

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Willowbrook Mead Primary Academy

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Revision History:

Version	Date	Author	Summary of Changes:
2	25/08/2018	GP	Reviewed and amendments made to reports
2.1	Sept 2019	LN	Logo and academy name amended
2.2	Sept 2020	HS	Reviewed and amendments made where needed (incl dojo and adaptation of report system). Including covid 19 information and adaptations
2.3	April 21	HS	A new paragraph on physical intervention sent by the Trust in line with LA updates.
2.3	Sept 2021	HS	Reviewed and no amendments made
3.0	Sept 2022	AW	Reviewed and new policy implemented
3.1	Nov 2022	AW	Reviewed and amendments made where needed
3.2	August 2023	AW	Reviewed and amendments made where needed
3.3	April 2024	RP	Reviewed and amendments made where needed
3.4	Sept 2024		Reviewed and amendments made where needed

Our Behaviour Policy

This policy sets out to define Willowbrook Mead Primary Academy's behaviour, ethos and expectations. The policy is based on the school's vision of a kind, safe and caring school and applies to every individual.

The Willowbrook Way of, 'Be Kind, Be Responsible and Work Hard' are our 3 school rules and they encapsulate our expectations of each child and has its basis in the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

1. **Work Hard** – We promote resilience, grit and determination so pupils learn that success needs hard work and effort.
2. **Be Kind** – We aim to develop respectful, tolerant children who are kind to everyone.
3. **Be Responsible** – We encourage children to make a positive difference to themselves and the world around them.

Willowbrook Mead's Values:

In addition, there are a set of core values that define Willowbrook Mead and our staff and children. At Willowbrook Mead I will:

- Play kindly with all members of the Willowbrook Mead Family. Always keeping them and myself safe
- Use kind comments and language to all members of the Willowbrook Mead Family.
- Show respect to all members of the Willowbrook mead Family
- Show that I am proud of the diversity at Willowbrook Mead
- React positively to all members of Willowbrook Mead and make sure they feel safe and happy

The adults at Willowbrook 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 encourage children to be polite, respectful, well mannered, helpful and to become good citizens who will contribute positively, and this is role-modelled by staff. We aim to give all our children a shared sense of pride in attending Willowbrook Mead Primary Academy and to feel that it is a place where they are safe to learn without disruption or distraction.

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 where needed and communication cards, we adapt our policy for vulnerable pupils.

The overall standard of behaviour is the collective responsibility of the whole staff. Where children do display inappropriate actions there are clear lines for consequences alongside our relational approach. The message is always to understand the behaviour.

Praise

At Willowbrook, we aim to find and focus on the positives in children's behaviour and all staff explicitly state the character muscle or Willowbrook value that children have demonstrated when giving praise. We encourage all staff to show praise in several ways:

- A quiet word of encouragement in line with the Willowbrook values or character muscles.
- Use of the dojo system- points allocated electronically
- A visit to a member of the senior leadership team, eg: phase leader
- Public praise in front of the school/class
- Display of work either in class or on the Wall of Wow in the school hall
- Postcard home to share good news with Parents/Carers
- A message on dojo sharing good news or examples of work.

In addition to this, we hold weekly Celebration Assemblies which publicly recognises children's positive behaviours through the dojo system. Children individually collect these dojo points which are then collated by an adult each week. Once a child reaches 100 dojo points, parents/carers are invited into school to see children receive their reward which is a badge for their lanyard. 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

Children will aim to get through this cycle up to 3 times during their time at Willowbrook. If they manage to complete 3 full cycles, children will become school ambassadors. They will have a special assembly to honour the occasion, be awarded with an ambassador badge and have their name added to a plaque which is placed on the wall in our reception area.

Each Friday, all classes have a Golden Time which is the last half an hour of the school day. During this time, children take part in positive play where by teachers set up and support children accessing games and activities for them to enjoy with their friends. Children that struggle with less structured times may be supported by additional staff members in smaller groups.

Lastly, Willowbrook aims to reward those children who consistently show the Willowbrook Way and demonstrate our values. As a result, each Half Term, there is a Golden Ticket event where children who have shown the positive behaviours outlined above are invited to take part in an exciting reward afternoon alongside the staff and their peers.

