



## BEHAVIOUR AND RELATIONSHIPS POLICY

“Fairness does not mean everyone gets the same. Fairness means everyone gets what they need.”

Rick Riordan (Author), *The Red Pyramid*

### OUR APPROACH

**Behaviour is a form of communication.** The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. **Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.** Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

**Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, the children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

**Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within our school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

**Not all behaviours are a matter of ‘choice’** and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. ‘good choice/bad choice’) is not always helpful. **Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem). Encouraging parental/carer engagement and involvement is absolutely crucial when addressing and planning support for children’s SEMH needs.

## **PRINCIPLES**

Thomas's Academy believe that good behaviour and good discipline are the result of consideration for others is encapsulated in the Academy Cornerstone "Be Kind".

The School Values further support the development of pupils and their behaviour through the following qualities:

- Kindness
- Courtesy
- Honesty
- Respect
- Independence
- Confidence
- Leadership
- Humility

Our Golden Rules (Code of Conduct) is a shared expression of expectations for pupils, staff and parents. (See Appendix 1)

## **AIMS AND EXPECTATIONS**

- To create a positive ethos within the school based on a sense of community and shared values.
- To promote high standards of behaviour among staff, pupils and parents.
- To encourage staff to recognise and praise good behaviour.
- To make distinctions between minor and more serious misbehaviour and respond accordingly.
- To use personal, social and health education as a means of promoting mutual respect, self discipline and social responsibility.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidents are not referred to and should focus on the way forward.
- Help the growth of acceptance, empathy and consideration in members of the school community.
- Ensure the safety and well being of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive
- Be protected against any form of physical intervention which is either unnecessary, inappropriate, excessive or unlawful.

## **WHOLE SCHOOL BEHAVIOUR STRATEGIES**

### **PRAISE AND REWARDS**

Will usually be in the form of:

Spoken praise, including positive reinforcement – nods, thumbs up, smiles etc.

House Points ( issued by adults or nominated by other children)

Certificates and stickers/class incentives (to be simple as to avoid too many reward schemes running in each class)/ House Points Shop (see Appendix 2)

Sharing work with others including the Head Teacher

*Learn to Learn* and *Values* certificate presented in weekly Celebration Assembly.

‘Well Done’ Flyer (see Appendix 3)

‘Proud’ Flyers for children to issue to others

Star of the Week (in Early Years)

### Useful sentence starters for adults to use

It makes me feel proud when... (using other children as role models of behaviour)

I liked it when you....

I’m really pleased with you for...

I know you can do it....

How many sensible children can I see.....?

What a star!

Can you tell me which zone you are in? (suggest what they could do to help themselves)

Are you doing the right thing, which was to come to the carpet?

Top banana etc. (having a special description)

1,2,3 Look at Me etc. (useful rhymes)

If you're finding it hard too...

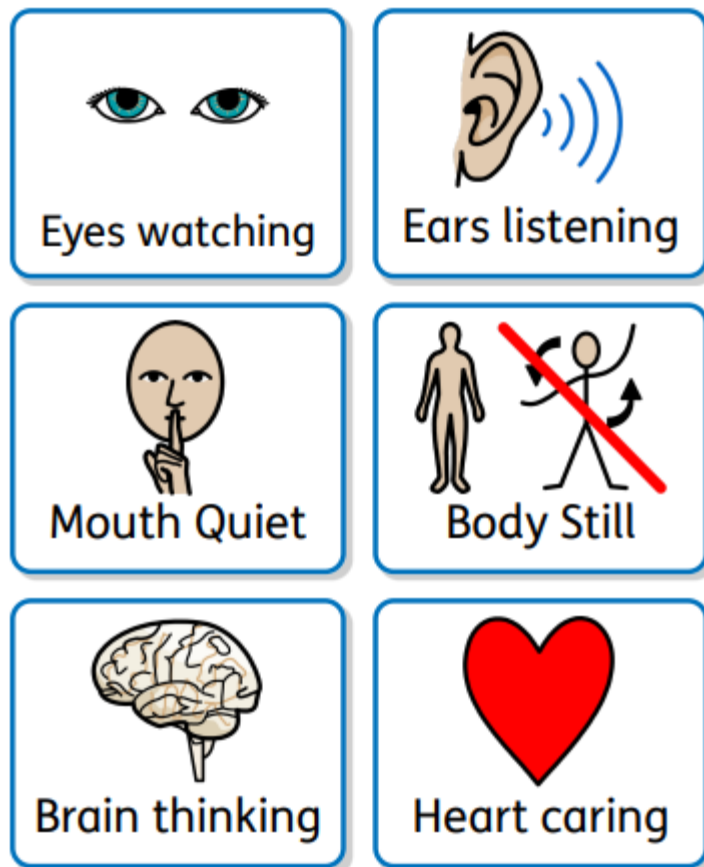
If your friend isn't doing what they should be, please remind them

