



- Rationale and Aims

As a Values based school our chosen values are central to the way our school runs and the attitudes displayed by our children, staff and parents. The children learn what each value means, both to them and to the wider community and why it is important to display these Values in all that we do and say. Our school values can be found in Appendix A.

The aim of this policy is to create and maintain a secure environment where everyone within the school community can learn, thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

We believe that by sharing our high expectations for behaviour with parents there will be a consistency between home and school and that this will have a positive impact on children's attitude to learning at home and at school.

- Policy

Children and adults in and around our school will present a caring attitude towards others. Children will respect the rules of classroom and playground and will encourage others to obey these rules. Children will value the physical environment of our school and the resources within it. Staff and children will work together to present a positive image of our school in the wider community. Parents will be partners in the encouragement of good behaviour, and will support the management of positive behavioural strategies.

Values not Rules

As stated above, our academy's values form the basis of our behaviour management. In line with this, our four values encompass outline how we expect all members of the school community to live.

These values are:

Compassion

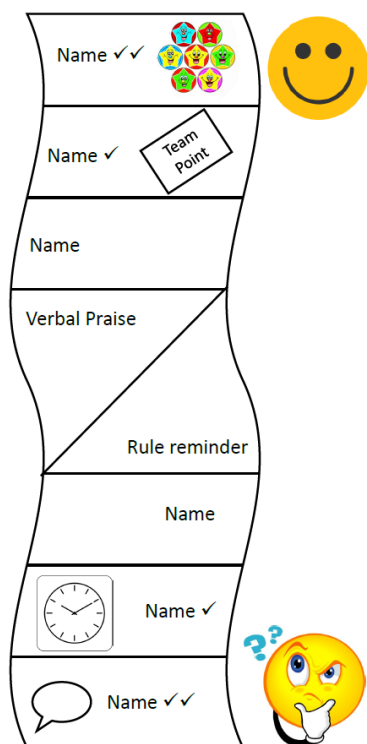
Pride

Respect

Responsibility

Positive and negative behaviour alike are recognised through staff-pupil acknowledgments of these four values.

Pathway of Choices



In class, The Pathway of Choices is used by teachers to recognise children's choices in their effort and behaviour. Children's names are written next to the happy or thinking/unhappy faces and receive ticks according to the number of times their positive or negative behaviour is recognised by the teacher. At the end of each morning and afternoon session, the children who have names on the board receive their reward or sanction and their names are wiped off to start the next session afresh.

Responding to positive choices

A major aim of the school policy and of our Values ethos is to encourage children to practise good behaviour by operating a system of praise and recognition of positive choices made.

We also aim to equip children with the knowledge and understanding of how to make positive choices and a clear appreciation of the values through which our school operates.

We recognise these positive choices in the following ways:

1. Praise
2. Team Points
3. Effort stickers
4. Principal's Award (Golden Book)
5. Golden Time

Staff in school regularly give verbal or written praise. In addition, incentive stickers are available for everyone.

Team Points

We have a team points system through which children can be recognised for academic and non-academic achievements, for effort, and for all aspects of good work and behaviour. Children are awarded team points for thoughtfulness, being helpful, producing good work etc. Each week the team points will be counted and the results will be shared during Celebration Assembly. At the end of the term, the winning team is presented with the Team Point Trophy and they receive treat time such as extra break time, sports activities on the field, tea parties in the hall or other whole-team recognition of their efforts.

Effort Stickers

Effort stickers are not equivalent to two team points. Therefore, they should be given for exceptional achievements, beyond our normal expectations of behaviours and attitudes at school. As well as through achieving two ticks next to their name on the Pathway of Choices, children can be awarded effort stickers for exceptional pieces of work and behaviour around school which is above and beyond that which we would expect from every child in school. These are collected on children's effort sticker charts and they receive a certificate marking certain quantities of effort stickers. These certificates are presented by staff according to the level achieved.