Sanctions

Every morning is a fresh start for children at Willowbrook. We recognise that children will not get their behaviour right first time and so children have opportunities to correct their behaviour at each stage before they progress through the behaviour system. Children will be given:

- 1) A warning look
- 2) A verbal warning
- 3) A stage yellow- miss 10 mins of playtime (KS2), miss 5 mins (KS1)- log on class log
- 4) A stage red- miss 30 mins of lunch (KS2), miss 15 mins (KS1). Behaviour logged on class log and CPOMs
- 5) If a child continues to show poor behaviour, or receives a second stage red within one day, they will be placed in internal suspension with the behaviour mentor or senior leader where they will complete their work away from the classroom. Behaviour logged on class log and CPOMs.

Staff are entitled to skip the warning stage if they feel that behaviour is persistently disruptive towards the learning of others or puts other children/staff at risk of harm. For example:

- a. hurting other children intentionally would not require a warning before receiving a consequence.
- b. Persistently disrupting learning to the detriment of other children may warrant an instant consequence to establish high expectations within the classroom and allow all children to learn.

When dealing with behaviour in school, all staff will avoid:

- Using humiliation
- Over reacting
- Using blanket punishments
- Leaving children outside of rooms
- Using sarcasm

Unacceptable Behaviour

When we do have to deal with unacceptable behaviour, all members of staff follow the outlined policy. 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. All stage red consequences are shared with parents/carers.

Golden Time and Golden Ticket Events

Children who receive 2 x stage red consequences in one week will not be invited to take part in Golden Time. They will spend this time with the behaviour mentor reflecting on their behaviour in the hope that the restorative conversations prevent further incidences occurring.

Our Golden Ticket events are special and aimed to reward those children consistently following the school rules. Stage yellow and stage red cards are recorded on the class log and children who exceed 3 stage red in a Half Term, will not be invited to take part. They will complete activities based on developing specific character traits with the pastoral team.

Report System

- 1) **Behaviour Log:** If stage red consequences are not effective in improving behaviour and a child receives multiple stage reds (2 in a week), they will be placed on a behaviour log. This is a supportive intervention used to encourage children to make good choices but also identifies if

there are patterns to behaviour. There are no consequences to this report, the behaviour is simply being monitored.

3 x yellow card or 1 x stage red = fail. The child moves to a yellow report. Parents will be notified.

- 2) **Yellow report:** 3 x stage reds in a half term will result in yellow report. This report is also broken down into sessions which is signed by a member of staff. Adults will choose either: pass, yellow, fail to show where the behaviour sat for that session. Children who are on yellow report miss their break or lunch time for a set number of days at the discretion of senior leaders. The length of the report is decided based upon age and individual circumstances but may be up to and not exceeding a week.

4 x yellows or 2 x red = fail. The child moves to red report. Parents will be notified and a decision about the next steps discussed.

- 3) **Red report:** This is the final report in the behaviour policy and the most serious. It works in the same way as the yellow report, however, a child on red report will miss not only their break and lunch times but will not be able to attend any after school clubs.

4 x yellows or 2 x red = fail.

At the point of a failed red report, parents are invited in for a meeting with the teacher and phase leader. Consequence of failing the red report may be:

- Restarting the red report
- Internal suspension at another trust school
- Fixed term suspension (recorded officially and shared with the trust and local authority).

Fixed term suspensions are considered on a case by case basis and authorised by the principal. In extreme circumstances, an immediate fixed term suspension may be issued due to the safety of the child in question and the risk posed to others.

A child may enter the report system at different levels depending on the severity of their behaviour. Children who consistently display the same poor behaviour or who consistently refuse to demonstrate the Willowbrook values, may be entered immediately onto report at the Principal, Vice Principal or Assistant Principal's discretion.

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

Discriminative Incidents and Bullying

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.

Willowbrook 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 Willowbrook Mead there is also 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 phase leader if the pupil refuses to apologise in the first instance
- Parents on both sides will be informed of any incidents of sexual harassment

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:
 - 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 Willowbrook 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.

The values of the school promote kindness but where students report bullying or cyber-bullying the academy will act quickly to support the individuals. Incidents of bullying MUST be reported to the Phase Leader/SLT/Principal immediately and staff must follow the guidance set out in the school's Anti Bullying Policy.

Guidelines on Intervening in Fights/Disputes

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. However, if a child does lose his / her temper and becomes 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 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
- Ask 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 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 will not run after them but will send a message to the office for adult 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. 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.

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.

Clubs

The school behaviour policy remains in place during breakfast club and afterschool clubs. The senior leadership team may ban children from clubs if deemed necessary. If they are on red report, they are unable to attend.

