



Gothic Mede Academy

# Positive Relationships Policy



Executive Principal: **Thomas Clarke**

Head of School: **Stephanie Smith**

This policy will be reviewed annually by the full governing body

Written: **January 2026**

Review date: **January 2027**

# Positive Relationships Policy

## (Including behaviour management and discipline)

### **Overview**

At Gothic Mede Academy, we have high expectations of behaviour from both our pupils and adults. We strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our Positive Relationship Policy is a framework of expectations, routines, rights, and responsibilities. Within this, we guide, encourage and teach pupils to form positive relationships with all of those around them. This allows teachers to teach and pupils to learn.

### **Aims of the Policy**

- To create a culture of exceptionally good behaviour: for learning, for the community and for life.
- To promote community cohesion through positive relationships.
- To ensure that all learners are treated fairly and shown respect.
- To support learners to take control of their behaviour and accept responsibility for consequences of it.
- To build a school community that values kindness, care and empathy for others.
- To ensure that excellent behaviour is an expectation for all.

### **Rights**

Every person in our school has rights. Each teacher has the right to teach without disruption and each child has the right to learn without interference.

We recognise that every member of the school community has:

- The right to learn and help others, through careful listening and turn taking.
- The right to feel safe in, and moving, around the school, classroom, and playground.
- The right to express themselves, ask questions, and share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Guidance.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school; where equipment and belongings are looked after.

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# Values and Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations and shared values. To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work. We refer to these as our school values ([Appendix C](#)).

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management/mindfulness).
- Taking responsibility for the choices we make and the consequences of these choices.
- Having respect for the rights and beliefs of adults and of other pupils.
- Working cooperatively.
- Honesty and fairness.

We achieve these through a clear and shared set of expectations, rights, routines, and responsibilities.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:

Compassion	Pride	Respect	Responsibility
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At Gothic Mede Academy, we have standards of behaviour that we expect to see from all children. These include:

- ★ Demonstrating our school values.
- ★ Having 97% attendance or more.
- ★ Walking silently and sensibly around school.
- ★ Showing good manners and being polite.
- ★ Wearing school uniform with pride.
- ★ Listening carefully and following instructions.
- ★ Caring for everyone in our school and everything in it.
- ★ Being helpful to everyone.
- ★ Using kind words, kind hands and kind feet.
- ★ Completing tasks to the best of our ability (including homework).
- ★ Trying our best.
- ★ Using our best handwriting and presentation in all work (including homework).

And most importantly...

- ★ Showing respect to ourselves, our school and everyone in it.

# Role of the Adults

At Gothic Mede Academy, we expect all adults (staff members and parents/carers) to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness and support. Respect will always be shown.

## All Staff

At Gothic Mede Academy, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

All staff in our school will:

1. **Follow** our consistent adult behaviour expectations (see below).
2. **Positively greet** each child individually when they arrive.
3. Refer to our school **values**.
4. **Support** every child in the school.
5. **Model** positive behaviours and build relationships.
6. **Plan** lessons that engage, challenge and meet the needs of all learners.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past children displaying negative behaviour choices.

## Consistent Adult Behaviours

<p><b>We are: calm, kind, fair, respectful, consistent, empathetic and supportive.</b></p>	<p>We do not shout at pupils apart from in strategic and exceptional circumstances. There are circumstances when this may be appropriate. Examples include:</p> <ul style="list-style-type: none"> <li>• A shock isolated shout, in line with Dynamis training, to overcome a pattern of dysregulated dangerous or significantly disruptive behaviour. This can help avoid the use of physical intervention when behaviour could lead to this.</li> <li>• When a child is in immediate risk</li> <li>• When addressing a large group of children who are not responding to other cues. This should be rare and reviewed with SLT after each occasion.</li> </ul>
<p><b>We always refer to the behaviour and not the child.</b></p>	<p>When we are speaking to pupils about not following our values, we always talk about the behaviour so that they understand they have a choice in how they behave.</p>
<p><b>We support each other.</b></p>	<p>The entire community of people must provide for and interact positively with pupils for those children to experience and grow in a safe and healthy environment.</p>
<p><b>We have positive interactions.</b></p>	<p>We use a non-confrontational approach when speaking to the pupils and the rest of the school community. We speak positively and focus on the positive options. In the initial interaction, we avoid talking about what is wrong or what the bad choices are.</p>
<p><b>We signal the need for attention by clapping.</b></p>	<p>Adults will choose the appropriate method for signalling the need for attention. Clapping a rhythm which is repeated by the children can be used.</p>

