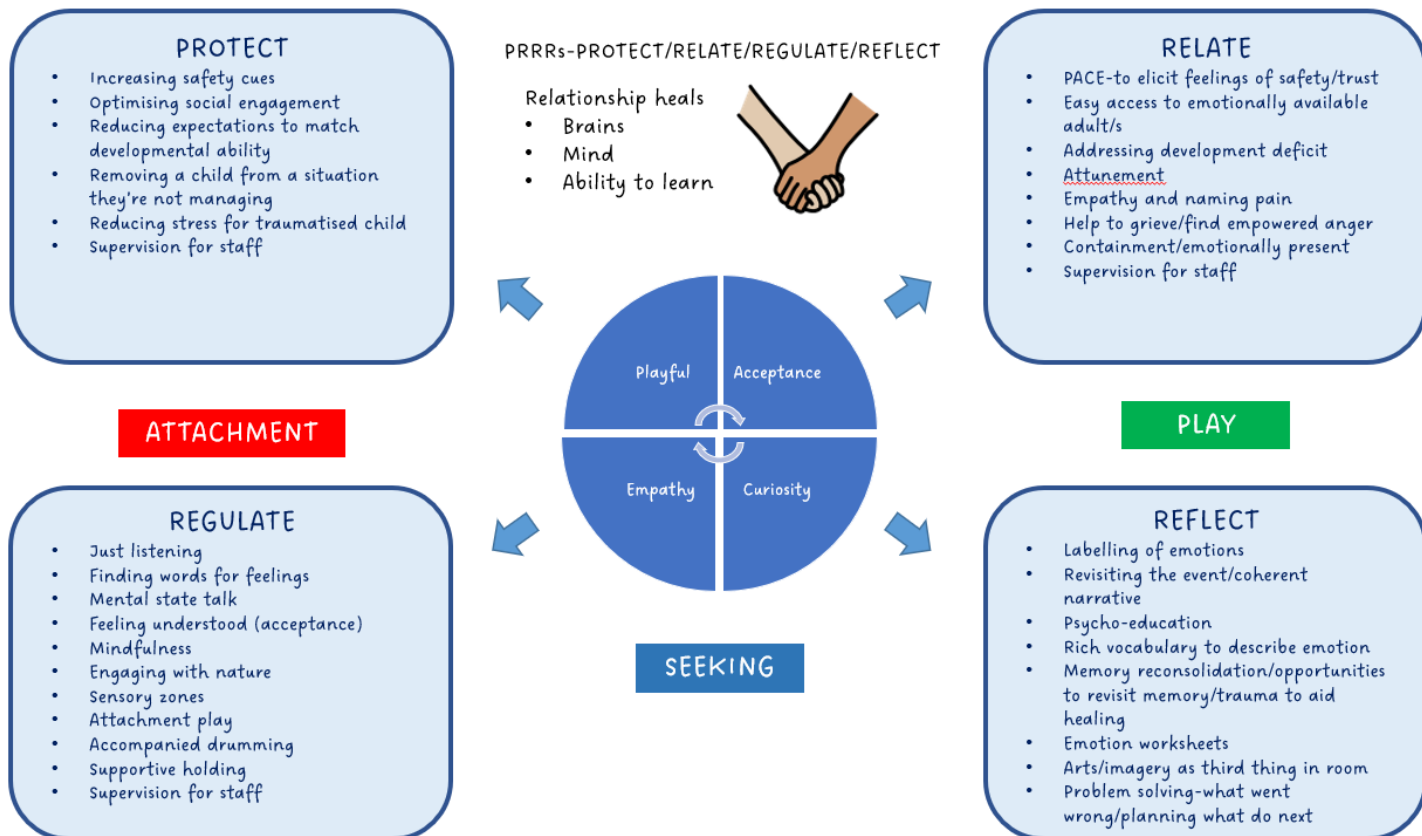
#### CURIOSITY

Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.



Please see our Trauma Informed Relational Policy for further information.

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect;



### 3. Rewards

We recognise, praise and reward children for positive choices and to help motivate and engage children promoting positive learning behaviours. As we recognise that sometimes one size does not fit all, we use a blended approach of both extrinsic and intrinsic rewards to help motivate and engage all children.