<u>Number of stickers</u>	<u>Award Certificate</u>	<u>Staff</u>	<u>Presentation</u>	<u>Rough Timescale</u>
15	Bronze	Class teacher	Class assembly	Until Christmas
30	Silver	Vice Principal	Values assembly – given by duty teacher	Until Easter
45	Gold	Principal	Celebration assembly	Until July
65	Platinum	Principal	Celebration assembly	

Head Teacher Award

In the Celebration Assembly each week one child from each class is nominated for a Head Teacher Award (certificate and sticker). The nomination is recorded in the Golden Book and is shared with the whole school. This achievement is then celebrated further through our school newsletter where the child's name and the reason they received their nomination are detailed so the wider school community can share in their success. Children are also encouraged to share their achievements out of school in Celebration Assembly.

Golden Time

Each class will be given the opportunity to earn Golden Time during the week. Golden Time will be a maximum of 30 minutes and will be held on one afternoon during the week.

Responding to negative choices

To ensure all staff and children can work in a happy and supportive environment we will consistently follow the consequences detailed on the Pathway of Choices. These will be displayed in each classroom.

1. A gentle reminder of the applicable rule.
2. The child's name is written under the thinking/unhappy face.
3. The child's name is ticked and the child loses 5 minutes of their own time during break time, lunchtime or other reward time.
4. The child's name is ticked again and the child must talk to an adult out of class about their behaviour – this can be their parents with their class teacher or a member of the SLT, usually the Principal or Vice Principal. This does not have to be immediate.

Children can also be given the opportunity and can be asked to move somewhere else in class to allow them to work more constructively.

Minor breaches of discipline are generally dealt with by the class teacher or another member of staff in a caring, supportive and fair manner, with some flexibility regarding the age and Special Educational Needs of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that inappropriate behaviour will lead to sanctions. At all times, all staff should encourage good behaviour through praise and recognition of positive choices. Children are given the opportunity to reflect on an incident or their behaviour and also to discuss how they could have behaved differently. This can form part of a child's sanctions, such as work related to the school's values, time away from their peers at break time, extra work or repeating unsatisfactory work until it shows that the pupil has taken pride in their work, or loss of privileges.

Whenever a child reaches level **4** of the consequences mentioned above, this must be recorded in the school's behaviour log. This will include details of the antecedent, behaviour and consequence. If a child is regularly reaching level **3** as part of a trend or pattern of poor behaviour, this should be identified and recorded in the behaviour log as well so that action can be taken to identify any underlying causes for the behaviour and support the child more systematically. Our behaviour log can be accessed securely by staff at <https://gothicmede.cpoms.net>

If a member of SLT attends class to talk to a child about their choices, this will happen in class at the side, with the class teacher, while the rest of the class are engaged with an independent task. The child will then remain in class. If the behaviour continues, SLT should be contacted again and they will decide whether to remove the child from class or not. Disruption to the learning of others, support with behaviour management, and knowledge of the pupil's context are all factors which will inform this decision.

Major breaches of discipline include physical assault, children's behaviour which puts themselves or others at risk of significant harm, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. All of these incidents will be recorded on CPOMS.

This type of behaviour is generally rare and it is the responsibility of the Principal and Vice Principal to decide on the appropriate consequence. In all cases, the individual circumstances of the child and the event will be taken into account. A record of serious incidents may be kept in the pupil's file.

Consequences of a major breach of discipline may include:

- A verbal warning by the Principal or Vice Principal as to future conduct;
- Withdrawal from the classroom for the rest of the day;
- A letter to parents informing them of the problem;
- A meeting with parents;
- Suspension;
- Meetings involving parents and support agencies;
- Permanent exclusion, only used in extreme cases or after all other courses of action have failed;

Acorn Class

Rules are kept to a minimum and children are encouraged to behave in a way which will ensure the Nursery runs in a calm and controlled way. Children learn how to respect each other and the equipment in nursery. They are also introduced to the school values and these are demonstrated by staff and encouraged in pupils. Positive behaviour is celebrated through praise and systems devised by teachers, in consultation with Early Years best practice.

Each child is treated individually and problems are usually dealt with using the minimum amount of fuss. Children are given a gentle reminder for any negative behaviour. If the child continues to behave in this way then 'time out' may be given for a couple of minutes. For more serious breaches in behaviour (e.g. causing injury to another child or destroying school property), 'time out' will be given immediately. The Principal or Vice Principal may also be asked to speak to the child.

