

CASTLE MEAD
ACADEMY

BEHAVIOUR MANAGEMENT POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, along with the Executive Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

| | |
|-----------------------|--------------------------------|
| Version: | 2.2 |
| Date created: | August.2019 |
| Author: | Assistant Principal, Behaviour |
| Ratified by: | T. Hague |
| Date ratified: | October 2021 |
| Review date: | October 2022 |

Revision History:

| Version: | Date: | Author: | Summary of Changes: |
|-----------------|--------------|----------------|--|
| 2.0 | 11.08.20 | NMU | Amendments to detentions and Internal isolation times. |
| 2.1 | 02.04.21 | THA | Amendments to Physical Intervention, appendices 4/5/6. |
| 2.2 | 13.10.21 | MRU | Amendments to CMA Way Each Day. Wording of 'suspension' and physical intervention. |

Introduction:

Within our *Community of Excellence* at Castle Mead Academy, scholars are enabled to be their best selves by the promotion and explicit teaching of respectful behaviour at all times. This is so that we create a calm and orderly learning climate where teachers can teach without interruption, scholars can learn without interruption and therefore all can flourish

To enable this to happen, all staff are consistent in their approaches and routines for lessons and other parts of each day. These routines are explicitly communicated and taught to scholars and are consistently used by staff. Therefore, there is clarity about expectations and all can be sure of correct conduct at all times. This minimises the need for consequences and helps create a positive climate for learning based on respectful behaviour by all.

To achieve this, we expect all members of the Castle Mead community to model appropriate behaviours which are underpinned and embedded throughout our academy through our 'Growing a Community of Excellence' ethos. The 'Castle Mead Way Each Day' sets out daily expectations and aims to ensure there is a consistent structure in place. It details what is expected of all scholars and the reason why the actions are important (see Appendix 1). We feel it is important that all understand the reasons behind each expectation so that all can agree on the need for each rule.

We know that families look to the academy to promote learning and respectful behaviour. Each scholar is therefore cherished and challenged to do their best and be their best self.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the scholars can thrive and flourish. Maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim: staff, families, visitors and scholars will all act to promote respectful communication and in a calm and caring environment.

The use of social media and other digital communication is included in the remit of this policy.

The overarching aim of the Behaviour Management Policy is that learning flourishes in all aspects of academy life.

Aims:

- Ensure that the academy is a safe, happy and supportive place for all staff and scholars.
- Ensure that all members of the academy community are shown respect and show respect for others.
- To form an active partnership with families to encourage excellent behaviour.
- To have the highest expectations of scholars in order to ensure their one chance of a good education is not squandered.
- To ensure all scholars develop the good learning habits that they need to be successful in school and in life.
- To ensure all scholars are able to act responsibly and accept responsibility for their own actions.
- To boost scholars' resilience and character through positive reinforcement and enrichment activities.
- Ensure there is appropriate sharing of information between pastoral staff and teaching staff to ensure that all staff are fully aware of any barriers to learning including those that might cause challenging behaviours.

This policy should be read in conjunction with the academy's other related policies.

Expectations, staff:

- Greet scholars at classroom door.
- Create a swift and purposeful start to the lesson.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned and structured lesson which is responsive to needs and in line with curriculum and pedagogical expectations of Castle Mead Academy.
- Apply the 'Castle Credo' expectations and apply sanctions as per the policy.
- Promote and reinforce positive behaviour in the classroom.
- Reward scholars in accordance with the Rewards policy.

Expectations, scholars:

- To comply with and champion The 'Castle Mead Way Each Day' and the 'Castle Credo'.
- To follow the two 'ground rules' in class.
- To treat all members of the school with courtesy and consideration in all circumstances, showing respect for everyone.
- To model good behaviour, to set an example in their attitude, learning and achievements.
- To wear school uniform within the school environment and when travelling to and from school.
- To show respect for the whole school environment and conduct themselves around the building in a safe, sensible, manner and show regard to others.
- Acknowledge the Academy is a non-gum chewing environment.
- To aim for 100% attendance.
- To aim for 100% punctuality to school and each lesson.
- Bring equipment appropriate for the lesson.
- Follow instruction first time, every time, so as not to delay learning.
- Hand in homework at the time requested.