Referring to whole body listening posters

Referring to the Golden Rules poster

Being specific about the behaviour. 'I can see your wriggling. That can stop now, thank you.'

### Whole Body Listening



### SANCTIONS

The restorative approach focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on the idea that we all have the right to feel safe at all times and that this includes staff as well as pupils. At all stages, sanctions are non-judgmental and the approach must centre on the

behaviour, not the child. In incidences of low-level disruption (such as speaking out of turn) an informal **restorative conversation** should take place and the child made aware they are breaking a Golden Rule. (see appendix 4)

### Restorative Approach

The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If children decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. The use of emotion cards, teacher support and group work will all be used to support them.

Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident. This will take place through the use of emotion cards also.

Staff will investigate incidents of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it at a later time when the children have calmed down and are in the right frame of mind.

A primary driver of children's behaviour in class is teacher expectations. We have very high expectations of all pupils at all times and we expect pupils to try their best in all activities. A clear hierarchy of sanctions is used when behaviour fails to meet these expectations:

- Zones of Regulation conversation with child. Toolkit visible in the classroom. Emotion coaching required to settle children back into the Green Zone.
- Children who break the *Golden Rules* will be given **no more than two reminders**. These will be recorded **discreetly** in a class behaviour book (by teaching adult or supporting adult)
- Once on their third reminder, the child will be given **time out within class** (one minute for each year of a child's life). **This time must be used proactively to allow a child to reflect on their behaviour quietly.**

- Following the consequence, the next session becomes a fresh start for the child, with a clear expectation that the unacceptable behaviour won't happen again
- Aggressive/dangerous behaviour will result in an immediate sending to SLT office (emotion coaching language used and restorative conversation when child is ready)
- **Repetitive disruption to learning** will not be accepted and will result in a transfer to another classroom/ Shining Stars Room (dedicated supervised safe space), to allow the rest of the class a break from the negative behaviour and to complete a regulation activity with an adult. ( Children in Years 3 – 6 must complete their transfer to another classroom with learning to complete or a self- reflection activity. Due to ignoring numerous warnings, parents/carers will be contacted.) This is then recorded on CPOMS
- The behaviour concerns are recorded in a class **Behaviour Book or Tally Chart**, as this may be required when discussing on-going behaviour concerns. Regular contact between parents/carers and school is key.
- When children are sent to complete work in another classroom, children will be escorted to and from their class by an adult from their class.
- All **serious** behaviour incidents will be recorded on CPOMS and categorised accordingly. The Head Teacher or Deputy Headteacher will be informed of all serious incidents involving physical and discriminatory behaviour.

## **BEHAVIOUR AT LUNCH AND BREAK TIMES**

If an incident takes place at lunch or break, a member of staff will make the class teacher aware asap. Adults on duty outside should refer to the *Golden Rules* outside, as well as inside the school and use the Reminder system (see above).

After two warnings of poor low level behaviour, a child must sit out on a bench to reflect. Here, the adult can use emotion coaching conversation to enable the child to go back and resume their play.

If poor play continues, the behaviour will be referred to SLT. Children must be brought to SLT by an adult who can explain the situation. Here the child will need to have a restorative conversation to reflect on the impact of their behaviour towards others. This will likely be recorded on CPOMS.

If appropriate, a meeting with parents/carers will take place with the class teacher. If the behaviour persists, then it will be referred to the SENDCO/Deputy Head, where a **Positive Behaviour Plan** will be set up. This ceases when the child's behaviour improves and has proved to be an effective way of working together to support the child.

Any fighting or physical aggression in the playground, will result in children being immediately removed from the playground and escorted safely to the SLT office. Once children are calm, adults can begin to support the child (children) by reflecting on the incidents and the impacts of it. Parents/carers are notified. This may result in an exclusion.