<p>We encourage all members of staff to praise in several ways:</p> <ul style="list-style-type: none"><li>• A quiet word of encouragement</li><li>• A positive written comment on a piece of work</li><li>• Dojo points</li><li>• A visit to another member of staff, or the Principal</li><li>• Praise in front of the group, class or whole school</li><li>• Acknowledgment by presentation at a good news assembly</li><li>• Publishing of work on school communications</li><li>• Giving a special privilege</li><li>• Display of work</li><li>• Inviting parents / carers in to share good work</li><li>• A phone call home to share good news</li><li>• A letter home to parents / carers informing them of some action or achievement deserving praise</li></ul>	<p>The following actions have consequences:</p> <ul style="list-style-type: none"><li>• Unacceptable behaviour</li><li>• Fighting, play fighting or any sign of physical aggression</li><li>• Pupils who are found to have made malicious accusations against other children or school staff</li><li>• Failing to repeatedly display school values</li><li>• Failing to follow instructions</li><li>• Failing to complete work to an expected standard</li></ul>
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#### 3.1 Class Dojo

Class Dojo is a digital classroom management tool designed to help our school staff improve pupil behaviour and communicate more effectively with parents. Each pupil gets an avatar, and school staff award dojo reward points for things, such as good homework, participating in class, or staying on task. Each pupil's points can be displayed via a smart board, and parents, via their app, can see these.

Points will accumulate over the term and children will receive an award for each milestone they reach: 50 Bronze, 100 Silver, 150 Gold. Once a child receives a gold certificate they will receive a badge during a whole school, year group or class assembly. The child will then start again from 0 to earn and accumulate multiple badges which will be placed on each pupil's lanyard.

#### 3.2 Behaviour during Assemblies, Playtime and Lunchtime

Children will be rewarded for making positive behaviour choices throughout the day. This might be through verbal praise and acknowledgement or through awarding Dojo points. All adults working at the school are involved in giving Class Dojo Rewards. When the child returns to class, these are added to the online Class Dojo reward chart. (Appendix 2)

#### 3.3 It's Good to be Green

The use of the Good to Be Green chart is in all classrooms to help any pupils who need a visual reminder to help with making positive behaviour choices. We believe every child has the right to a fresh start and all children begin the day on green. For those children who need a visual reminder as well a verbal reminder, warning & consequence cards may be given and are visual cues to assist children in managing their own behaviour. The chart links to our Tiered Behaviour Pathway.

#### 3.4 Character Education through the 6Rs

At Abbey Mead Primary Academy, we believe developing a child's character is equally as important as the academic education they receive. We teach character through all aspects of daily life and this is incorporated within lessons. Before character can become an integral part of teaching and learning, the basic concept must first be taught. Guy Claxton's metaphor of seeing these characteristics as 'muscles' is very helpful as it conveys a number of key points that the teaching phase needs to help children understand...

- We all have all necessary character qualities to a greater or lesser extent.
- Through conscious exercise and focus they can be strengthened.
- A characteristic that is built in one context is transferable to a different context.
- The correct combination of muscles applied to the task at hand is the route to success.
- If we have areas that are perceived as weaker - the best response is not to avoid this 'muscle' but to make yourself exercise it to strengthen it (confidence, self-control, etc.)
- Successful people are a combination of these basic muscles. Whilst it may not be possible to play football all day, there are plenty of opportunities to strengthen teamwork, creativity, self-control, perseverance and the many other qualities that combine into success. These are then transferred from one activity to another.
- It is important that children internalize the idea that we each possess the full range of characteristics celebrated, and that they can strengthen all of these capacities through sustained effort. School is a great opportunity to explore new ways to develop these transferable, and valued, human traits. Appendix 4

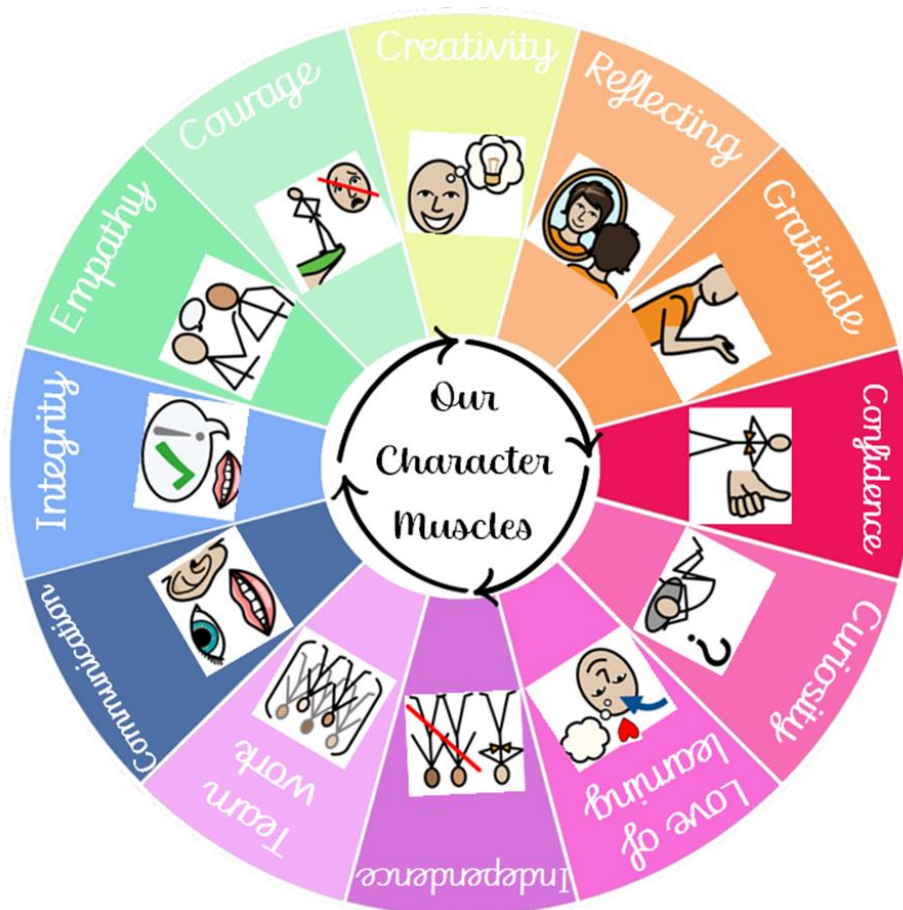
Further details about Character Education curriculum can be found on our website under:  
<https://www.abbey-tmet.uk/curriculum/route-to-resilience/>

