



## **Policy for the Promotion of Good Behaviour**

**Signed on behalf of Trustees.....**

**Date.....**

**Review Date: September 2021**

# **Tinsley Meadows Primary Academy**

## **Policy for the Promotion of Good Behaviour**

### **1.0 INTRODUCTION**

“Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly.”  
*DfE Creating a culture: how school leaders can optimise behaviour 2017*

This purpose of this policy is:

- a) To set out, very clearly, the school’s expectations of pupils in relation to behaviour during their educational journey through Tinsley Meadows Primary Academy
- b) To outline the school’s practice for managing behaviour in school
- c) To provide an overview of the powers members of staff have to discipline pupils

It has been written in accordance with the document: ‘Creating a Culture: How school leaders can optimise behaviour’ (2017), ‘Use of Reasonable Force – Advice for head teachers, staff and governing bodies’ (2013) and the document: ‘Screening, Searching and Confiscation – Advice for head teachers, staff and governing bodies’ (published 2014 updated 2016).

### **2.0 OUR PRINCIPLES AND ETHOS**

Trustees of Tinsley Meadows Primary Academy have agreed a statement of behaviour principles which underpins our ethos.

At Tinsley Meadows Primary Academy, we benefit from the fact that the school is part of a wider community representing a range of racial and cultural backgrounds. We see this as an enriching element and value it.

#### **2.1 As a school we aim:**

1. To develop self-discipline in pupils.
2. To create the conditions of an orderly community in which effective learning can take place.
3. To foster mutual respect between all members of the school and wider community regardless of race, religion, gender, ability, disability and gender.
4. To combat bullying of any kind (e.g. physical, emotional, cyberbullying) – please refer to Tinsley Meadows Primary Academy Policy on Anti-bullying.

These aims are best realised within the framework of a relaxed, pleasant atmosphere, in which pupils are required, and are able to give their best and are encouraged and stimulated to their full potential.

Like any other complex social organisation, a school requires generally accepted codes of conduct, rules and procedures by which the community abides.

## **2.2 As a community we will:**

- Develop and maintain good relationships that are based on mutual respect, a sense of community, and a recognition that the rights and needs of everyone matter. The example set by adults in school is crucial in the way they respond to each other as well as to the children themselves.
- Have high teacher expectations with opportunities for children to behave with fairness, consideration and tolerance towards others.
- Provide opportunities for children to succeed in developing self-confidence and self-esteem with teachers providing work that is well matched to pupils' abilities and is stimulating and challenging.
- Encourage self-discipline, allowing children to become self-reliant.

## **2.3 Pastoral Care**

Teachers are responsible for the pastoral care of the children in their class group but share with all staff a corporate responsibility for the welfare of all children. Class teachers should aim to form good relationships with the children in their care so that children know there is someone to listen to them.

At lunchtimes, supervisory assistants have a role to play in maintaining an orderly environment. Having followed the hierarchy of sanctions, children who continue to persistently misbehave should be taken to the School Principal or to a senior member of staff. This could lead to a child being excluded from the lunchtime period and having to go home for lunch each day.

## **2.4 The role of parents**

We strongly believe that education is a partnership and place parental involvement very high in our school's priorities. We encourage parents to become involved in all aspects of school life for as long as their child is a member of the school and local community.

The relationship between the home and the school is of vital importance, and particularly so when there is a concern over a child's welfare, progress or behaviour. When concerns arise, the co-operation of parents is critical and should be sought at the earliest stage. All parents are made aware of the school's approaches to discipline on pupil entry. Where parents are invited into school to discuss their child's progress, and/or behaviour, the school's position and expectations should again be reiterated

and the support of the parents enlisted in devising an agreed plan of action. This may also include the support of other agencies.

### **3.0 TEACHING AND LEARNING AND THE QUALITY OF THE CURRICULUM**

The quality of the curriculum offered to pupils has a significant effect on pupil behaviour.

- Lessons will be well planned, purposeful, and with high teacher expectations conveyed to the children. This includes an expectation that all assigned work is completed to a high standard.
- Work will be well matched to pupils' abilities and learning needs.
- Pupils' language, knowledge and understanding will be extended and developed by the use of skillful teacher questioning in order to engage children purposefully.
- A variety of teaching styles will be employed, and learning activities offered appropriate to the planned learning objectives.