## **INCLUSIVE APPROACH**

Despite the consistent application of the strategies outlined in this policy, some children may nevertheless continue to be unable to manage their emotions independently OR have attachment and trauma issues that will affect their behaviour, impacting negatively on their own learning and on that of those around them. In these circumstances it is necessary to differentiate our approach to behaviour management for these children.

The positive Behaviour strategies outlined previously should still be consistently applied for the rest of the class.

Thomas's Academy does not discriminate against pupils contrary to Part 6 of the Equality Act 2010, nor do they not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The school acknowledges its legal duties in respect of pupils with special education needs and disabilities.

**Reasonable adjustments will be made for disabled pupils and pupils with special educational needs.**

Each month the Safeguarding Team meet and as a part of the meeting will discuss any concerning behaviour. They will determine whether a **Positive Behaviour Plan** is necessary and closely track the child's behaviour using an [ABC tracker](#). The ABC tracker will help to identify triggers and if there are any patterns to the child's behaviour. The Deputy Head and/or SENDCO will provide support and advice at this stage, and will involve parents in the process if necessary.

Meeting with class teacher, parents/carers and SENDCO to draw up the Positive Behaviour Plan (PBP). Pupils that have been identified as having SEND, may also have individualised behaviour strategies/tools identified in a Positive Behaviour Plan alongside their Record of Development (RoD).

**Positive Behaviour Plans** are written for any pupil whose behaviour represents an ongoing risk to themselves or others. These plans seek to predict the triggers and provide clear steps to prevent the targeted behaviours. It also identifies the steps that should be taken by staff when responding to the challenging behaviour for this specific child. Staff to speak to the Deputy Head or SENDCO for advice on this.

If the PBP fails to have the desired impact, then the school will seek the support from outside agencies such as:

1. ELSA (Emotional Literacy Support Assistant)
2. EMHP (Education Mental Health Practitioner)
3. Primary Outreach Team- OAT (Behaviour Support)
4. INSPIRE- Specialist teacher team for ASD
5. CAMHS (Children's and Adolescent Mental Health Service)
6. Educational Psychologist

## **EXTREME/SERIOUS BEHAVIOUR**

For extreme behaviours (such as violence, severe damage to property, homophobia, racism or bullying) the Head Teacher will be informed. In these cases, internal exclusion will be used where appropriate work is set for the child to do individually. Internal exclusion will take place with correct supervision and in a place away

from the school population. Children will take lunch and break away from their peers and be allowed time to use the toilet. There will be a behaviour plan put in place with the child before re-admittance. This will take place with the Head Teacher, or Deputy Head. Time periods for internal exclusion should be fair and can only be set by the Head teacher or Deputy Head teacher, with agreement from the Head Teacher.

## **EXCLUSIONS**

At Thomas's Academy, we do not wish to exclude any child from school, however sometimes it may be necessary. An exclusion is defined as a fixed period or permanent removal of a child from the school and its premises. Only the Head Teacher has the power to exclude a pupil. The Head Teacher may exclude a pupil for one or more fixed periods, for up to forty five days in any single school year. The minimum exclusion period is half a day. In severe circumstances the Head Teacher may exclude a pupil permanently. If a pupil is excluded by the Head Teacher, the pupil's parents must be informed immediately, giving reasons for the exclusion. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision. The parents of the excluded child must also be informed of their right to appeal against the exclusion and how to make such an appeal. The Head Teacher will also inform the local authority and give notice of the time period and reasons for the exclusion.

The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.

- Reasons for exclusion:
- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents
- For behaviour outside the school, not as part of a school activity, the Head may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Refer to the Exclusion Policy for further details.

## **BULLYING**

Incidents of bullying are taken very seriously at Thomas's Academy. In our Safeguarding Policy we have actions in place to prevent and repair the damage caused by bullying. – See the Anti- Bullying Policy for further details. Any incidents of racism or homophobia will be recorded and submitted. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship.

All incidents of racism or homophobia will be taken to the Head Teacher.