### 3.5 Character Muscles

#### What are character muscles?

Here at Abbey, we are proud to have been a part of the Route to Resilience Programme, focused on building the characteristics children need to succeed across the curriculum and in all areas of life. These are displayed in all classrooms and referred to regularly.

This leaflet will explain the 12 character muscles we are initially focusing on building and what they look like. Using these words and character muscles with your children at home will really help them to secure these skills.



## 4.0 Consequences

We want children to be aware that for poor behaviour choices, there are consequences. Sometimes for a variety of reasons, a child will continue to find it difficult to behave in an expected manner. Staff will act with curiosity to explore the possible route cause behind the behaviour so that protective factors can be put in place. Further supportive strategies and appropriate consequences related to the behaviour will be used by staff to encourage the child to develop greater self-esteem, self-discipline & thought for others, maintaining a safe and positive learning environment.

All of our staff understand that presented behaviour may be an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour. All of our staff will undergo regular Trauma Informed training and key information including ACES and external factors will be shared promptly with relevant staff.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences. In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice.

Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

In order to ensure there is a consistent approach, staff will use the following tiered system to address behaviour across the school.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system-CPOMS.

### Notice/Check in/Redirection

Gentle encouragement/redirection/PACE

### Notice/Check in/Further Reminder/Support

Reminder of expectations/Protective factors used to avoid further escalation-moving seat/sensory break)

### Notice/Check in/Consequence (Visual Reminder-yellow card if needed)

Behaviour continuing, child discreetly spoken to & consequence issued appropriate to behaviour

### Notice/Check in/Choice/Caution

Behaviour continuing, child made aware of further consequence if behaviour continues

### Notice/Check in/Further Consequence (Visual Reminder-Red card if needed)

Behaviour continuing, further appropriate consequence issued, SLT/Parents informed, CPOMS



Scripted Language:

Notice/Check in/Redirection

Are you ok? I noticed that .../I need you to.. /Thank you for ....

Notice/Check in/Further Reminder/Support

Are you sure you're ok? I'm still noticing that.. Let's ... (move seat) ... to help you make the right choices.

Notice/Check in/Consequence (Visual Reminder-yellow card if needed)

I've noticed that you're still choosing to ...therefore .... (appropriate consequences given)

Notice/Check in/Choice/Caution

I have noticed that you're still ....therefore I'm going to give you final chance to ...or ..(see examples)

Notice/Check in/Further Consequence (Visual Reminder-Red card if needed)

You have continued to ...therefore... (Further consequence issued, SLT/Parents informed, CPOMS)

When issuing a consequence, the consequence must be appropriate for the child and the behaviour demonstrated.

Behaviour Observed	Possible action taken
Talking on the carpet Disturbing a pupil	Moving the child to another seat
Throwing a rubber/pencil	Ask the pupil to pick the object up
Making a mess	Cleaning the mess
Hurts another child accidentally	Reflection/Repair-How can I put this right?
Hurts a child deliberately	<ul style="list-style-type: none"> <li>Once regulated, time for reflection about incident and support given for repair-How can I put this right?</li> <li><b>Child will reflect on actions further at Playtime/Lunchtime.</b></li> <li>Parents notified</li> <li>Recorded on CPOMS</li> </ul>
Hurts a child verbally	<ul style="list-style-type: none"> <li>Once regulated, time for reflection about incident and support given for further repair-How can I put this right?</li> <li>Parents notified</li> <li>Recorded on CPOMS</li> </ul>

All behaviour incidents are recorded on the school's CPOMS system and are viewed by the Vice Principal & Principal. These are discussed weekly at the DSL meeting and additional support is commissioned where necessary.