If we have any concerns about a child's behaviour, we will talk to parents and work together to help the child.

Lunchtime Supervision

The Principal and/or Vice Principal are available at lunchtime and are responsible for the welfare and safety of children. They are supported by the Midday Supervisors who provide the overall supervision of children. The remaining teachers are not on duty at lunchtime, but class teachers and first-aiders may be called upon for advice if necessary. In the event of the Principal and Vice Principal being off site at lunchtime, members of the Leadership Team will take joint responsibility for overseeing the welfare and safety of the children. The Leadership Team will also be available to discuss any inappropriate behaviour with the children.

Midday Supervisors report back to the Vice Principal or Principal. Midday Supervisors have stickers to give for good behaviour and can award team points. Children can be sent to the Vice Principal or Principal to discuss and reflect on their behaviour.

Midday Supervisors will follow the same sequence of consequences but with the slight amendments detailed below:

Lunchtime Consequences

1. A gentle reminder about expected behaviour (discuss behaviour)
2. A second warning and an opportunity for a child to independently make the decision to continue to play where they are or play somewhere else.
3. Movement to another part of the playground or spending 5 minutes with the midday supervisor/in time out.
4. Time out with SLT.

Role of Parents/Carers

Gothic Mede Academy strives to create a climate where all staff work in partnership with parents and carers. We try to achieve this by supporting and involving parents and carers wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents and carers are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns.

Parents and carers have an important role in encouraging their children to recognise good behaviour. Parents and carers can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home;
- Discussing the school and classroom expectations with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents' Evenings, functions and developing informal contacts with school;
- Understanding that all staff deal with behaviour problems in a patient and positive manner;
- Impressing on children that they should respect all adults in school;
- Not openly criticising school or staff in front of their children;
- Encouraging their children to talk to adults in school if anything goes wrong;
- Displaying and upholding our 'School Values' both inside and outside of school.
- Communicating with staff in a warm and respectful manner.

If children have a problem in school, parents are welcome to come in and discuss it with staff. In the first instance this should be with the class teacher. If the issue remains unresolved an appointment may be made with the Principal. Parents should not approach other children directly.

Reasonable Force and Planned Physical Intervention

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupil receiving education at the school, whether during a teaching session or otherwise.

Gothic Mede does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises i.e. on an educational visit or journey.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. All unplanned use of reasonable force will be reported to parents. Such incidents involving the use of force will also be recorded by the school. This will include what restraint was used, for how long, and why the member of staff decided that this was the appropriate course of action. It is important that the risks of not restraining the child are noted.

Details about the use of reasonable force and planned physical intervention can be found in Appendix C.

Pupils' conduct outside the school gates

The law allows teachers to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school may be addressed using the sanctions listed above.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Anti-Bullying Procedure

The procedure outlined for preventing and dealing with bullying in school can be found in the Anti-Bullying Policy.

- Monitoring and Evaluation

It is the responsibility of the Principal and the local governing body to monitor this information.

- Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on Gothic Mede Academy's website. Copies are also available upon request from the academy office. This policy will be reviewed two yearly or as required and follows advice from the Department for Education (most recently *Behaviour in schools: advice for headteachers and school staff* – September 2022 and *Use of reasonable force in schools* – July 2013)

- Author and Date

Written: September 2014 (Principal)

Updated: December 2022

Ratified by LGB:

Review: December 2024

APPENDIX A

VALUES FOR ALL

At Gothic Mede Academy we are a Values School and have 4 core values. These are:

- Compassion
- Pride
- Respect
- Responsibility

Compassion is about caring about someone else's situation and treating them with kindness, thoughtfulness and love. We show compassion through taking time to listen and understand other people's thoughts and feelings, and in supporting each other in work or play when needed. We also show compassion to ourselves, valuing peace, self-respect and self-care.

- How would you feel if that was done to you?
- How would that make you feel?
- Do you need a cuddle?
- What can I do to help you/ make you feel better?
- How have you shown compassion?
- How have you helped someone today?

We take **pride** in ourselves, our school and our community by identifying and taking satisfaction from our own achievements and those of others. We demonstrate pride through striving to be successful (ambition), showing courage and perseverance when faced with challenges and aiming for quality in everything we do. We are proud of all of our communities, including the values that we hold - including national British values of democracy, freedom and the rule of law.