Mobile phones and other devices:

- Use of mobile phones/devices **is not permitted and will lead to the device being confiscated**. Mobiles phones/devices that are seen by staff, in use or not, will be confiscated. A D3 detention will also be issued. If scholars need to call home they can do so from the main office.
- Mobile devices/headphones must be switched off or on silent and stored in bags. Scholars must not use a mobile device or headphones anywhere in school during the school day.
- Use of mobile devices includes, but is not limited to: answering telephone calls or texting during the school day; the use of mobile devices to threaten or bully; recording or watching inappropriate video footage; playing music; using inappropriate language; and uploading content to social networking sites.
- 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 scholars' responsibility. The academy accepts no responsibility for mobile phones that are lost, damaged or stolen on academy premises or transport, during school visits or trips, or while scholars are travelling to and from school.
- Confiscated phones can be collected from reception 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.

Expectations, Parent/Carer:

Work in partnership with academy staff to ensure good behaviour

- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure scholars come to school correctly equipped and prepared to work.
- Ensure all home learning tasks are completed.

Support for scholars including Induction:

Scholars who struggle with meeting expectations are supported to do so in many ways so that they can make the most of the learning and other opportunities in the school and make progress:

- Induction at the start of the year (see below).
- Reminders about expectations through posters, from tutors and teachers and all other academy staff.
- Different seating arrangements in lessons.
- Support for learning and responsive teaching.
- Verbal reminders in lessons and corridors.
- If persistent, individual advice and mentoring.
- Time to reflect, regulate their behaviour and plan steps to successful re integration into classrooms.
- Involvement of parent/carer.
- Afterschool detentions for homework completion and reflection.

All scholars take part in an induction at the start of Year seven, so they are all aware of expectations, routines and our procedures. Routines for all parts of the day will be carefully explained and rehearsed so scholars can be confident that they are clear about expectations and will be able to meet them. Throughout their time at the academy, there are regular and frequent reminders about routines and expectations. Routines will be rehearsed as and when necessary, so scholars can be consistent in their understanding and application of these so that no time is wasted in classrooms.

Classroom behaviour and our two 'ground rules'

Through their induction, scholars are really clear about expectations and the reasons behind each one. Therefore, classrooms are calm, purposeful and orderly.

The two ground rules in lessons are:

1. Scholars follow staff instructions first time, every time.
2. Scholars focus 100% on learning.

To ensure learning is prioritised, teachers insist that no one talks over another in the classroom, and silent work is a feature of most lessons. Teachers expect scholars to 'STAR' (sit up straight, track the teacher, answer in full sentences and respect the speaker) in lessons, and when this doesn't occur they swiftly use these pre-emptive reminders:

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause.
2. Unnamed: 'We're STAR-ing. Just waiting for everyone to focus; one person still not in the STAR zone'.
3. Named: 'Alex, we listen so we can learn. Thank you.'

Staff Training:

- All academy staff have training in school wide classroom routines and routines for other times of the day, these are modelled and rehearsed collaboratively so consistency is achieved across all teams of staff.
- All academy staff receive an appropriate level of training to develop their skills in de-escalation of situations and the use of the rewards and consequences applied in school.
- All have access to on-going advice, support and training as part of their own professional development.
- Staff are regularly informed of any guidance and updated advice for managing the behaviours of individual scholars and employ relevant behaviour management techniques prior to using demerits
- Positive classroom behaviour is also promoted with the use of seating plans, appropriate grouping and Quality First Teaching principles.
- All staff receive regular professional development and individual support to improve and consolidate their skills in managing behaviour.
- Scholars are advised about the school rules and expectations, so as there is transparency for staff, scholars and parents/carers. Protocols exist for on call procedures and removal of scholars from class when necessary (see Sanctions and Exclusions).

Bullying:

- We recognise bullying can be physical, verbal or emotional in nature. We will not tolerate any form of bullying towards any member of the Academy community. Bullying (i.e. physical or verbally aggressive behaviour that occurs 'Several Times on Purpose') is treated as a serious incident and dealt with according to the procedures in this policy. There are instances where this needs challenging immediately at the first time of happening, and the severity of the sanction will reflect the circumstances of the case (and can lead to exclusion).
- The academy places high importance on creating and maintaining a happy, safe learning environment for all scholars. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Scholars are reminded regularly that Castle Mead Academy has a culture of communication and disclosure. There exists a separate Anti-bullying policy. There is an expectation that parents/carers inform Academy staff should they suspect, or know, their child is being bullied.
- The same expectations are with regards to Racist and Homophobic incidents.