Consequences for individuals persistently given further consequences are handled on an individual basis and may include:

- Breaktimes and lunchtimes being spent inside in a greater supervised/controlled manner
- Undertaking specific pieces of work with our Inclusion & Wellbeing Advocate to reflect upon the causes of the poor behaviour and restorative work to address these
- Loss of privileges – for instance the loss of a prized responsibility for a specified period of time
- Missing playtime
- Additional support from our Trauma Informed/Mental Health Practitioner using Trauma Informed therapeutic interventions/Inclusion & Wellbeing Advocate
- Additional support from our Removing Barriers Learning Team and/or specialised support from TMET SEMH Team.

Support from the Local Authority SEMH team/TMET SEMH team support will be requested for children who display consistently challenging behaviour and the agency will work with school to offer advice on behaviour. This advice is often extended to parents.

For consistent low-level disruption that is not resolved through this system, the class teacher will work with the phase leader to implement additional strategies in addition seek support from Trauma Informed/Mental Health Practitioner to explore further explanations for behaviour and put further trauma informed strategies in place.

In exceptional circumstances and for children whom have identified needs (SEMH), the Tiered behaviour system may be individualised to offer further support. For these children, additional behaviour plans will be put into place and will aim to support the child in making a positive contribution to everyday school life. Whilst the additional needs of some children might explain instances of poor behaviour, they must never be seen to excuse them. In these circumstances, the class teacher should be the first port of call.

- It is expected that adults will handle situations involving these children in a considerate and caring manner.
- On occasions, it might be feasible and necessary to remove the rest of the class to another place when children are at the point of crisis

If this is not possible, and the child is continuing to cause an unacceptable disturbance, the assistance will be sought from a member of the Senior Leadership Team; who will help to deescalate and if necessary remove the child to a place of safety.

### **Places of Safety & Seclusion**

On occasions, when children's behaviour is heightened, they may benefit from time away from others. On these occasions, children should be taken to the nearest place of safety to deescalate and remove them from the situation. If the child remains physically heightened, two staff should stay with the child until the child is calm. A child should never have to self-regulate independently.

### **Responsibilities**

#### **The role of school staff**

\*\* It is the responsibility of the class teacher to ensure that the school values are promoted in their class, and that their class behaves in a responsible manner during lesson time.

\*\* Staff in our school have very high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.

\*\* The class teacher treats each child fairly and applies praise and sanctions consistently. The teacher treats all children in their class with respect and understanding.

\*\* The class teacher discusses the school values with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class or address issues through the PSHCE curriculum.

#### **The role of parents and carers**

\*\*The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

**\*\*We expect parents and carers to support their child's learning, and to cooperate with the school. We strive to build supportive relationships and dialogue between home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.**

**\*\*If the school has to use reasonable sanctions to discipline a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher who will be in the most informed position to resolve the matter. If the concern remains, they should contact the phase leader before escalating this to Vice Principal or Principal. All concerns will be dealt with quickly to ensure any matters are quickly resolved and resolutions made.**

## **ANTI-BULLYING**

Incidents of bullying **MUST** be reported to the Phase Leader/Principal immediately and staff must follow the guidance set out in the school's Anti Bullying Policy.

## **GUIDELINES ON INTERVENING IN PHYSICAL DISPUTES**

Through the implementation of this policy, we expect physical disputes between children to be an extremely rare occurrence. However, if a child does lose his / her temper and become involved in a physical altercation it will be taken extremely seriously. If a member of staff witnesses this, they must remember:

- Our first duty is to prevent any harm to any pupil
- 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 instruct other children to move away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the altercation
- It is the 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 event
- We will always listen to children.

If a pupil leaves the classroom without consent, we will establish where he or she has gone. Teachers may be unable to follow them due to the adult ratios and; if so, will send a message to another class for additional support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds; unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

## **GUIDELINES ON PHYSICAL INTERVENTION**

De-escalation is always the first strategy and physically intervening with children is a last resort. Physical Intervention of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others.

Where there is a need under the criteria for physical intervention it **MUST** involve a member of staff who has completed their TeamTeach training. If an additional member of staff is not already present, additional adult support must be called for immediately. If the child is kicking wildly, then shoes should be removed first, if possible, to avoid injury to staff. Staff should use the recognised Team Teach escorts and holds, as appropriate to the situation.

Staff should be aware of and have regard to the particular handling advice for individual pupils who have a 'positive handling plan'. Where children have been handled or restrained, a form is completed and countersigned. Parents are informed as soon as reasonably possible and a copy of the form given to them.

## **RECORDING**

Any instances requiring a physical hold/lift should be recorded in the physical intervention book/online portal, this is kept in the Principal's office, and all staff involved should sign the account.

Any significant incident of poor behaviour should be recorded on CPOMs. Any member of staff can complete an electronic

record. The account should record what has happened, as well as the accounts of any victims, perpetrators and significant witnesses. All accounts should be listened to non-judgementally; and recorded as they are given. The electronic account via CPOMs will be sent to members of SLT, SENDCo and Pastoral Team, who will decide on a suitable course of action, and consider who needs to be informed, and how.