<b>Every interaction with a child is an intervention.</b>	We recognise that all of our interactions with children will have an impact on them, short and longer term.
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## Positive Recognition and Reward

Most of the pupils at our school will respond well when their efforts are recognised and rewarded. At Gothic Mede Academy we use a range of rewards:

<b>Reward System</b>	<b>Who for?</b>	<b>What happens</b>
<b>Verbal praise</b>	All pupils	Intrinsic rewards are most effective, short and longer term, and we develop children's positive feelings towards good choices by recognising pupil's effort and positive attitudes. This approach has a significant impact on other pupil's behaviour.
<b>Names on the board</b>	Reception to Year 4	Children whose behaviour is above and beyond can have their name written on the board. There is no reward for this. This could be used as a reminder to put a child's name on the values tree.
<b>Effort Stickers</b>	Reception to Year 4	For the academic year 2023-2024, effort stickers will be used to recognise effort and positive attitudes to learning. Neither attainment nor behaviour that should be expected of all pupils should be recognised by the awarding of effort stickers. Appendix C should be referred to for guidance on consistency.
<b>Positive notes home</b>	Preschool to Year 4	Teachers can write notes on cards/pieces of paper, outlining what positive choices a child has made. These should be to recognise changes or especial efforts in their pupil's attitudes to learning, or exceptional behaviour, above and beyond.
<b>Principal's awards</b>	Reception to Year 4	Each week, staff in each class nominate a pupil for a Principal's Award. These should be linked to the school values and a concise, specific reason for them to earn this. A certificate is written by the HoS and given to the child in Celebration Assembly.
<b>Names on the class values tree</b>	Reception to Year 4	When a child is showing behaviour in line with the school's values, their photograph can be moved to the values tree on the relevant branch.

<b>Values Ambassadors</b>	Preschool to Year 4	Half termly, teachers choose a child from their class to be a values ambassador - a child who embodies the values of Gothic Mede Academy. They are awarded a medal and a badge in the Values Ambassadors assembly and have hot chocolate/orange squash and cake with the HoS. The child should wear their values ambassador badge for one half term.
<b>Superstars</b>	Preschool	Pupils who have shown examples of the values or demonstrated positive learning behaviours are awarded a baby star which is recorded in a book. Each time the pupil reaches 5 stars they receive a Superstar to wear home and share with families. This will outline a reason why they have received the award.
<b>Subject specific skills/attainment recognition</b>	All pupils	Some subjects will have occasional recognition systems, such as the handwriting award, maths trophy and PE award.

We know that not all pupils respond in the same way to different forms of praise, therefore, there will be discretion exercised by class teachers based on the individual pupil in certain circumstances.

# Managing Behaviour

Pupils are responsible for their own behaviour. All staff will deal with behaviour, without delegating, using the following steps for dealing with poor conduct.

Staff are patient following the steps and resist the urge to jump steps. Staff know their role in managing behaviour (Appendix D).

<p><b>1 - Encouragement</b></p> <p>Remind the whole class of expectations and praise the pupils making good choices, give gentle encouragement to those that need it.</p>
<p><b>2 - Reminder</b></p> <p>Child specific, said discreetly, de-escalate here where possible and use initiative to keep at this stage:</p> <p><i>“Please can I remind you to show respect by sitting quietly when someone else is talking.”</i></p>
<p><b>3 - Warning</b></p> <p>Said in private:</p> <p><i>“At Gothic Mede Academy we show the value of respect. This is your warning. You now need to sit silently when someone else is talking to the whole class.”</i></p>
<p><b>4 - Last chance</b></p> <p>30 Second Script (see below) (and Appendix A)</p> <p>The adult can give the pupil a chance to reflect, away from others. This is optional and could take place just outside the classroom door, for 1 or 2 minutes, to diffuse the situation.</p>
<p><b>5 - Teachers’ choice</b></p> <p>This could be: a quick catchup, restorative conversation, making up time, reflection time during break or lunch, or natural consequence.</p>
<p><b>HoS/EP referral</b></p> <p>This is for the most serious breaches of the behaviour policy including racism, bullying, serious physical assault. This should be immediate for these instances.</p> <p>This is also for persistent and repeated behaviours.</p>