To provide a quality learning experience teachers will consider their classroom practice in terms of:

- Effective planning and preparation
- Engaging lesson delivery
- Excellent classroom organisation and management, including time management
- Effective, thoughtful discipline
- Accurate assessment of pupils' progress
- Thoughtful reflection and evaluation on practice

All adults in school promote and encourage children to have positive learning behaviour in all that they do. Children have opportunities to develop positive engagement in lessons, concentration, motivation and perseverance throughout the learning experience. These behaviours are rewarded in weekly Reward Assemblies, in personal assertive mentoring meetings, through green cards being sent home, weekly SLT certificate presentations and in Year 6 through the award of golden tickets.

### **4.0 ENVIRONMENT**

The physical environment of the school has a considerable effect on pupil behaviour.

All staff will regard the maintenance of a high quality environment as an important element in establishing the children's sense of pride in their community and environment and will regularly draw their attention to it.

Resources will be readily available to children in order to support them in their learning. Teachers will check and maintain the condition of books and equipment regularly. The provision of a high quality teaching and learning environment and appropriate quality resources will be a feature of school budgeting.

## **5.0 CORE VALUES**

The school has developed a range of core values through consultation between teachers and children that reflects the qualities and values expected by the school, the community that it serves, and society at large – honesty, tolerance and care for the individual, the community and the environment.

The children will be taught how to behave appropriately in school and in the wider community. They will be encouraged to resolve conflicts and differences without aggression. This will be done through positive reinforcement of good behaviour, and the raising of children's self-esteem through praise and rewards. Our trained Peer Mediators also play a role in resolving conflicts and modelling respectful and collaborative behaviour during break times.

Staff will talk about our rules regularly with their class groups and will discuss the reasons we have rules and issues of right and wrong. These themes will be developed in work on citizenship, through personal and social development, and through role-play, etc. Each class also has its own class charter that promotes an effective and efficient teaching and learning environment.

### **Members of the school community are encouraged to:**

- Show care, consideration and courtesy to each other, to all members of staff, to parents and to visitors to the school.
- Respect the school building, school property and the property of others.
- Speak and behave in an acceptable manner in school and in the playground.
- Speak and behave in such a way that everyone can be happy and can get on with their work in the classroom and school and enjoy playtimes both indoors and outside.

## **6.0 TINSLEY MEADOWS PRIMARY ACADEMY'S APPROACH TO BEHAVIOUR**

A clear school behaviour policy, consistently and fairly applied, underpins effective education.

The school has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy.

## 6.1 REWARDS

In order to recognise the achievements of children in all aspects of school life and in particular to reinforce the positive climate we are striving to achieve, all staff within school are to make appropriate use of rewards. Praise must be genuine and perceived as merited by those who receive it in order to raise a child's self-esteem.

Types of praise used at Tinsley Meadows: -

- Verbal – well done
- Non-verbal – a smile, thumbs up
- A written comment on pupils' work
- Showing work to others – Principal, members of SLT, children and other adults
- Classroom rewards – stickers, dojo points
- Informing class teacher
- Reward stickers from SLT
- Informing parents – through green cards
- Golden tickets (Year 6)
- Providing opportunities for greater responsibility
- Throughout the year assemblies take place celebrating success and on a weekly basis;
  - In Key Stage 1 and 2 there are weekly assemblies which celebrate the schools Core Values. Children are given a certificate for behaviour, attitude, effort or achievement. A reader of the week and presentation certificate is also awarded to a child in each class.

### Dojo Points

Throughout school (FS2- Y5) children can be awarded dojo points for demonstrating one of the core values (*We love our planet, We take care of our school, We are a team and we work as a team, We look out for and take care of each other, We are motivated and we aim high, We care for our environment, We respect everyone and accept each other's differing views and beliefs, We are proud of our community*). The points are recorded electronically so they can be tracked throughout the year. During lessons tokens can be handed out and then collated at the end of the session/day. Dojo points should only be used for positive rewards- no negative dojo points to be issued and points cannot be taken away.

In Y6, children are awarded golden tickets for producing high quality work. At the beginning of each term it is agreed by the team the number of golden tickets required to attend a special trip at the end of the term.

## In Key Stage 1:

### FS1 and FS2

Stickers awarded for displaying core values.