## **REASONABLE FORCE/ PHYSICAL INTERVENTION**

Reasonable force should never be part of a general regime. All members of staff have the power to use reasonable force in the following circumstances:



- In order to restrain a pupil to prevent injury to others
- Where a pupil is in danger of seriously harming themselves
- To prevent a pupil from damaging property
- To prevent a pupil from causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and always depends on the individual circumstances. When considering the risks staff should consider the specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. On any occasion where physical intervention has had to be used it must be reported to the Head immediately. The parents must also be informed the same day. The actions that the school takes are in line with the official guidance as set out in the DfE's non-statutory advice: *Use of Reasonable Force (2013)* In the event of violent or aggressive act from a pupil, members of staff are encouraged to evacuate the classroom and seek immediate support from another member of staff.

All staff are aware of the guidance laid out in our Positive Handling Policy and training is provided to groups of staff, to ensure that any positive handling of children is proper and appropriately recorded on the [Physical Intervention Log \(Google Form\)](#) and then onto CPOMS.

## **SEARCHING AND CONFISCATION**

Whilst the Head Teacher or staff member authorised by the Head Teacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, the preference is to initially speak to children about this and then to call parents for them to ensure a child is not in possession of an item listed below:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco or cigarette papers,
- fireworks,
- pornographic images or
- articles that a member of staff suspects has been or is likely to be used to commit an offence or cause harm.

In addition, under the school rules, the authorised staff may carry out a search if a member of staff suspects a pupil has a vape. Staff should refer to the *DfE advice: Searching, Screening and Confiscation (July 2022)* for guidance before carrying out a search.

- The member of staff conducting the search must be the same sex as the pupil being searched, and a second member of staff and ideally a parent/carer must be present to witness the search. Where this is not possible, refer to the DfE advice for exceptions to this rule.
- The member of staff must explain the reason for the search taking place and seek co-operation.
- Where a pupil does not cooperate, reasonable force may be used for prohibited items. Force cannot be used to search for items banned under the school rules.
- Strip searches can only be carried out by the Police with an appropriate adult. The school retains a duty of care for the pupil and should advocate pupil wellbeing at all times.
- Search of the pupil's outdoor clothing, pupil's bags, lockers and school desks is appropriate.
- If there is a real belief that the pupil is concealing illegal substances or weapons then the Police will be called and the searching left to the Police. Every effort should be made to contact the parents prior to this.
- Staff may examine any data or files on an electronic device confiscated as the results of a search, if there is good reason to do so. When an incident might involve an indecent image/video of a child, the device should be confiscated and the member of staff avoid looking at the content and refer to the Designated Safeguarding Lead (DSL). Refer to the Online Safety Policy for details on responding to an e-safety incident.
- The DSL or a deputy DSL should be informed of any search where the member of staff has reasonable grounds that the pupil was in possession of a prohibited item (as outlined above). Where the search has revealed a safeguarding risk, the DSL or a deputy DSL must be informed immediately.
- Parents/ carers must be informed as soon as practicably possible, that a search has taken place and the outcome

Members of staff may confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline. All searches should be recorded on the '[Search Log](#)' ([Google Form](#)) and then added onto CPOMS. Details recorded on the log, will include the name of the pupil, ethnicity, SEND, the date, time and location of the search, who conducted the search and other people present, what was being searched for and the reason, any items found and follow-up action.

## **HARASSMENT AND CHILD ON CHILD ABUSE**

The school is committed to providing pupils with a learning environment free from harassment and ensuring all pupils are treated, and treat others, with dignity and respect. Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment. Harassment may involve conduct of a sexual nature or it may be motivated by someone's particular characteristics, for instance disability, gender reassignment, race, nationality, religion or sexual orientation. A person may be harassed even if they were not the intended target.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our school recognises that children are vulnerable to, and capable of, abusing other children. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be accepted or passed off as part of "banter" or "having a laugh" and we understand that non-recognition/downplaying the scale and scope will lead to a culture in our school of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child on Child abuse can manifest itself in many ways such as:

Child Sexual Exploitation

Sexting or youth produced digital imagery

Bullying

Radicalisation

Abuse in intimate relationships

Children who display sexually harmful behaviour

Gang association and serious violence (County Lines)

Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the Anti- Bullying Policy, Child Protection Policy and Online Safety Policy.

## **PARTNERSHIP WITH PARENTS AND CARERS**

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may

be through a meeting, a telephone call or a letter. We may use these methods to discuss children's behaviour or work.