### **COVID-19 ADDENDUM**

Since the return to school post COVID, we recognise that children have undoubtedly experienced a range of emotions, anxieties and experiences during lockdown. Acknowledging and understanding these lived experiences is key to our approach and we have adopted a range of approaches and strategies to support children in validating and addressing concerns.

During the past two years of uncertainty, many children will have felt emotions of anxiety, distress and possibly trauma. We recognise that these emotions can be overwhelming for children and if unaddressed will impact upon our children's ability to learn and develop. A significant focus of our PSHE work will allow children time to understand more about their feelings and develop mechanisms to cope with these.

In a small number of children, these emotions may display themselves in behaviours which are unusual for their characters, including acting out and problematic behaviours. In many cases, these behaviours will be down to children having become dysregulated and we believe school expectations, routines and values will assist children with adjusting. In line with our holistic approach, we will seek to understand the causes of these behaviours and address these directly with children; amending procedures where appropriate.

Our Recovery Curriculum will also include:

- Dedicated time for transition, mental health and PSHE in new term will help to provide a suitably nurturing and holistic offer
- Sensory/learning breaks will be utilized to prevent communication overload
- Purposeful and explicit discussion about the familiar- same desk, work stations so the unfamiliar becomes familiar supported by clear expectations
- Establish and promote good routines (healthy eating, sleeping patterns, hygiene, positive choices) in order to support parenting capacity and those pupils who have become dysregulated through lockdown

In order to support parents in speaking with their children around mental health and wellbeing, our PSHE lead has uploaded a number of resources, videos and activities to our website. On this page, you will also find access to a variety of services that offer support locally, nationally and online.

Further details can be found on our website under:

<https://www.abbey-tmet.uk/mental-health-and-well-being/>

## **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 that have been or could be used to commit an offence or cause harm.

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

PACE-A relational approach



PLAYFUL

Creating an atmosphere of lightness and interest when you communicate, having fun, and expressing a sense of joy.



EMPATHY

Being empathic means the adult actively showing the child that the child's inner life is important to the adult.