Please see our Anti-bullying policy.

Discretion:

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion to help Castle Mead Academy scholars make better choices and learn the right lessons.

The Castle Mead Way Each Day

| Time | Activity | Expectation | Reason why |
|----------------------|--------------------|--|---|
| 8.00 - 8.30 | Arriving at school | <p>Arrive on the school site wearing full correct uniform and with lanyard and ID card displayed.</p> <p>There should be no playing inside the building. Those who wish to run around should be in the playground.</p> <p>When the whistle goes, signalling hand up, scholars are to raise their hand, stand still, and wait in silence to be instructed to make their way to line up.</p> <p>Scholars should be in register order and waiting silently to be dismissed. Facing the front, single file.</p> <p>When dismissed scholars should walk in single file facing the front, sensibly, quietly and quickly.</p> <p>Remove your coat before entering the building, do not put your coat back on until you exit the building.</p> <p>Arrive at your tutor room and follow your tutor's instructions regarding entering.</p> | <p>To look smart and represent the academy well.</p> <p>To ensure the academy is a calm environment.</p> <p>To ensure we are ready for learning and start our day in a calm and orderly fashion.</p> <p>To ensure your uniform is smart and avoid clothing being damaged during poor weather seasons.</p> <p>To avoid corridors being crowded and reduce the risk of accidents.</p> |
| 08.30 - 08.50 | Tutor Time | <p>Enter your tutor room in silence.</p> <p>Sit in your place and take out equipment and reading book for checking. Scholars should read silently unless there is another activity in progress.</p> <p>Answer your name politely when the register is taken, saying 'good morning'.</p> <p>At the end stand behind your chair, with your blazer on until dismissed by your tutor.</p> | <p>To show respect and ensure you are ready for the day.</p> <p>To enable you to learn. So that there is an accurate register of who is on site. To allow a safe and orderly exit from the room.</p> |

| | | | |
|----------------------------------|---------------------------------------|---|---|
| <p>08.30 - 08.50</p> | <p>Assembly</p> | <p>Line up at your assembly point in silence and wait to be collected by your tutor.</p> <p>Remove your coat before entering the Theatre.</p> <p>Enter quietly, sit according to the seating plan and leave no empty chairs.</p> <p>Remain in STAR throughout and listen carefully.</p> <p>When dismissed leave to your lesson in a calm way.</p> | <p>So that it does not cause disruption in the Theatre.</p> <p>So that your tutor group can all sit together and your tutor can accurately take the register.</p> <p>To show respect and take away the important messages from the assembly.</p> <p>To ensure a quiet and safe exit from the assembly.</p> |
| <p>Throughout the day</p> | <p>Lesson change overs/ corridors</p> | <p>During lesson change overs scholars are expected to be CALM.</p> <p>C- Consider those around you (Examples: Hold doors open; walk on the correct side of the corridor; help to ensure everyone gets to their next lesson)</p> <p>A – Acknowledge one another (Examples; Smile! ‘Good morning!’ ‘Have a good lesson’ ‘Thank you’)</p> <p>L – Listen to instructions (Examples: Respond instantly and respectfully if a member of staff reminds you to walk in single file)</p> <p>M – Move swiftly, safely and in single file (Examples: Walk with purpose; take the correct route to where you are going; keep up with the person in front of you)</p> | <p>To ensure lessons begin promptly and learning time is maximised.</p> <p>To enact our credo of being Kind.</p> <p>To keep everyone safe and avoid corridors being congested.</p> <p>To keep the environment pleasant for all.</p> <p>To avoid corridors being crowded and reduce the risk of accidents.</p> |
| | <p>At the start of lessons</p> | <p>Arrive punctually.</p> <p>When greeted by your teacher, respond positively and politely, making good eye contact.</p> <p>Enter the teaching room in silence and in an orderly manner and take out the right equipment and books for the lesson.</p> <p>Your bag should be placed on the floor under your desk.</p> <p>Complete the ‘DO NOW’ activity that has been set by your teacher.</p> | <p>To ensure lessons begin promptly and learning time is not lost.</p> <p>So, as we demonstrate respect, be kind and ensure we have a nice school community.</p> <p>To ensure a positive learning atmosphere.</p> <p>To ensure you are organised for the lesson.</p> <p>To keep the classroom safe.</p> <p>To engage with the lesson and prompt retrieval practice.</p> |