- Are you happy with the outcome?
- Are you presenting your best self/work?
- How do outside visitors see our school?
- How have you shown pride?
- Have you made yourself proud today?

At Gothic Mede Academy we **respect** ourselves by making choices that enable us to lead a healthy and happy life. We respect others by celebrating and valuing each other's differences and individual needs and offering friendship to all around us. This includes mutual respect and tolerance of different faiths and beliefs. We make sure that our actions and words are respectful and kind and we are aware of the consequences for ourselves and others. We respect our environment by taking pride in our school, our local community and our wider world. We take care of our belongings and keep our school and playground tidy. We make choices that reflect our duty to protect our world. We show respect by appreciating those around us and our local and international environment.







- How have you shown politeness today?
- Have you maintained your personal space?
- How have you looked after?
- How have you shown respect?
- Have you used the resources in the correct way?

At Gothic Mede Academy we believe that **Responsibility** means owning what we do and say. It is taking action because something is important. Sometimes responsibility is showing patience. Being responsible means thinking about how our actions, words and attitude impact everyone around us. We should take responsibility for our environment, our behaviour, our wellbeing and our learning. It means stepping forwards and saying, "I can help!" Children and adults taking responsibility makes the whole school a success.

- How can we keep our spaces safe and tidy?
- What does a tidy table look like?
- Is your table tidy?
- How have you been safe today?
- How have you taken responsibility?
- Are you the best version of you?

We expect all members of our school community to strive to live our 5 core values daily and we recognise those who are particularly successful by children nominating their peers to be put on the values trees in each classroom. We all aim to demonstrate these values to members of our academy and wider community – including visitors to our academy.

Pathway of Choices

Name ✓✓		
Name ✓		
Name		
Verbal Praise		
Rule reminder		
Name		
	Name ✓	
	Name ✓✓	

Appendix to the Behaviour Policy – Physical Intervention

Physical contact is an essential part of human relationships. In GMA, adults may well use touch to prompt, to give reassurance or to provide support.

To use physical contact appropriately it must be non-abusive, with no intention to cause pain or injury and be in the best interests of the pupil and others, taking into account such things as gender, disability etc.

The SENCo is responsible for ensuring that relevant staff are made aware of any student who finds physical contact unwelcome. Such sensitivity may arise from the student's cultural background, disability, personal history, age etc.

Guidance from the DfE¹

- All members of school staff have legal power to use reasonable force.
- We have a legal duty to make reasonable adjustments for children and young people with Special Educational Needs and Disabilities.
- 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.
- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.
- 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.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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.

Deciding to use Physical Intervention:

¹ Section 3.1 taken directly from DfE Guidance "Use of Reasonable Force" 2013

1. Physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or in an emergency situation.
2. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. For planned interventions this will be recorded on an individual pupil risk assessment and be carried out by a member of staff trained in restraint.
3. Any actions will be carried out in the pupil's best interests.
4. Staff will not be expected to intervene physically with students or to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other students and calling for assistance.
5. When a restraint is justified, staff will use 'reasonable force'. See above for a definition of what warrants reasonable force
6. Staff will try to avoid causing pain or injury, avoiding holding or putting pressure on joints.
7. During an incident the member of staff involved may tell the pupil that his or her behaviour may be leading to being moved or held.
8. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration.
9. Staff will adopt a calm, measured approach and maintain communication with the student at all times.
10. Staff should call for assistance from the nearest adult by sending a reliable student or shouting for help.

After the use of a restrictive physical intervention the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on CPOMS (see link in Behaviour and Discipline Policy).
- Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal procedures, and medical attention will be sought.
- The Principal will judge whether the member of staff acted appropriately in line with this policy, the Safeguarding policy, and where necessary seek advice from the Local Authority Designated Officer.
- Parents/carers will be informed by the appropriate member of staff on the day of the incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by Thomas Clarke, Alison Sugden, Michael Warlow and Jennie Milligan.
- The Principal will report to the governing body on these incidents on a regular basis.
- As appropriate, incidents may also be discussed with the local authority outreach service.