ACCEPTANCE

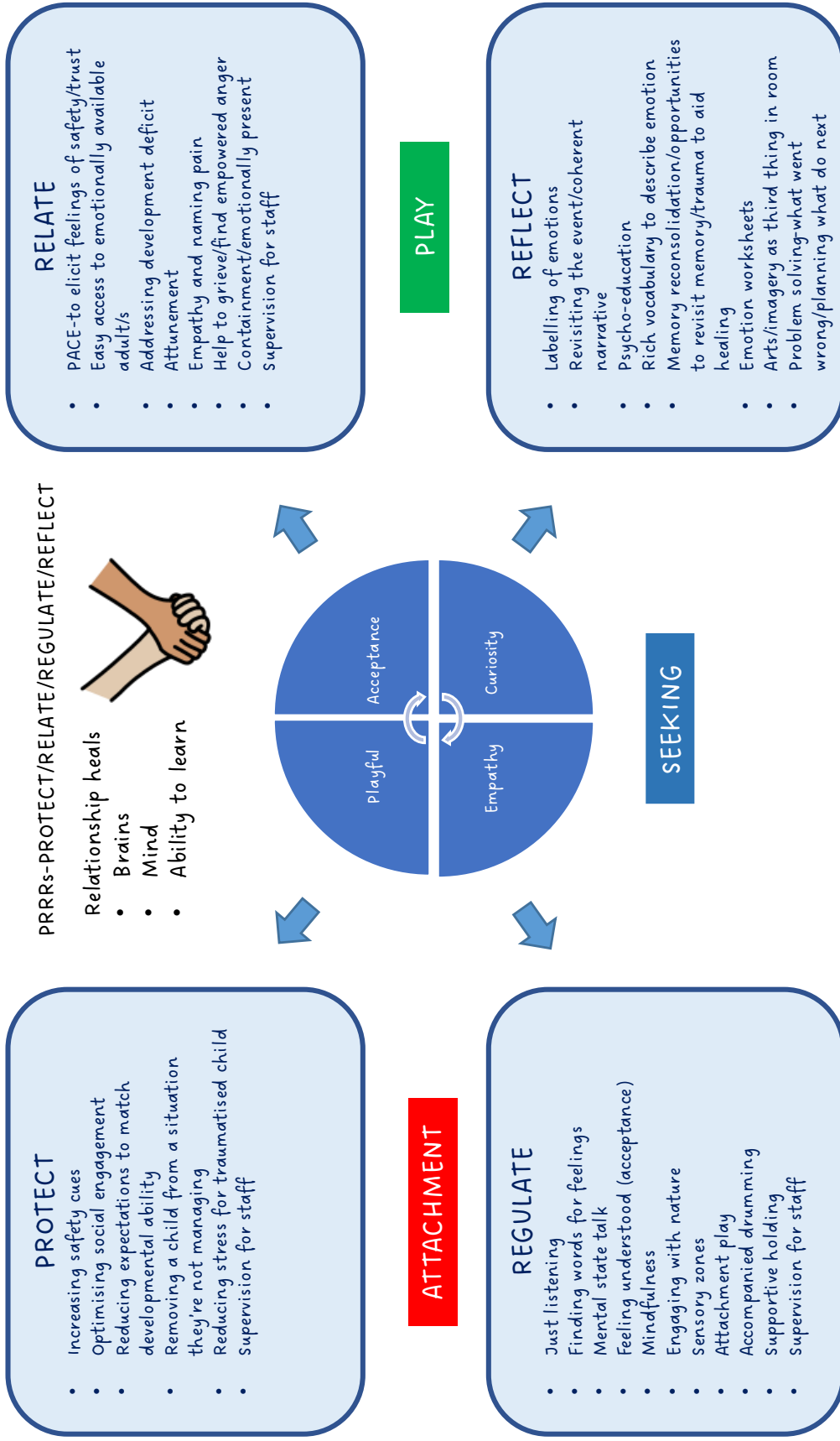
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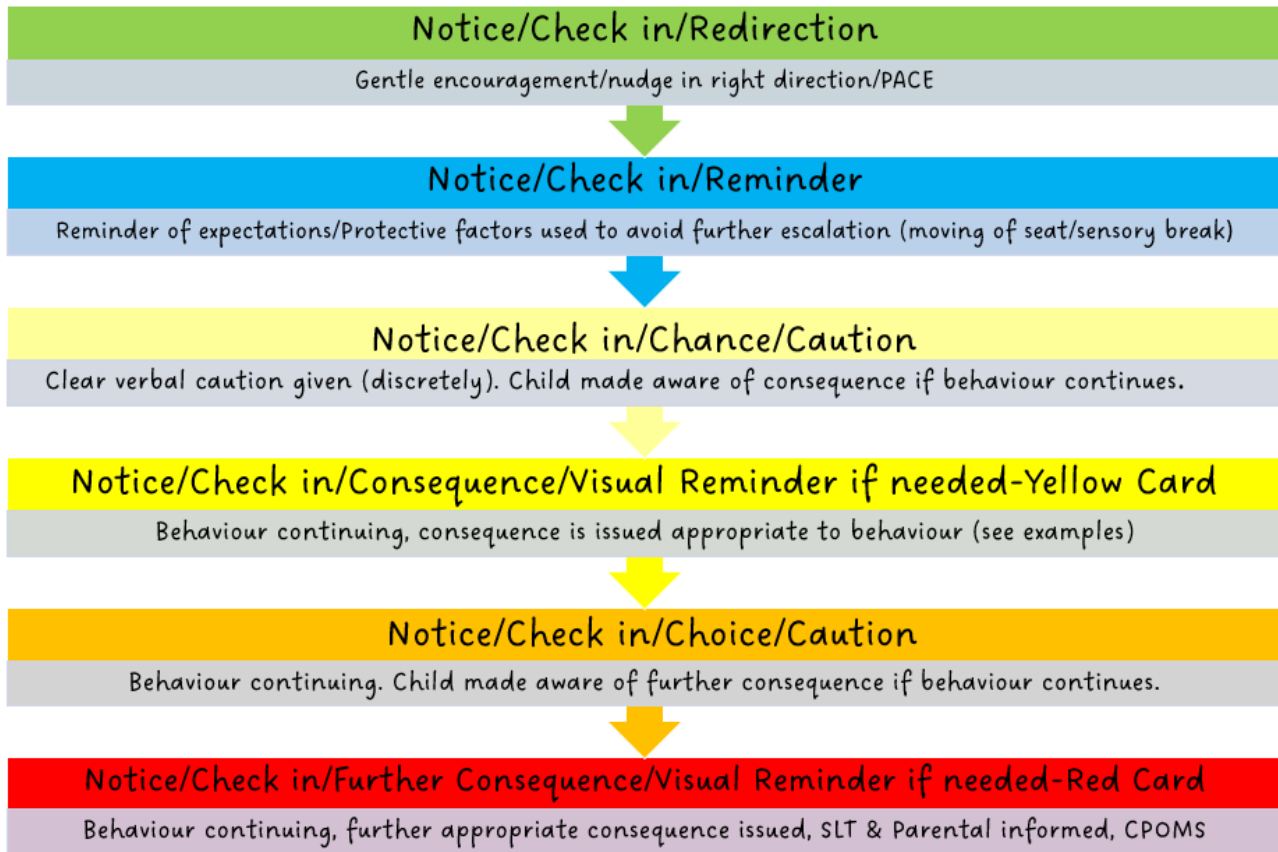
CURIOSITY

Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the adults know that the adults understand.