| | | | |
|---|----------------|---|---|
| | During lessons | <p>Answer your name politely when the register is taken, saying 'good morning' or 'good afternoon'.</p> <p>Work hard throughout the lesson, following all instructions and only conversing as directed by the teacher.</p> <p>'STAR' at all times.</p> <p>At the end of the lesson, pack away and stand silently behind your chair</p> <p>Put blazer on and exit the room quietly and calmly when dismissed by your teacher.</p> | <p>So that there is an accurate register of who is in school.</p> <p>To learn as much as possible.</p> <p>To allow final instructions from the teacher to be heard.</p> <p>Sit up straight, track the teacher, answer in full sentences and respect the speaker.</p> <p>To ensure an orderly end to the lesson.</p> |
| <p>10.30 - 10.50</p> <p>11.20 - 11.40</p> | Break time | <p>Food purchased in the dining hall should be eaten in the dining hall. Other snacks may be eaten outside. All litter must be put in the bin.</p> <p>Be kind and courteous to all staff and scholars.</p> <p>Remain outside unless it is wet break.</p> <p>At the end of break, when the whistle goes, signalling hand up, scholars are to raise their hand, stand still, and wait in silence to be instructed to make their way to line up.</p> <p>Scholars should be in register order and waiting silently to be dismissed. Facing the front, single file.</p> <p>When dismissed scholars should walk in single file facing the front, sensibly, quietly and quickly.</p> <p>Remove your coat before entering the building, do not put your coat back on until you exit the building.</p> <p>Arrive at your next lesson and line up along the wall outside. Your teacher will greet you and tell you when to enter.</p> | <p>To keep the environment tidy.</p> <p>To create a positive friendly school community.</p> <p>So that corridors are clear and everybody gets fresh air.</p> <p>To avoid accidents and to be on time and ready to learn.</p> <p>To avoid corridors being crowded and reduce the risk of accidents.</p> |
| <p>12.30 - 13.20</p> <p>13.20 - 14.10</p> | Lunch | <p>Food purchased in the dining hall should be eaten in the dining hall. At lunch, other snacks should be eaten inside as well. All litter must be put in the bin.</p> <p>Be kind and courteous to all staff and scholars.</p> | |

| | | | |
|--------------|-----------------------|--|--|
| | | <p>Remain outside unless it is wet lunch.</p> <p>At the end of lunch, when the whistle goes, signalling hand up, scholars are to raise their hand, stand still, and wait in silence to be instructed to make their way to line up.</p> <p>Scholars should be in register order and waiting silently to be dismissed. Facing the front, single file.</p> <p>When dismissed scholars should walk in single file facing the front, sensibly, quietly and quickly.</p> <p>Remove your coat before entering the building, do not put your coat back on until you exit the building.</p> <p>Arrive at your next lesson and line up along the wall outside. Your teacher will greet you and tell you when to enter.</p> | |
| 15.40 | End of the school day | <p>Exit the school site promptly unless staying for an organised after school activity with staff.</p> <p>Keep uniform looking smart and ensure mobile phones stay away until you are clear of the school gates.</p> <p>Leave via the scholar exit and follow road safety procedures at all times, including staying out of the road and avoiding any cars.</p> | <p>To allow cleaning staff to begin their work immediately.</p> <p>To respect our school ethos.</p> <p>To stay safe and avoid accidents.</p> |

Additional Pastoral Support Arrangements at Castle Mead Academy

Form Groups:

Scholars are predominantly placed in mixed ability forms on entry into the school and remain in those groups with, where possible, the same form tutor for the five years they are at Castle Mead, unless an issue arises where it is necessary to change groups.

Learning and Behaviour Mentor:

Learning and Behaviour Mentors work in partnership with form tutors and other school staff, in order to build a strong cohesive and supportive relationship. Learning and Behaviour Mentors assist in breaking down some of the potential barriers experienced by scholars, and ensure that Scholar's achievement and progress are the primary foci.

It is the role of the Learning and Behaviour Mentor to act as a key worker and mentor to scholars on a one to one or small group basis. They help to enhance interpersonal skills, raise confidence and self-esteem and to overcome

barriers to learning. Working with individual scholars they address poor attendance and inappropriate behaviour. They provide support, advice and guidance on practical issues such as organisation of time and workload.

Counselling Service/ School Nurse Team:

The academy offers confidential one-to-one professional counselling. The school nurse team are available to deal with concerns and can be contacted through the Lead Behaviour and Safeguarding Officer.