#### Y 1/2

<b>Dojo points given for any noteworthy behaviour</b>	<b>How recorded</b>	<b>Awards</b>
1 – 249	Recorded on system	Class celebration
250	Recorded on system	Bronze certificate given in Special mentions assembly (Aim end of Aut Term)
500	Recorded on system	Silver certificate given in Special mentions assembly (Aim end of Spring Term)
750	Recorded on system	Gold certificate given in Special mentions assembly (Aim end of Summer Term)
1000	Recorded on individual and class chart	Platinum certificate (Invited to presentation evening at the end of the year)

*In Key Stage 1 a child would be deemed to be having an exceptional day if they receive 5 dojo points. It would be rare to receive more than 5 in a single day.*

## Key Stage 2:

<b>Dojo point given for any noteworthy behaviour</b>	<b>How recorded</b>	<b>Awards</b>
1 – 749	Recorded on system	
750	Recorded on system	Bronze certificate given in merit assembly (Aim end of Aut Term)
1500	Recorded on individual and class chart	Silver certificate given in merit assembly (Aim end of Spring Term)
2250	Recorded on individual and class chart	Gold certificate given in merit assembly (Aim end of Summer Term)
3000	Recorded on individual and class chart	Platinum certificate (Invited to presentation)

		evening at the end of the year)
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*In Key Stage 2 a child would be deemed to be having an exceptional day if they receive 15 dojo points. It would be rare for a child to receive more than 15 in a day.*

*\*It is expected that more points will be awarded in key stage 2 as the older children understand the difference between being awarded one point or three points at any one time, e.g. in key stage 2 an exceptional display of a core value can be awarded with more than one point.*

Children should aim to achieve a Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year. Letters will be sent out to all parents of children who have received a certificate inviting them to the celebration assembly at the end of the summer term.

A dojo point can be awarded by any staff member to any child at any time. All staff should carry tokens at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

When *all children* in a class achieve Bronze, Silver or Gold Awards they may have a class treat of an extra 15 minute break.

When a child enters Y6 they are automatically made a prefect which leads to specific Year 6 rewards.

## **6.2 Green Cards**

Children who have displayed excellent behaviour/done great work or shown fantastic attitude can also be rewarded with green cards which are sent home and recorded. The school office has the prizes for when a child receives ten and children can be brought to the office by a teaching assistant at break on Monday and Friday to receive these. They should never be brought in lesson time. Please make sure these are special and not just give out routinely. During the weekly celebration assemblies children who have collected 10 green cards will stand up and be applauded for their achievement.

## **6.3 Lunchtime Rewards**

Every lunchtime the Senior Learning Mentor will hand out raffle tickets in the dinner hall to children across school who are following school rules and setting a good example. Each week raffle tickets are drawn and the winning ticket holders earn a place at the star table in the dinner hall on Friday lunchtime with a member of SLT (this will be announced during each Key Stage celebration assembly). Each child who sits on the table receives a certificate and small prize.

## 6.4 SANCTIONS

Sanctions are necessary to register disapproval of unacceptable behaviour and, on occasion, to protect the authority of staff and the safety of others.

When sanctions are used, it is essential that staff assure the children that it is the behaviour rather than the child that is unacceptable. Children should be brought to understand what it is they have done wrong, and how they can avoid this type of behaviour in the future. Punishment of a whole class group is discouraged.

Sanctions can appear more effective than they actually are. They may have the effect of stopping the behaviour immediately but may not stop it from recurring. Consequently sanctions are only effective when used within a positive environment in which strategies that promote positive behaviour are used as a first resort.

Sanctions should normally follow the hierarchical pattern set out below; however, some actions may require a much stronger sanction to be employed e.g. in the event of serious physical or verbal harm to another individual, theft or deliberate disruption. Staff should also give consideration to individual circumstances. Confrontation with pupils is to be avoided as it may serve only to escalate and inflame minor situations.

When a sanction is being used, children's individual needs should also be taken into consideration. When dealing with a child, staff should also give consideration to individual circumstances, SEND (autism in particular) as some children may need to follow an individual behaviour plan to support their specific needs.

**The only sanctions to be used are those listed below and can only be initiated by a paid member of school staff or a member of staff authorised by the School Principal. Other sanctions that staff wish to use must have the prior consent of the School Principal.**

Verbal warning, followed by a yellow warning card. Then if necessary a red card. If a child is given a red card, the reason for this will be sent home on a slip and parents must be informed either face to face or over the phone. In Key Stage 1 if a child receives a red card, parents must be informed before it is sent home or spoken to face to face at the end of the school day.