Individual children may have targets which we would ask parents/carers to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child. We want our children:

- To be happy and feel confident in school
- To choose good behaviour all of the time
- To be assertive yet respectful

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, "Stop it, I don't like it".

The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns. We want to build on the strong partnership between home and school:

- By keeping parents/carers informed of good work and good behaviour
- By letting parents know if their child continues to misbehave repeatedly or acts in a way that seriously breaches our behaviour expectations

The very large majority of parents/carers work in cooperation with staff at Thomas's Academy for the benefit of our children. However, it must be noted that the governing body will not accept any form of verbal abuse or unacceptable behaviour towards staff from another adult and if such an incident should occur, they would be excluded from the school site under Section 547 of the Education Act 1996.

### Keeping the school informed

Staff want to know at an early stage of any concerns that parents/carers or a child may have. Staff will endeavour to explore the concern as soon as possible and request that parents/carers contact their child's class teacher in the first instance. Parents/carers may use the class email to contact class teachers. Concerns will be investigated and reported back to parents/carers in a timely manner.

## **ROLES AND RESPONSIBILITIES**

### **The role of the Senior Leadership Team**

- reviewing and approving this behaviour policy
- ensuring the policy is implemented effectively
- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure expectations are maintained and rewards and sanctions are applied consistently.
- Lead on the usage of CPOMS and monitor this regularly, including 'actioning' incidents according to this policy

- ensuring that staff are appropriately trained to enforce this policy including the use of physical intervention, and that authorised staff are trained in how to lawfully and safely carry out searches for prohibited items.

**All members of staff are responsible for:**

- implementing the Behaviour Policy fairly and consistently
- modelling expected behaviour and positive relationships around the school
- ensuring that the school values are enforced in their classes, and that pupils behave in a responsible manner during lesson time
- ensuring that quality first teaching applies to all lessons. Lessons must be well planned, organised and inclusive for ALL pupils
- promoting good behaviour throughout the school community
- challenge pupils to meet the school's expectations and maintain boundaries of acceptable conduct
- providing a personalised approach to the specific behavioural needs of particular pupils
- All staff support children in understanding their feelings and in making decisions on how to behave when they are distressed.
- All staff set an example by dealing with situations calmly, without losing their temper or shouting. They treat each pupil fairly and enforce the classroom rules consistently.
- If a pupil makes poor behaviour choices in class, the class teacher should deal with the incident. Support is of course available, however the emphasis should be on the class teacher finding solutions within the classroom context.

**The role of parents**

- support their child in adhering to the school's *Golden Rules*
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- The school works collaboratively with parents and carers, so pupils receive consistent messages about how to behave.
- We expect parents/carers to support their child's learning, and to cooperate with the school. We build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to reprimand a pupil, parents/carers should support the actions of the school.
- If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy or Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented involving the Governors.

**The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

- The governors support the head teacher in carrying out these guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- It is the responsibility of the governing body to monitor the rate of exclusions and racist incidents, and to ensure that the school policy is administered fairly and consistently.

## MONITORING

Behaviour data is monitored by the Head and Pastoral Lead on a termly basis at a school, year group and individual level to identify any trends, and possible factors contributing to the behaviour including system problems or failure to provide additional support. The school will also analyse data by protected characteristic to help inform policy and ensure the school is meeting its obligations under the Equality Act 2010. Pupils are asked about their experience of behaviour and the school’s behaviour culture through pupil surveys and the School Council. Feedback will be used to support the evaluation of the policy. This Behaviour Policy will be reviewed by the Head Teacher and Deputy Head teacher every year and openly discussed in a staff meeting. At each review the policy will be approved by the Governors.

## LEGISLATION AND GUIDANCE

This policy pays due regard to the following statutory guidance and other government advice.