Scholars are advised about support services available through the information provided in assemblies, and information in their tutor rooms.

Sanctions and Exclusions

At Castle Mead Academy, we expect our scholars to enact 'The Castle Credo' each day (be kind, work hard, build your character). We expect exemplary behaviour and conduct from scholars, both in the academy and the local community.

Consequences:

1. A demerit is given as a corrective reminder if a scholar makes a bad choice or goes against the 'Castle Mead Way Each Day', the Castle Credo or the two ground rules in lessons by:

- Disrupting or interrupting others in lessons (e.g. talking over instructions/explanations, discussions or silent work).
- Misbehaving in corridors (e.g. running, walking on the wrong side).
- Persistently not STAR-ing or not concentrating.
- Incorrect uniform or equipment in lessons or registration (e.g. no pen, pencil, ruler; loose tie or shirt untucked etc.).
- Reacting poorly to a demerit or instruction (e.g. rolling eyes).
- Poor behaviour in lessons, including, but not limited to, no or poor homework or disrupting the learning of others.

Other sanctions could include:

- Verbal reprimand.
- Short cooling off period outside the classroom (maximum 5 minutes).
- Moving seat.
- Loss of free time (break/lunch) to reflect on behaviour.
- Phone call home.
- Removal to the Reflection Base, to minimise disruption to others (supervised by an adult).
- Daily report form.

Persistent incidents, or incidents of medium severity:

Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above.
- Being continually off-task.
- Rudeness to staff.
- Verbally aggressive behaviour to another scholar.

1. On Call Removal (D3)

- Where a scholar receives three demerits in one lesson, they will be issued with a detention and removed to the Reflection Room.
- A scholar may also be removed from a lesson for persistent failure to follow instructions, answering back/ arguing with staff, or displaying verbal/physical aggression. When a scholar is removed from a lesson they will be given the opportunity to reflect on their behaviour with a member of staff and supported to understand the way to make positive changes going forward.

Detentions take place between 3.40 - 4.25pm, on a Monday/Tuesday/Wednesday/Thursday and 2.10 - 2.55pm on a Friday.

At Castle Mead Academy the detentions are set as described in the consequences section above and are held on the same day. Parents/Carers are informed of the detention via a text message as soon as the detention is issued. It is our expectation that parents/carers support the detention system. This means that the detention must take precedence over any other commitments the scholar may have. Should a scholar have an unavoidable appointment (e.g. Hospital appointment) at the time of the detention, parents/carers are asked to provide written confirmation of it if they would like the school to consider a deferral. If the child misses the detention without good reason, the sanction will escalate.

2. Internal Isolation (D4) - will result if there is a persistent or serious failure to meet academy wide expectations.

This will be from 10.45am - 4.25pm. The duration of stay will be dependent on the nature of the issues posed. Issues may be related to:

- Serious misconduct.
- Severe refusal to follow instructions.
- Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking).
- Discriminatory behaviour to others.
- Major incident or damaging the school's reputation.
- Disrespectful behaviour towards a member of staff
- Absconding from after school detention.
- Multiple removals from lessons (D3).

Scholars in the Reflection Room and Internal Isolation will receive a break snack, a baguette for lunch, and a dessert (see Appendix 2).

The Academy may also use the following sanctions as appropriate, at the Principal's discretion:

- Limiting scholar access to 'Castle Character Time'.
- Removal of IT rights (e.g. to email and internet academy access).
- Confiscation of item(s).
- Not allowing a scholar to attend reward events and trips.
- Directing the scholar to an alternative provision / managed move.

Pastoral Support Programme (PSP):

When a scholar's behaviour starts to give cause for concern, a Pastoral Support Programme (PSP) will be put into place. This is led by the relevant year group.

In drawing up the plan, the Academy will, in discussion with parents/carers:

Consider offering specialist support and counselling.

Review any learning difficulties and put in place a remedial programme where necessary.

Consider changes of sets or class.

Consider a placement for a period of time in Alternative Provision.

This programme will have time scales, be monitored regularly and reviewed at pre-agreed milestones. Rewards for meeting targets and sanction for non-compliance will be made clear at the outset.

At all times Castle Mead Academy is committed to finding appropriate alternatives to fixed term exclusion and operates an internal alternative provision.