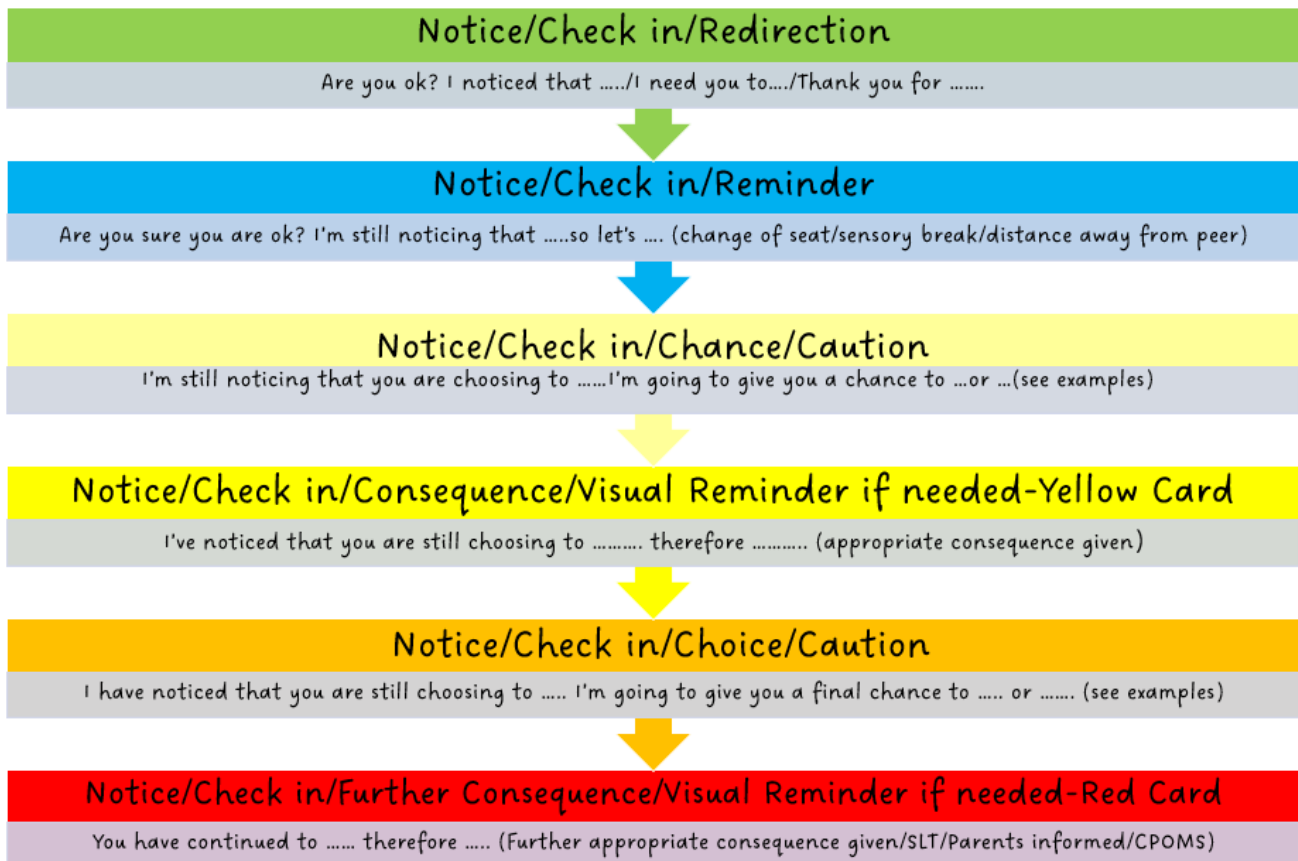




### Appendix 3



### Scripted Examples



# Break time conduct



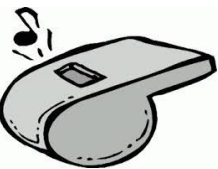
Walk to the playground quietly with the class teacher and wait until a teacher is on duty.



When necessary, the teacher on duty will choose children to play football and give out coloured bands/bibs.



Respect the trees and our wonderful environment. Do not pull on the branches or leaves as you will harm them. Do not pick up and throw stones.



First whistle blow = stand still  
Second whistle blow = walk to your line sensibly and wait for your teacher to lead you in to the building in a calm manner.