*\* For children with SEND, there are specific and targeted approaches to addressing behaviour and educating the child about good choices. These may or may not align with the steps above, but will be clearly outlined in plans specific to the child e.g. SEND Support Plan, EHC Plan, Risk Assessment.*

# Consequences

## Step 1: (All members of staff)

This step must happen first

### Catch up

This level of behaviour may need no more consequences. However, it is very important to catch up with the pupil before the next lesson, acknowledge that failure to live the values had an impact on the lesson/others/themselves and that the next lesson is a fresh start.

### Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sitting at a table making awkward eye contact. Much better to do something else.

The restorative 6:

'What happened?

What were you thinking at the time?

Who has been affected?

How did this make people feel?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the pupil. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get pupils to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the pupils, sometimes for everyone.

***\*See Appendix A for more guidance on conversations at this stage.***

	Step 2:	Step 3:	Step 4:	Step 5:
	Learning Support Assistant / Teaching Assistant / Midday Supervisors	Class teacher / Cover Supervisor / Pastoral Support	Cross-class / SLT / Pastoral Support (agreed by SLT)	Head of School / Executive Principal
Actions for member of staff to take	A non-verbal / verbal reminder or a brief conversation with the pupil, giving them two clear choices.	A restorative conversation to remind the pupil of the expectations and what they now need to do, giving them two clear choices:	A discussion to remind the pupil that their behaviour choices do not follow the values and expectations of Gothic Mede Academy and that as a result, there will be further consequences.	A discussion with the Executive Principal or Head of School about the pupils' behaviour choices and the consequences, reminding the pupil of the behaviour expectations and the school's values.

Script guidance for discussion with pupil	“You have two choices: You can make the right choice and not call out in class, or I will have to speak to Mr. Warlow about this.’	“You have two choices. You can make the right choice and not call out in class, or you will miss 5 minutes of your breaktime.”	“You have not made the right choices and as a result, you will be spending time in another classroom to complete your work.”	“It is disappointing that you have not made the right choices today and not followed our expectations of showing respect to others. As a result, you will be missing time at lunchtime to reflect on your choices and complete the work you have missed today.
Possible consequences	<ul style="list-style-type: none"> <li>• Time to complete a <a href="#">think sheet</a> and a discussion with the class teacher or cover supervisor (if required)</li> <li>• Tidying up any mess that may have been made</li> <li>• Having a restorative conversation with a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Time to complete a <a href="#">think sheet</a></li> <li>• Time out, either in the classroom or outside the classroom</li> <li>• Time missed at breaktime</li> <li>• Reduced Golden time</li> <li>• Tidying up any mess that may have been made</li> <li>• Having a restorative conversation with a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Spending time in another classroom to complete work.</li> </ul>	<ul style="list-style-type: none"> <li>• Time missed at breaktimes or lunchtimes, depending on the nature of the incident</li> <li>• Time out at the front of the school to complete work</li> </ul> <p><i>*Please see suspension guidance for if a serious breach occurs.</i></p>
Home involvement	None required.	Discussion with parents at collection or a phone call home.	Phone call home from a member of SLT/Pastoral Support.	Phone call home from Head of School / Executive Principal.

Consequences are not intended to humiliate or make an example of any pupil. The aim is to help the child think about their choices and take responsibility for changing their behaviour. [Think sheets](#), as suggested above, can be used as a tool to support discussions.