Lunchtime

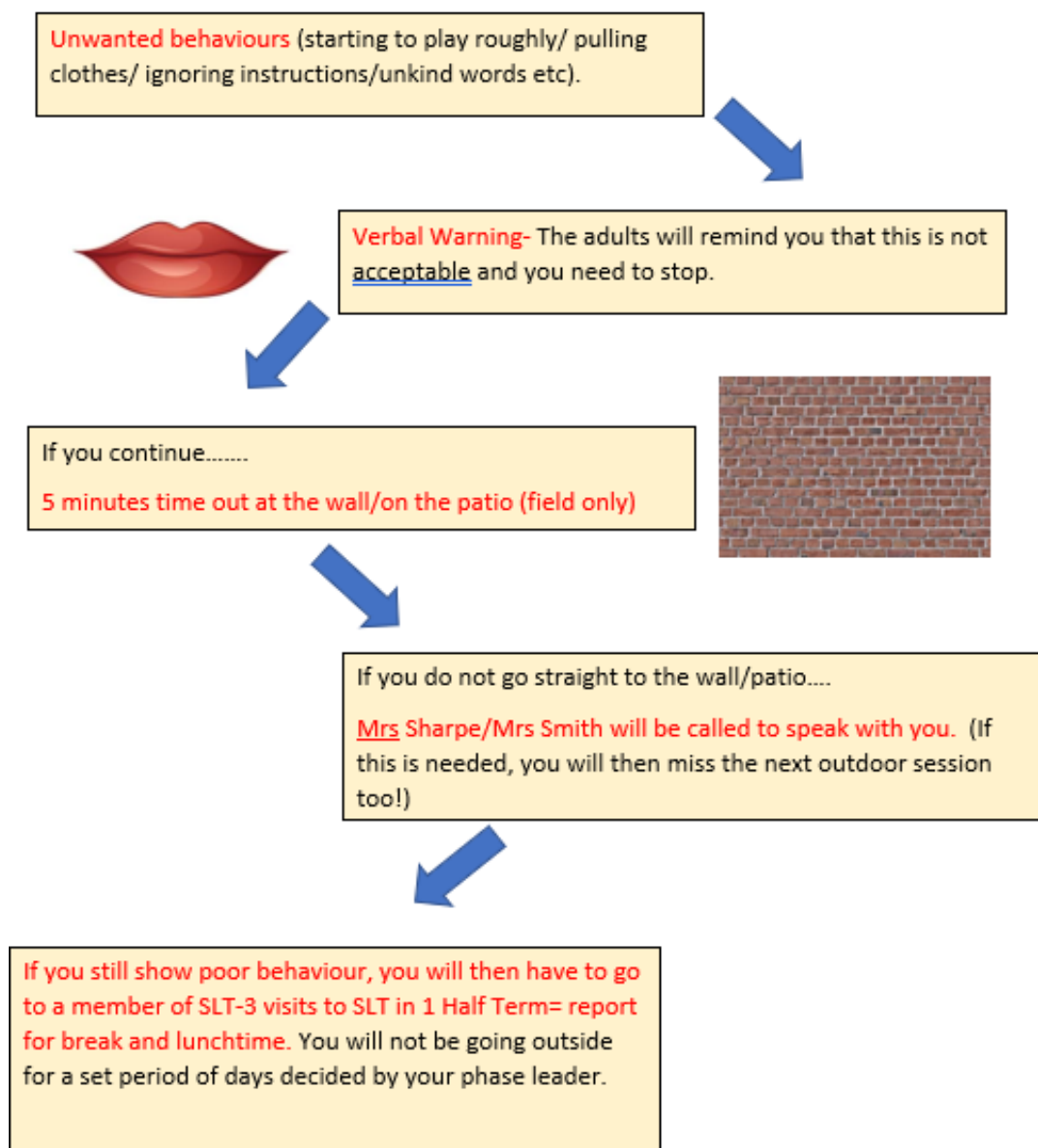
Lunchtime supervisors (LTS) are encouraged to recognise and give verbal praise for children showing good behaviour. No one should be left inside without adult supervision. Inappropriate behaviour at lunchtime may result in a cooling off time by the wall.

If children continue to display behaviour against the Willowbrook values, then LTS will seek support from the Lunchtime Manager. The child will then be supported to regulate their emotions and they will spend the remainder of the session inside with a member of the leadership or pastoral team.

The lunchtime manager will meet with the Vice Principal once a month to discuss lunchtime issues including the management of behaviour.

The flowchart below shows the steps to managing behaviour during a lunchtime.