**Appendix 5**

**THE 6Rs – READINESS ~ RESPONSIBILITY ~ RESOURCEFULNESS ~ RESILIENCE ~ REFLECTION ~ RISK-TAKING**

We want children of all abilities to be curious, creative, problem solving, value learning and motivated to learn to enable them to make the most of all opportunities they have in our global world. We want children to be able to:

1. identify how they learn and to be able to explain what they can do to extend their own learning
2. make informed choices about how they can extend their own learning and to be able to discuss why learning is important
3. explain how they have transferred learning from one area to another (e.g. problem solving... what strategies did you learn that you will use again? How could this be helpful in the future?)
4. independently select resources and state why particularly resources might be helpful or not
5. be resilient and cope emotionally in our ever changing global world
6. be ready to learn alone and with others

<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>• Accountability</li> <li>• Decision making</li> <li>• Being dependable</li> </ul>		<p>I can take responsibility for my own learning and behaviour</p> <p>I can keep myself safe and healthy</p> <p>I can be kind and take care of others</p> <p>I know who to ask for help if I need it</p> <p>I can complete tasks to the best of my ability</p> <p>I can be flexible and adaptable and cope well with change</p>
<p><b>RESOURCEFULNESS</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Making links</li> <li>• Imagining</li> <li>• Reasoning</li> <li>• Using resources</li> </ul>		<p>I am curious about learning</p> <p>I like to get to the bottom of things</p> <p>I like to see how things fit together</p> <p>I can be logical and systematic when working</p> <p>I make use of a range of learning resources</p> <p>I enjoy using my imagination</p>

**RESILIENCE**

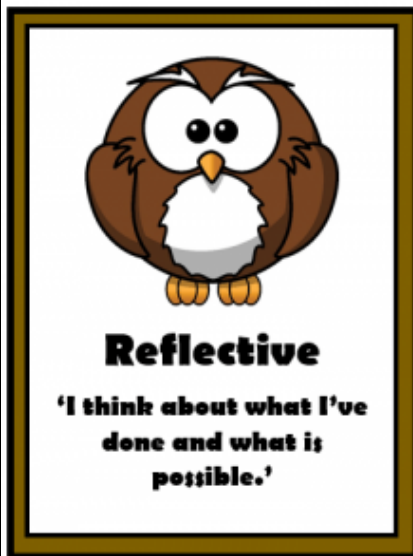
- Absorption
- Managing distractions
- Noticing / Observing Perseverance



- I like a challenge
- I am not afraid of finding things hard
- I get 'lost' in creativity and learning
- I make accurate descriptions / observations
- I minimise negative distractions
- I stick at things despite difficulties

**REFLECTION**

- Planning
- Reflecting
- Evaluating




- I like to organise my work; I can sort out what needs to be done
- I know what I have done well and what I need to do to improve
- I can transfer learning from one area to another
- I can anticipate problems and ask enquiry questions
- I can talk about how I learn
- I am curious and notice things

**READINESS**

- Interdependence
- Self-efficacy
- Empathy
- Listening
- Imitation



- I believe in my own ability
- I can give good eye contact and actively listen
- I am interested in my learning
- I have all of the tools/equipment I need to learn.

<p><b>RISK TAKING</b></p> <ul style="list-style-type: none"> <li>• Courage</li> <li>• Creativity</li> <li>• Reasoning</li> <li>• Problem Solving</li> </ul>		<p>I am willing to give everything a go</p> <p>I can think about things creatively Thinks about things in different ways</p> <p>I recognize that making mistakes are a part of learning</p> <p>I am able to learn from my mistakes</p> <p>I can look at problems in different ways</p> <p>I have self-belief and confidence</p>
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## The 6Rs

The 6Rs are central to our ethos at Abbey Mead Primary Academy. They are 6 positive learning behaviours that promote good and effective learning for life. Each R represents a characteristic that we teach, encourage and foster through our whole curriculum and as a whole school community. They underpin everything we do and are central to our belief that every child has the ability and right to learn and achieve to their full potential. Each R has its own animal character that demonstrates that learning behaviour. You will see these shown prominently throughout the school. We are proud that the children can articulate these behaviours and use them to improve their learning.

**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.

<b>Version:</b>	1.0
<b>Date created:</b>	March 2021
<b>Author:</b>	MOL/EMA
<b>Ratified by:</b>	Executive Team
<b>Date ratified:</b>	20/04/2021
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**Revision History:**

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

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## **1 Introduction**

- 1.1 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.
- 1.2 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 for Learning
- Health & Safety
- Looked after Children
- Safeguarding (Child Protection)
- Special Educational Needs

## **3 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.

## **4 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.

## **5 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.

## **6 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.

## **7 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.



## **8 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

## **9 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.

## **10 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.

## **11 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 Some key members of Inclusion staff and at least one member of SLT within each school and College will be trained and regularly updated in the use of positive handling. 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.

## 12 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:

- Behaviour Intervention Coordinator
- SENDco
- Support staff – trained and confident to deal with the situation
- Vice Principal
- Principal
- Head of School
- Headteacher

Staff to be informed if / when restraint takes place:

- Vice Principal
- Principal
- Head of School
- Headteacher

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

- All members of staff involved
- Vice Principal
- Principal
- Head of School
- Headteacher

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

- Head of Year
- Assistant or Vice Principal
- Head of School
- Headteacher