If a red card has been issued then the following will happen:

- Break time will be lost (if the card is issued after break then the following day's break is lost)
- Red card slip is sent home to be signed by parents and returned to school

Following a red card, parents will have the opportunity to come and discuss their child's behaviour with their class teacher, Learning Mentors or a member of the SLT if they wish to.

If a red card is issued during break or lunchtime then the pupil will stay in the following lunchtime for detention.

Immediate red cards (which bypass the verbal, yellow, red system) should only be issued for violence, racism, extreme rudeness and swearing.

If appropriate then a referral to outside agencies may be applied, (parental support required), see SEN policy.

**All red cards should be recorded on CPOMS so behavior can be monitored – this is a non-negotiable.** They should not be recorded on the board as this can highlight bad behavior even more – a card on the desk should be sufficient.

Red and yellow cards cannot be taken back once issued (unless wrongly issued) and must remain in place until the end of the session.

In Key Stage 2, six red cards in a half term means that the child is placed on report where breaks are lost until a certain number of ticks are achieved (see behaviour chart template). In Year Six, this is replaced by the prefect chart as outlined above.

As part of the prefect system children in Y6 are aware that prefect warnings can be given for unacceptable behaviour. Prefect warnings can only be given by the School Principal or Deputy - however, any member of staff can ask for a prefect warning to be considered.

Prefect warnings are given for:

- Violent behaviour
- Racist behaviour
- Extreme unacceptable rude behaviour
- If three red cards have been given in a week
- Continual lateness or being unprepared (forgetting reading book, lack of PE kit, not wearing the correct uniform). This is monitored on charts in the classroom where the children first receive a verbal, then yellow and red card before receiving a prefect warning.

Parents are informed when a child receives each prefect warning through a slip sent home or a telephone call. If a child receives 5 prefect warnings then they are put on a behaviour chart and lose all prefect privileges. Should a child receive 10 prefect warnings then they are taken off the end of year reward trip to Alton Towers and parents are informed immediately. Similarly, if a child restarts a behaviour chart 6 times or more then this also means they are taken off the Alton Towers trip at the end of the year (In the case of exceptional improvement of behavior when the child may be allowed to attend the trip).

**ALL FORMS OF CORPORAL PUNISHMENT ARE ILLEGAL UNDER THE 1986 EDUCATION ACT.**

Effective reprimands:

- Children need to have a clear idea what is expected of them
- They need details of the behaviour they need to change

Reprimands should be delivered:

- With eye contact
- Standing rather than sitting
- With confidence
- Calmly but assertively

What is said in terms of content and quality is essential:

- The reprimand should be delivered briefly and succinctly.
- Is specific and clear, with reference to the behaviour rather than the child.
- It should be delivered without sarcasm.
- Must tell the child what they should do.
- Must refer to the consequences of the behaviour but not contain idle threats.

All behaviour issues or incidents are recorded on CPOMS (secure web based monitoring system) by all members of staff. These are monitored by SLT and appropriate additional support or involvement of agencies can then be instigated. Trustees also monitor behaviour, through receiving reports from the senior learning mentor.

The member of staff initiating the appropriate sanction should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

## **6.5 EXCLUSIONS**

Exclusions will only be used in rare and exceptional circumstances. Acts of extreme physical abuse, which result in significant harm to another pupil or adult, will not be tolerated. Verbal abuse, which can be equally damaging will also not be tolerated.

When the decision has been made to exclude a child, the child will be isolated from other children and the parents contacted as soon as possible to collect their child. The reasons for the exclusion will be conveyed to the parents in writing.

If the conduct of a child at lunchtime gives cause for concern, then both the child and the parents will be made aware of the child's possible debarment from the lunchtime period when all other strategies have been explored. Parents will be informed in writing of the Head's (or her representative's) decision and the length of time the debarment will be in operation. Parents will be invited into school to discuss the child's behaviour before the child is readmitted to the lunchtime period.

Only the School Principal has the power to exclude a child from school.

Exclusion may be either:

1. Fixed period. A pupil may be excluded for up to 45 days in any academic year.

## 2. Permanent.

The Academy board will be informed of all exclusions.

Internal exclusions can also be used at the discretion of the School Principal.

### **7.0 TEACHERS' POWERS**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the School Principal says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehavior occurs outside of school.