An internal isolation serves as alternative to fixed term exclusion and as a base for intensive and targeted support. This will be offered to those who require more specialist input. Restorative work may also be undertaken, as described above.

Some scholars may access internal behaviour support and receive targeted bespoke interventions to make sustained and effective changes to their behaviours.

Suspensions

- Fixed period suspensions are kept to a minimum and given in response to serious breaches of the academy's behaviour policy. If in the rare case a scholar is issued with 15 days fixed period suspension in any term, they will be required to attend an Academy Councillors' disciplinary meeting with their parents/carers.
- It is the responsibility of parents/carers to ensure that their scholar is not present in a public place in school hours during the first five days of any fixed period, or permanent exclusion from school. Parents/Carers could receive a fixed penalty notice if their scholar is found in a public place without justification. It can be expected that the academy will provide appropriate work to be completed at home.
- From the sixth day of any period of fixed period suspension, it is the duty of the academy to provide a full-time education for the scholar. Alternative arrangements will normally be made for scholars, such as attending a neighbouring school, or a setting provided by the Secondary Behaviour Support Service.
- On return from a fixed term suspension the parents/carers and scholar will meet with the relevant year team and the scholar will attend a reflection session on that same day as part of their reintegration. This is to enable some 1:1 involvement from staff.

Permanent Exclusions:

Castle Mead Academy adheres to the Zero Permanent Exclusion protocols agreed by all the secondary schools in the LA. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the scholar to remain in school would seriously harm the education or welfare of others in the academy or where there are serious and/or repeated breaches of the academy's behaviour policy. Only the Principal can exclude a scholar. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent exclusions will only take place when all other options have been exhausted.

There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a scholar for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another scholar or member of staff.
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), sexting and/or assault against another scholar or member of staff.
- Supplying an illegal drug or incidents relating to illegal drugs.
- Possession of an offensive weapon or object which could cause harm.

Incidents occurring outside of the academy

Subject to the academy's behaviour policy, a teacher may discipline a scholar for any misbehaviour when:

- Taking part in any academy-organised or academy-related activity:
- Travelling to or from academy
- Wearing the school uniform
- In some other way identifiable as a scholar at the academy.

A scholar may also be disciplined for misbehaviour at any time, whether or not the conditions above apply, where that behaviour:

- Could have repercussions for the orderly running of the academy.
- Poses a threat to another scholar or member of the public.
- Could adversely affect the reputation of the academy.

The law supports schools taking action for incidents that occur outside of school. The academy will apply sanctions for any incident that occurs when scholars are in school uniform and/or are clearly representing the academy. For incidents that occur clearly outside of academy hours, e.g. at the weekend or during school holidays, the academy will deal with each one on an individual basis, depending on the nature and seriousness of the event.