At Gothic Mede Academy, we use a variety of consequences. They are tailored to suit the needs for each child within our school. All consequences given are logical:

- Related** consequence must be related to the behaviour
- Respectful** the consequence must not involve shame or pain, should be kindly and firmly enforced and is respectful to everyone involved
- Reasonable** the consequence is reasonable
- Helpful** it helps the child to understand what went wrong

# Serious breaches

**Pupils who commit a serious breach will be referred immediately without support steps. This might include bullying, racist language, serious physical assaults, homophobic behaviour, immediately dangerous behaviour.**

It is important for children who have committed serious breaches to have the opportunity to reflect on their choices and be supported in making better choices in the future. It is also important that there are clear routes to take when a child seriously breaches our school's values. Each incident will be considered individually; mitigating and aggravating factors will be taken into account when senior leaders decide on next steps to take.

Below are some examples of serious behaviours with some of the consequences outlined that could be taken. Consequences are at the discretion of the Head of School/Executive Principal and based on individual circumstances.

Behaviour	Step 1	Step 2	Step 3	Step 4
<b>Racist language and behaviour</b>	(If not intentionally unkind and there is a lack of understanding) Time out of class with SLT reflecting. <a href="#">Think sheet</a> . Missed break/lunch. Education needed on racism.	(If there are mitigating circumstances) Time out of class with SLT reflecting. <a href="#">Think sheet</a> . Missed break/lunch. Further education needed on racism and how to combat. Internal seclusion.	Suspension	Permanent exclusion
<b>Bullying</b>	We refer to our anti-bullying policy.			
<b>Homophobic behaviour</b>	Time out of class with SLT reflecting. <a href="#">Think sheet</a> . Missed break/lunch. Education needed on homophobia.	Time out of class with SLT reflecting. <a href="#">Think sheet</a> . Missed break/lunch. Further education needed on homophobia and how to combat. Internal seclusion.	Suspension	Permanent exclusion
<b>Intentional serious physical harm caused to an adult or child</b>	Our priority is to keep everyone safe. This may necessitate the use of physical intervention. Significant reflection time.	Our priority is to keep children safe. This may necessitate the use of physical intervention. Significant reflection time followed by learning time. Internal seclusion	Assaults which incur significant injuries could incur suspension.	Assaults which incur significant injuries could incur permanent exclusion.
<b>Dangerous behaviour which puts others at serious risk</b>	Our priority is to keep everyone safe. This may necessitate the use of physical intervention. Significant reflection time.	This may necessitate the use of physical intervention. Reflection time and consequence. Internal seclusion.	Suspension	Permanent exclusion
<b>Behaviour which significantly disrupts the school</b>	Reflection time with SLT to consider their behaviour and the impact (outside of lesson time).	Reflection time with SLT to consider their behaviour and the impact (in and outside of lesson time). Internal seclusion.	Suspension	Permanent exclusion

# Suspension

Gothic Mede Academy follows the guidance on suspensions and permanent exclusions issued by the Department for Education. This can be found:

<https://www.gov.uk/government/publications/school-exclusion>

Part of this guidance includes,

*This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.*

[...]

5. *A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.*

6. *A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.*

7. *A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.*

[...]

11. *A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:*

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

## Reintegration of Suspended Pupils

All pupils being reintegrated following suspension have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary steps are taken, to support the pupil in making a successful return to class/school. These could include allocation of a member of staff to check in with, clear systems of rewards and sanctions, communication procedures and liaison with parents or carers. All reintegration meetings have minutes taken.

## Role of Parents/Carers

Gothic Mede Academy strives to create a climate where all staff work in partnership with parents and carers. We achieve this by supporting and involving parents and carers wherever possible. This is communicated to parents and carers through the use of the Home/School Agreement and in all interactions between staff and parents and carers. 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'/Carers' Evenings, functions and developing informal contacts with school;
- Understanding that all staff deal with behaviour problems in a patient and positive manner;
- Impressing their child 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/carers 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 a member of SLT. Parents and carers 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 person (including themselves); 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 believes that force should be used very rarely and in extreme 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 Executive Principal 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 B](#).

# Conduct Outside of School

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

Negative 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 consequences on page 11.

Teachers may issue consequences for:

- negative choices 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 manage this negative behaviour on school premises, when the pupil is under the lawful control of the staff member.