Teachers have a power to impose detention outside school hours and they can confiscate pupils' property.

### **8.0 PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS**

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

Such misbehaviour might take place:

- On a school-organised or school-related activity
- Whilst travelling to or from school
- Out of school hours but when the child is wearing a school uniform
- Out of school hours when the child is not wearing a school uniform but where the child is identifiable as a pupil at the school

Alternatively, teachers may discipline pupils at any time (in or out of school hours) whether or not the above conditions 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 misbehavior, the teacher will only discipline pupils on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **9.0 CONFISCATION OF INAPPROPRIATE ITEMS / SEARCHING PUPILS**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

In the event that a pupil's property is confiscated, the school will, in most circumstances return these to the child's parent(s).

- 2) Members of school staff have the power to search pupils without consent for 'prohibited items' including:

- Knives and weapons\*
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images\*
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons and knives and extreme or child pornography must always be handed to the police, otherwise it is for the member of staff to decide if and when to return a confiscated item.

The school adheres to the 'Screening, Searching and Confiscation advice for head teachers, staff and governing bodies' (February 2014).

Where a member of staff carries out a search on a pupil with or without consent, they should be the same sex as the pupil being searched. There should also be a witness present whom should also be of the same sex as the pupil being searched.

There is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

Where appropriate school staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

### **Conducting the search:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Also note:
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- Lockers and desks
- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

### **10.0 REASONABLE FORCE**

Some physical contact between staff and pupils is necessary to ensure the safety of everyone concerned. The school does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The School Principal and authorised staff can use reasonable force to search for 'prohibited items' (knives, weapons, stolen items, fireworks etc.). However, force cannot be used to search for items banned under the school rules. These items include laser pens / torches, e-cigarettes and mobile telephones / devices.

Whilst all staff members are empowered by law to use reasonable force where it is needed, key members of staff within Tinsley Meadows Primary Academy are also trained in the use of 'Team Teach Positive Handling Strategies'. Positive handling is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property.

In the event that reasonable force is necessary, a trained member of staff will be called upon as quickly as possible with the intention of de-escalating and reducing the risks to the child, other persons and property.

### **10.1 What is reasonable force?**

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 pupil needs to be restrained to prevent violence or injury. 'Reasonable in circumstances' means using no more force than is needed.

Reasonable force could also include:

- Blocking a pupil's path by standing in front of them
- Leading a pupil by the arm
- Physically removing a child from a classroom
- Restraining a pupil to prevent them from attacking a member of staff or another pupil.

Parental consent will not be sought before reasonable force is used on a pupil. However, the school will make contact with parents after a significant event to notify them of the incident and the reason that reasonable force was applied. The individual using force in school will be required to record the details of the incident on the school's risk register and on CPOMS (online child protection database).

In the use of reasonable force, the school and its staff acknowledge the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). In this instance, the member of staff should take a judgement on whether to use force depending on the needs of the pupil concerned.

### **10.2 Complaints arising from an incident where force was used**

Any complaints either from parents or pupils arising from the use of force will be investigated by the head teacher speedily and thoroughly.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **10.3 Other Types of Physical Contact**

It is not illegal to touch a child. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

## **Tinsley Meadows – Covid Annex to Behaviour Policy**

### **Awards**

- Throughout the academy, it will be continued that children are awarded dojo points for good behaviour and attitudes to learning.
- The points will be recorded electronically so that they can be tracked throughout this time. During lessons, tokens will not be handed out as usual
- Dojo points should be used only as positive rewards - no negative dojo points can be issued; hence, points cannot be taken away.
- Each bubble will have a new dojo system set up.
- Children can earn golden time for the number of dojos earned in one week – this is to be agreed at the beginning of the formation of the bubble what this will look like
- If a child receives an agreed number of dojos parents will be contacted and mention made on social media – this can also be agreed at the start of bubble formation
- Teachers can continue to send work to be displayed on social media

### **Sanctions**

- The sequence of sanctions will, as usual, be a verbal warning, followed by a yellow warning card then, if necessary, a red card. These will be recorded discretely by the teacher and cards will not be used

If a red card has been issued, then:

- the child will be asked to stand to one side for 5 minutes (at the side of their bubble) at playtime or lunchtime either that day or the following day
- the red card will be discussed with the parent over the phone by either the teacher, pastoral or SLT
- SLT will be available on the radio at all times to be called to assist with behaviour issues