Lunchtime Behaviour at Willowbrook



Pupil Support Systems

Communication Cards: Some children will be unable to access the behaviour policy alongside their peers due to a specific SEND need, usually relating to social, emotional and mental health (SEMH) difficulties. When this is the case, they will have access to a communication card. (See Appendix A)

The communication card will break down the behaviour of a child into the stages of crisis. Staff will be supported through scripted responses centred around kindness to intervene early and ensure that children can regulate their emotions. The communication card will provide additional teaching strategies where relevant. Furthermore, the children will have bespoke rewards and sanctions aimed at supporting their behaviour. The communication card will be reviewed regularly by the RB2L team.

Pupil Transition: Lengthy and thoughtful transition work takes place with the feeder secondary schools. This may involve children having time to meet with key members of the school team and opportunity to complete activities as required. 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. Where we feel that transition is going to be a challenge for a child, we will arrange additional transition opportunities and work closely with feeder schools so that they have a clear understanding of the specific needs and how best to support children in those initial weeks.

Mobile Phones

- Children in Year 5 and 6 are permitted to bring mobile devices to school, however, must hand their devices in to their teacher at the start of the day so they can be held at the school office until the end of the day.
- Children found with mobile devices on their person during the school day will have their mobile device confiscated. Confiscated devices must be collected at the end of the same day. On the third instance of the phone being confiscated in the same academic year, the phone will only be returned to the parent/carer.
- Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.
- Mobile devices in school are the students' responsibility. The school/Trust accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

Searching, Screening and Confiscation

Pupils at Willowbrook 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 Willowbrook 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 Willowbrook Mead Prohibited Items list (below).

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

Hannah Sandy-Sharpe (Principal)

Jo Hill (Vice Principal)

Gilly Curtis (Assistant Principal)

Dee Lal (Assistant Principal)

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 practical. 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.

Willowbrook Prohibited Items:

- Cigarettes
- Vapes and cartridges
- Matches
- Lighters
- Collectable items, alleged to belong to another child

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

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.

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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

Appendix B –

CHILD A		 	
Stage 1 and 2 Behaviour - Child A will struggle to focus on the learning. - He is unable to process the information within the class input - Child A will then walk around the room and look for opportunities to disrupt. - Child A will include others students in his behaviour		Interests: - Pokémon - Ball games - Mario	Key Staff: - Hannah Sharpe - Luke Foster - Ali Williams
Stage 1 and 2 Response - Child A needs to be shown the learning 1:1 in a quiet, desensitised learning environment. - If Child A is running around the room he should be removed and explained to him that he will complete his learning elsewhere - Staff should give him five minutes to calm in a specific small room. A timer must be started and Child A must be shown this. "When our five minutes is complete, then we are going to complete our learning."		Rewards/motivation - Verbal praise from adults - Child A will use his When and Then board to access rewards. - Child A will have rewards after each lesson but also a daily reward and a weekly reward.	
Stage 3 C3/IE - Child A will throw items around the room - Child A may lash out towards other students or adults. - Child A will attempt to run out of the classroom	Stage 3 Response - Staff will use Team Teach to keep Child A safe. - Child A will need to be taken to a small room - Once staff are no longer using Team Teach then they will give him five minutes to calm down. A timer must be started and Child A must be shown this. "When our five minutes is complete, then we are going to complete our learning."	Prevention - Child A will struggle with the class input so he should be removed from this. - Child A will struggle with new adults so plans should be made around cover.	



CHILD A



Curriculum to be delivered

- Child A will follow the learning expectations of the rest of his class.
- His work will be differentiated to meet his needs
- Child A will have ELSA sessions around the Zones of Regulation.

Teaching strategies

- Child A will start his lesson outside of the classroom with a member of staff. They will discuss his When and Then reward (See Scripts).
- Child A will be told the amount of work that needs to be completed at the start of the lesson.
- Staff will use modelling to show him how to complete the work
- Child A will have access to key words for use with his learning.

Considerations for the learning environment

- Child A will have small space to complete his lesson input
- He will have visual key words to use

Scripts

- "Child A when you complete your learning, you will have your 5 minute reward".
- "Child A you are showing unsafe behaviours, I am going to take you to clam down"
- "Child A well done for your learning. We are proud of how hard you have worked".

Outside agencies involved

- School nurse
- Susie Lee- SENCO
- Ali Williams- TMET DSPs

SEMH Areas for support

- Self-esteem
- ASD tendencies
- Physically aggressive
- Risk behaviours



WILLOWBROOK MEAD
PRIMARY ACADEMY