## Monitoring and Evaluation

It is the responsibility of the Executive 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 2024 (Executive Principal)  
Updated:

Ratified by LGB:  
Review: September 2026

## Appendix A

### 30 Second Script

- ❖ **I notice that you are...**  
(having trouble getting started/talking to your friend)
- ❖ **You weren't living the value of...**  
(\*\*\*\*, \*\*\*\*, \*\*\*\* or \*\*\*\*)
- ❖ **By not living the value of .... you have chosen to...**  
(whatever the consequence is for their behaviour e.g. do your work at lunchtime instead, spend reflection time in...)
- ❖ **Do you remember last week when you...**  
(did some great work on.../were really kind to...)
- ❖ **That is the [insert pupil's name] who I want to see today**
- ❖ **Thank you for listening**

# APPENDIX B

## 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 DfE<sup>[1]</sup>

- 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. 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 Executive 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 the Executive Principal, Head of School or Family Support Worker
- The Executive 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.

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

# APPENDIX C



## Values at Gothic Mede Academy

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?
- 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?
- 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 4 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.

# APPENDIX D



## Gothic Mede Behaviour Blueprint



### Values

#### Compassion

#### Pride

#### Respect

#### Responsibility

#### Focus Routines

#### Positive Recognition

#### Adult Behaviour

##### Lining up

- Toes pointing forwards
- Looking at the back of the head of the person in front of you
- Silent

##### Fantastic walking

- Walking
- Silent
- In line

##### Ready for learning

- Right place
- Right time
- Right stuff

- Verbal praise
- Names on board
- Positive notes home
- Names on values tree
- Effort stickers
- Superstars (Acorn)
- Principal's award
- Values Ambassadors

- We approach all behaviour in a calm manner
- We refer to the behaviour, not the child
- We involve the child in discussions about what has happened
- We phrase interactions positively
- We do not show our emotions in our reaction to pupil behaviour
- We recognise positive choices from all children on a regular basis

#### Stepped Sanctions

#### 30 Second Script

#### Restorative Questions

##### IN PRIVATE

1. Reminder
2. Warning
3. Last chance (using 30 second script)
4. Teacher's choice
5. Pastoral support / SLT conversation
6. Head of School / Executive Principal referral – for the most serious breaches of the behaviour policy

- I notice that you are...
- You weren't living the value of...
- By not living the value of .... you have chosen to...
- Do you remember last week when you...
- That is the [insert pupil's name] who I want to see today
- Thank you for listening

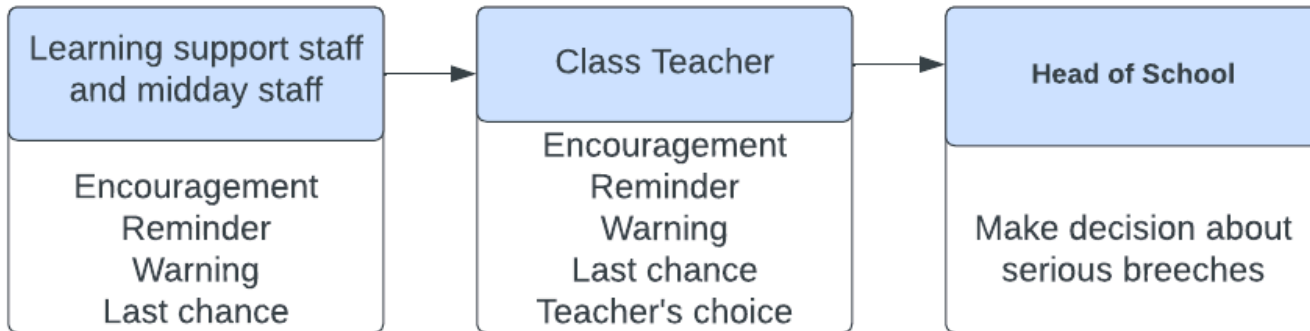
- What happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

# APPENDIX E

## Responding to negative behaviour flowchart



### Responding to negative behaviour



**Safeguarding incidents are immediately referred to a DSL/DDSL**

**Serious breaches are referred to the HoS immediately**