DfE Statutory Guidance ‘Keeping children safe in education’ (September 2022)

DfE Sexual violence and sexual harassment between children in schools and colleges (September 2021)

DfE Advice ‘Behaviour and discipline in schools’ (July 2022)

DfE Advice ‘Supporting pupils with medical conditions at school (December 2015)

DfE Advice ‘The Prevent Duty’ (June 2015) from The Counter-Terrorism and Security Act (2015)

DfE Statutory guidance “Special education needs and disability (SEND) code of practice 0 – 25 years (January 2015)

DfE Advice ‘Screening, searching and confiscation’ (July 2022)

DfE Advice ‘Use of reasonable force in Schools’ (July 2013)

The Equality Act (2010)

The Schools (Specification and Disposal of Articles) Regulations 2012

The Education Act (2011)

The Education and Inspections Act (2006)

**See also:** Anti-bullying Policy, Staff Code of Conduct, e-safety Policy, Exclusion Policy, SEND Policy, Positive Handling Policy, Wellbeing Policy, Safeguarding and Child Protection Policy

<b>This policy will be reviewed annually</b>		
Created: September 2015	By:	Miles Chester, Headmaster
Reviewed: September 2018	By:	Academy Staff
Reviewed: September 2019	By:	Miles Chester, Headmaster
Reviewed: September 2020	By:	Clare James, DHT
Reviewed: September 2021	By:	Clare James, DHT, SMT

Changes made: October 2021	By:	SMT, edits made to Red Form July 2022
Reviewed, with significant changes, due to DfE guidance Sep 22: October 2022	By:	SMT and staff made edits
Re- written: October 2022	By:	Clare James (DHT) then further significant edits made by Clare James in Oct/Nov 22, based on DfE guidance (Sep22)
Reviewed : September 2023	By:	Clare James (DHT), with feedback from class teachers in staff meeting
Next Review: September 2024	By:	

Thomas's Academy Golden Rules

These poster is to be displayed and referred to in every classroom and be evident in shared spaces around the school.



## Our Golden Rules



1. We are kind  
(we don't hurt people's feelings) 
2. We are gentle  
(we don't hurt others) 
3. We listen  
(we don't interrupt or refuse) 
4. We are honest  
(we don't cover up the truth) 
5. We look after property  
(we don't waste or damage things) 



Appendix 2- House Points Shop -This poster is displayed in classrooms



 <b>House Points Shop</b> Y4-Y6		 <b>House Points Shop</b> R-Y3	
Sticker  	Change your monster  	Sticker  	Change your monster  
Dojo certificate  	Early Lunch Pass +1  	a dojo certificate  	Early Lunch Pass +1  
Email home from the teacher  	Hot Chocolate with Miss Kelly  	Email home from the teacher  	Hot Chocolate with Miss Kelly  



**EARLY LUNCH PASS**

This pass entitles the bearer and ONE friend for early lunch today because of their kindness and hard working attitude.

Appendix 3 Well Done Flyer- staff write on the reverse of these notelets, with a message of thanks/congratulations to the child.



<h3>What happened?</h3> <p>If child is unable to say what happened provide the language, E.g. you took the spade from Sam. Or draw a little picture of what happened.</p>	<h3>How did it make others feel?</h3> <table border="1"><tr><td> happy</td><td> sad</td></tr></table>	 happy	 sad
 happy	 sad		
<h3>Why did it happen?</h3> <p>(Encourage child to explain why they did what they did. Give child the language if they cannot respond or say I don't know, e.g. I think you wanted to have the spade and Sam had it)</p>			
<h3>What could you do next time?</h3> <p>You will probably need to provide a lot of examples at first before the child volunteers an appropriate alternative. E.g. say "You could have said 'Can I use the spade please?' or used another toy until Sam had finished with it. Or ask an adult to help you.</p>			
<h3>How could we make "Sam" feel better now?</h3> <p>Encourage child to say sorry/shake hands.</p> <p style="text-align: right;"><b>Example</b></p>			

**Ask:** person who caused harm

person harmed and others

**1. Facts** Before – At the time – afterwards

- o Tell us what happened before the incident?
- o What happened next?
- o Any questions?

**2. Affect**

- o Who has been affected by what you did?
- o How were they affected?
- o How did you become aware of what happened?
- o What were you thinking at the time?
- o How did you feel at the time?
- o How else were you affected?
- o What was the hardest thing for you?
- o Who else was affected by what happened?
- o How do you feel about what happened now?

**3. Outcome**

- o Before we move on, is there anything you would like to say to those here?
- o What would make things better for you (personally)?
- o What do you think could stop this happening again?
- o Is that fair and reasonable?

**4. Reintegration**

Allow parties opportunity, with refreshments if possible, to spend time together without facilitator intervention