Physical Intervention

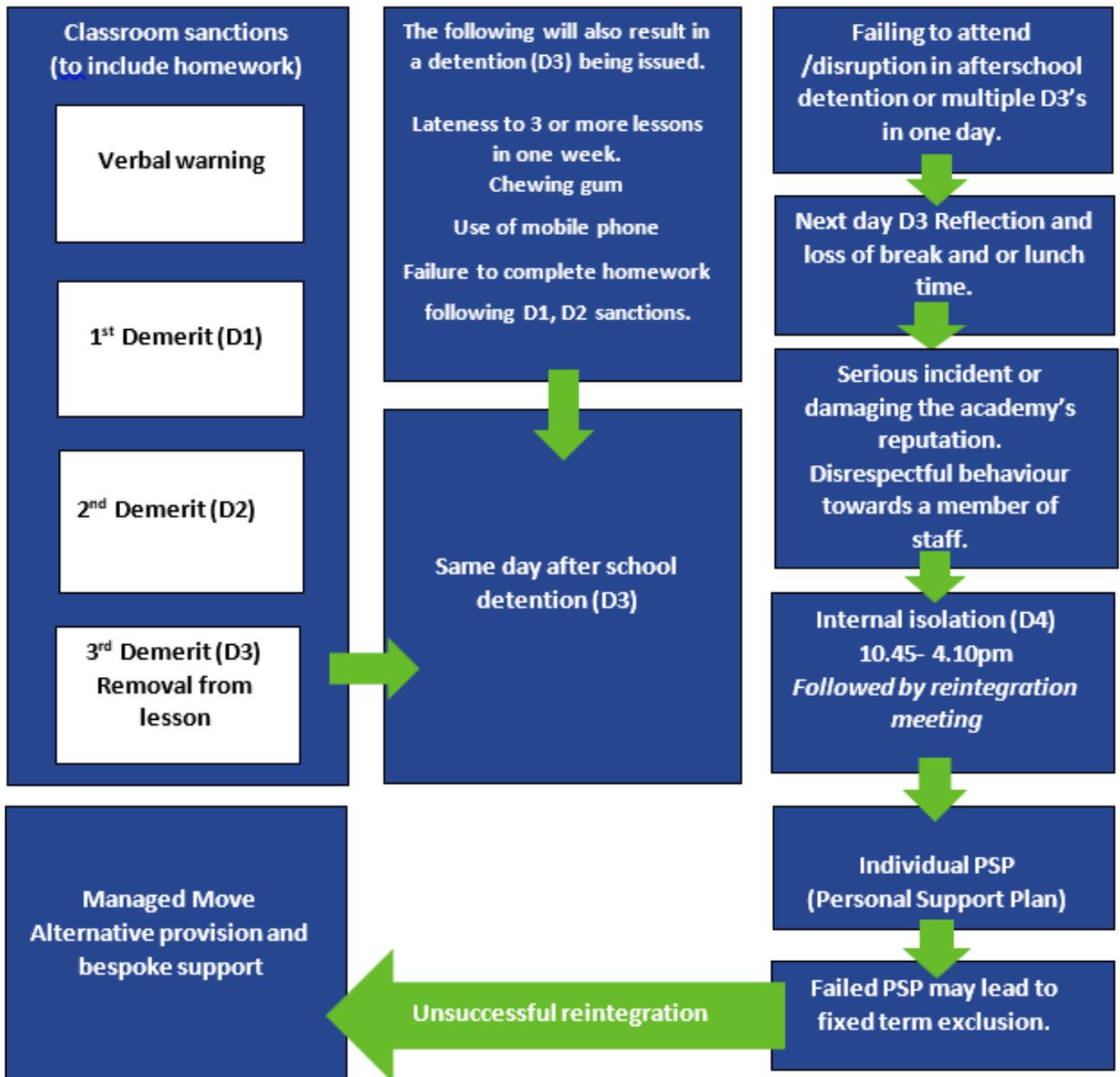
In line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy.

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 4: Copy of TMET Restrictive Physical Intervention Policy.

Appendix 1: Behaviour for Learning at Castle Mead Academy

Behaviour for Learning at Castle Mead Academy



Appendix 2: Consequences and Sanctions Logistics at Castle Mead Academy

How Internal Isolation (D4) works:

Internal Isolation sessions starts at 10.45am and ends at 4.25pm. If scholars are late, they make up the time at the end of the day. Scholars complete their timetabled work at this time with adult support. They do not eat lunch with the rest of the school; they are provided with a cold lunch (a break snack, a baguette for lunch, and a dessert). The scholar must write a reflection letter to those involved. In order for a scholar to return to lessons, a reintegration meeting must take place with a member of Senior Team or Head of Year and parent/carer. The scholar will remain in isolation until that reintegration meeting takes place.

If a scholar fails the day and they must redo the internal isolation session. An Internal Isolation session will be classed as failed if any of the following takes place:

- A scholar turns up unacceptably late to the start of the session.
- A scholar fails to complete work set for the session.
- A scholar displays any behaviour that would warrant an on call (D3) demerit being issued as set out above.

Occasionally, we will consider using our discretion to direct a scholar to have their D4 hosted at another TMET academy.

Daily report form:

The use of the Daily Report Form, although listed as a sanction, serves the dual purpose of enabling the monitoring form tutor and head of year to keep a check on behaviour and of giving the Scholar an instant feedback on satisfactory aspects of behaviour. This is particularly effective because it is taken home for parental signature.

Uniform:

Tutors check uniform in morning registration, and teachers check ties and shirts on exit from lesson. If a scholar has no tie, they are sent to the office to borrow one. If a scholar has incorrect shoes, shirt, trousers or blazer, they will receive a demerit and will be expected to wear the relevant school uniform loaned to them for the day. In the case of wrong footwear, scholars will be loaned and expected to wear plimsolls.

Appendix 3: Searching Scholars

Principals and staff authorised by them have a statutory power to search Scholars or their possessions, without consent, where they have reasonable grounds for suspecting that the scholar may have a prohibited item. Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the scholar).
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

A member of staff carrying out a search:

- May not require a Scholar to remove any clothing other than outer clothing, i.e. any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear.
- Must be of the same sex as the Scholar.
- May carry out the search only in the presence of another member of staff who, where possible, is also of the same sex as the Scholar.
- A Scholar's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff.
- If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it.

Appendix 4: Copy of 'Restrictive Physical Intervention Policy'

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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

Revision History:

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

Contents

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

Introduction

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

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

Other Policies

Other policies to be read in conjunction with this policy:

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

Rationale

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

What is reasonable force?

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

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

Minimising the need to use reasonable force

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

Staff authorised to use reasonable force

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

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

When can reasonable force be used?

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

Deciding whether to use reasonable force

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

Using reasonable force

- 9.1 Staff, as far as possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance. Then staff should always only use the minimum amount of force to achieve the desired effect.
- 9.2 Before using reasonable force, staff should, wherever practical tell the pupil to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- 9.3 Types of reasonable force used could include:
- Passive physical contact resulting from standing between students or staff and students
 - Active physical contact such as leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back
 - In more extreme circumstances, using appropriate restrictive holds
- 9.4 Where there is a high and immediate risk of death or of serious injury, any member of staff would be justified in taking necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include

preventing a student running off the pavement onto a busy road or preventing a student hitting someone with a dangerous object such as a glass bottle or hammer.

- 9.5 Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student.
- 9.6 Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate.

Power to search pupils without consent

- 10.1 In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” :
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 10.2 Force cannot be used to search for items banned under the school rules.

Staff Training

- 11.1 The Special Educational Needs Co-ordinator (SENDco) will also make individual risk assessments available to staff where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEN and/or disability is associated with extreme behaviour. Appropriate training will be given to the necessary staff working with these students on a regular basis, and College staff will be notified about procedures in place.
- 11.2 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.

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 5: Physical Intervention, Positive Handling Plan template

Positive Handling Plan

Scholar Name:

Tutor group:

Date:

TRIGGER Behaviours: (Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

TOPOGRAPHY of behaviour: (Describe what the behaviour looks/sounds like?)

Preferred Supportive and Intervention Strategies: (Describe strategies that, where and when possible, should be attempted before positive techniques are used)

- Reassurance
- Negotiation
- Choices/Limits
- Humour
- Verbal advice and support
- Distraction
- Consequences
- Planned ignoring
- Distraction (known key words, objects etc)
- Withdrawal
- Success reminder
- Transfer adult (Help Protocol)
- Time out offered/Time out directed Observed/Unobserved (delete as appropriate)
- Others

Please state at least three Praise Points/Strengths: Areas that can be developed and built upon.

1:

2:

3:

Medical Conditions that should be taken into account before physically intervening: i.e. Asthma, Brittle bones.

Preferred Handling Strategies: (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what 'get outs' that can be used when holding etc)

De-briefing process following incident: (What care is to be provided)

It is agreed that the Positive Handling Plan outlined above be put into place.

| | Signed | Print Name | Date |
|---------------------|---------------|-------------------|-------------|
| School | | | |
| Parent/Carer | | | |

Appendix 6: Risk Assessment of Scholars Who Present Challenging Behaviour

Risk Assessment

Scholar Name:

Tutor group:

Date:

| Identification of Risk | |
|----------------------------------|--|
| Describe the foreseeable risk | |
| Is the risk potential or actual? | |
| Who is affected by the risk? | |

| Assessment of Risk | |
|--|--|
| In which situations does the risk usually occur? | |
| How likely is it that the risk will arise? | |
| If the risk arises, who is likely to be injured or hurt? | |
| What kinds of injuries or harm are likely to occur? | |
| How serious are the adverse outcomes? | |

Assessment completed by:

Signed:

Date:

| Risk Reduction Options | | | |
|---|------------------|----------|-----------|
| Measures | Possible options | Benefits | Drawbacks |
| Proactive interventions to prevent risk | | | |
| Early interventions to manage risk | | | |
| Reactive interventions to respond to adverse outcomes | | | |

| Agreed Behaviour Management Plan and School Risk Management Strategy | | |
|---|-------------------------|---------------|
| Focus of measures | Measures to be employed | Level of risk |
| Proactive interventions to prevent risk | | |
| Early interventions to manage risk | | |
| Reactive interventions to respond to adverse outcomes | | |

Agreed by:

Parent or Carer, Signed:

Date:

