



"A small school with a huge heart."

Buildwas Academy

Behaviour and Relationship Policy

2025 - 2026

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Health Act 2006
- Education and Inspections Act 2006

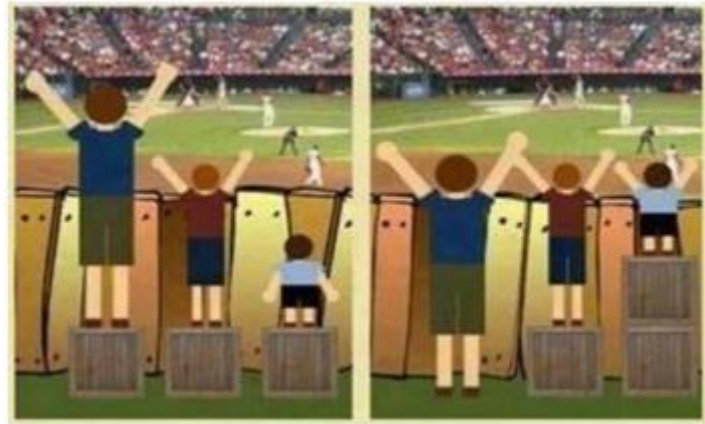
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Searching, screening and confiscation: Advice for Schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Suspension and Exclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy

Introduction

Buildwas Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Buildwas Academy believe the key to effective behaviour management is based on high quality relationships.



Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

At Buildwas Academy we strive to have a highly inclusive approach and believe that every child is an individual and must be treated as such.

Whole school vision and values

Our values shape our mindset, guide our behaviour and help us to be the best version of ourselves. Our shared school values apply to all who are part of our school community.



RESPECT

caring how words and actions may impact others



INDEPENDENCE

being able to do things for yourself and make your own decisions



RESILIENCE

experiencing challenges and overcoming them



KINDNESS

being generous, friendly, helpful and thoughtful



HONESTY

being truthful in what you say and do



COURAGE

making good choices in the face of fear or obstacles

Our Ethos

Behaviour is a form of communication. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control.

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 that demonstrate dysregulated behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support, adopting a relational approach.

This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. Therefore, building relationships is at the heart of our ethos: 'A small school with a huge heart.' 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. Children who feel like they belong are more motivated.

Our approach encompasses our key school rules: **ready, respectful, safe.**



Core values

Buildwas Academy has embraced and adapted our core values to promote personal development and positive attitudes to learning. We are committed to developing the ability of children to learn effectively, so they are equipped to fully embrace and succeed in our ever-changing society. We work hard to ensure our children have excellent attitudes and behaviour towards their own learning. We want them to be highly motivated and engaged, to have high expectations of themselves and be ambitious wanting, to achieve success.

Maintaining clear boundaries and expectations.

Changing how we respond to behaviour does not mean having low expectations and no routines or structure. To help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, clear expectations, and consistent responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Encouraging parental engagement and involvement is crucial when addressing and planning support for children's SEMH (Social, Emotional, Mental Health) needs.

At Buildwas Academy, we have a collective responsibility to support each individual need of our pupils. We support families through Early Help with our Pastoral team and Designated Safeguarding Leads to ensure positive change for families.

We know that our focus on developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning, social choices.

Our AIMS

- To create a culture of exceptionally respectful and considerate behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To promote good relationships
- To help learners take responsibility for their behaviour and be aware of the consequences for that behaviour
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

British Values

Buildwas Academy is committed to promoting the five fundamental British Values through the taught curriculum, assemblies in school and through daily interactions.

The five key British Values are:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Children with Additional Needs

On some occasions, we recognise that some children may need extra support to follow the school behaviour policy. Staff may use their discretion in applying the policy, if necessary. We will always aim to understand the causes of children's inappropriate behaviours and for pupils to develop positive relationships with appropriately trained adults to encourage emotional regulation.

Our Pastoral lead (Mr Robson) is also highly skilled and supports both staff and children to develop strategies to help with emotional regulation further.

Some children are encouraged to follow instructions and to encourage emotional regulation by using visual timetables so that they can identify what they have to do first and what the next activity will be. Some children with additional needs may also be given short rewards after completing a task in order to celebrate small successes and to maintain positive behaviours. Some pupils may have an individual reward chart so that they can physically see their successes throughout the school day.

We have a space called the 'Hive' which is used as a nurture area for children to go and use when highly dysregulated, needing support or receiving interventions like ELSA.

Positive reinforcement and rewards

At Buildwas, we recognise and reward learners who go 'over and above' our standards.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Golden Time

Golden time is a reward linked to attendance, coming to school and being an active part of the school community is very important to us here at Buildwas Academy. This is a collective reward given to the class with the highest attendance each week. The sessions last for about 15 - 20 minutes (maximum) and take place on a Friday afternoon

Reward system

Children all start the day 'on green'. Children can then move up to silver for demonstrating various amazing behaviours and attitudes. When this occurs, the children receive a silver star for their start chart within class, once the chart has ten stars they receive a prize from the prize box. When children display outstanding behaviour and attitude, they may get themselves onto gold which rewards the children with an immediate prize for their exemplary behaviour. Cards are displayed on the class display boards and star charts displayed within the classroom environment.

Things that will earn you a
GREEN CARD

- Good listening
- Being polite
- Staying on task
- Being kind
- Being helpful
- Using your manners
- Being a good friend

This is not an exhaustive list and staff may issue a green card for other reasons.

Things that will earn you a
SILVER CARD

- Being a fabulous friend
- Being a team player
- Demonstrating a positive attitude
- Being brave
- Demonstrating a growth mindset

This is not an exhaustive list and staff may issue a silver card for other reasons.

Children will receive a silver star sticker for their star chart. Once children have collected 10 silver stars, they will be able to claim a prize.

Things that will earn you a
GOLD CARD

- Being extremely brave
- Being a phenomenal friend
- An extreme act of kindness
- Exemplary manners

This is not an exhaustive list and staff may issue a gold card for other reasons.

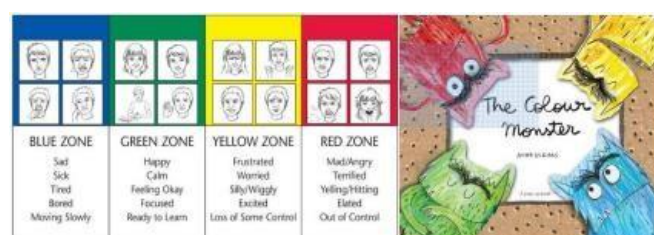
Children will receive a prize for a gold card - this may be in the form of a physical prize or dojos.



REWARD	
Dojos (house points)	Awarded by all staff for effort, behaviour and achievement. These will count towards house totals and earning prizes.
Star of the Week	Selected by class teachers for consistent effort, behaviour and achievement. A certificate is awarded every week in a celebration assembly.
Silver and Gold stars	<ul style="list-style-type: none"> • Silver star stickers are awarded by class teachers for CONSISTENT, OUTSTANDING effort and achievement. • Once children have been awarded ten silver stars, a small prize will be awarded. • Gold stars are awarded for outstanding effort and achievement.
Praise Postcard	Awarded by all staff for exemplary effort, behaviour and achievement. A postcard will be presented to the child to take home and share with their families.
Values Stickers	Values stickers are awarded to pupils, who have been nominated by staff for demonstrating a school core value, every week in the celebration assembly.
Headteacher's Recognition Letter	This is awarded half-termly by the headteacher following a recommendation from the class teacher for individual achievement.
Headteacher's Gold Award/Pupil of the term	This is a very special award presented to pupils who show outstanding, exceptional acts of kindness, bravery or resilience.

Supporting children to develop self-regulation.

Through 'Zones of Regulation', our pupils learn to be aware of and become more independent in regulating their emotions and therefore behaviour. They can identify emotions they feel and develop strategies to move to or remain in the preferred 'green' zone during structured and unstructured times throughout the day. This provides the consistent reinforcement of self-reflection and self-regulation. Pupils in EYFS and KS1 use 'The Colour Monster' to support identifying and understanding emotions and self-regulation.



School Strategies to Support Positive & Safe Behaviours

Stepped Strategies are used fairly and consistently, together with emotional coaching, when a child displays undesirable or dysregulated behaviour.

Step 1. Child is given a reminder of the school/classroom expectations (Ready, Respectful, Safe) and their behaviour is acknowledged using an emotion coaching approach:

- Recognising emotion,
- labelling/naming emotion
- Empathise and validate feelings
- Set limits
- Problem Solve with the child

'I can see you are frustrated, angry, upset etc... I would like you to...'

Step 2. If the dysregulated or undesirable behaviour continues, repeat expectations and offer a calming strategy (regulation station) or adapt your teaching.

'I need you to do as I have asked... if you can't, chose to work at the regulation station or reset in the calm/reading corner. I will come to you and help in just a moment'

Step 3. If no change is noted remind the child that they are demonstrating behaviour that results in a yellow card. The outcome of this, is the child staying in class and taking a few minutes of playtime to reset and take part in a restorative conversation. This will be shared, again using emotion coaching techniques.

'I can see that you are still angry, upset, not focused (label emotion) and this is showing me that you are not quite ready for playtime. I need you to sit with me for a restorative conversation, so we sort out the problem and be ready for learning next lesson.'

Step 4. If the behaviour displayed continues to escalate and meets 'red card criteria', a support call to the inclusion team/learning mentor/SLT is made, using a support circle (in the first instance) or a Walkie Talkie. This will result in either:

- Time out with SLT/Learning mentor & a restorative conversation taking place
- Recorded internal exclusion & a restorative conversation taking place

NB; Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Unsafe and unwanted behaviours

As a school we like to focus on the positive behaviours, however unwanted and unsafe behaviours can happen, and we work on a system to try and support the children to understand what they did caused a negative impact and how they can put it right. This can result in the children receiving a consequence after they have been supported to regulate their behaviour through emotion coaching and restorative conversations. If children find their behaviour falling into the orange or red zones, they will be dealt with in accordance with our School Strategies to Support Positive & Safe Behaviours. To visually support the children this is shown as below on the class behaviour displays. Incidents are logged on CPOMS by staff and visitors can fill in a cause for concern form which is then scanned in and placed on to CPOMS for record. Children are reminded that once they have had the restorative conversation and completed what was decided as a relevant consequence, they are placed back on to green to start a fresh.



Expectations of staff

We expect all staff to recognise:

- Regulated behaviour is an essential condition for effective teaching and learning to take place
- Effective teaching and learning support positive behaviour
- High self-esteem promotes positive behaviour, effective learning and positive relationships.
- Independence and self-discipline is promoted so that each child learns to accept responsibility for their own actions.
- There must be a clear consistent positive approach to behaviour throughout the school.

- Respect for their own and each other's belongings and taking pride in our environment should be promoted at all times.
- Every child should be made to feel valued regardless of any disability, nationality, ethnicity, culture, gender or sexuality.
- Affective statements and a restorative approach support regulated behaviour
- Achievements and effort should be acknowledged. This will be done in a variety of ways, Values sticker, Dojo points, silver stars, rewards
- All staff have the responsibility of ensuring that these key features are promoted throughout the school day and underpin the school ethos.

Expectations of children

We expect all children in our school to;

- take account of the school's Golden Rules, work towards achieving the schools core values as well as their own class agreed expectations
- have high expectations of conduct
- learn to understand that they are responsible and accountable for their own actions and how these affect others
- develop an increasingly sound understanding of right and wrong related to British Values
- co-operate and work together
- learn to sort out disagreements and frustrations sensibly and constructively
- be reliable, trustworthy and responsible
- behave in a safe manner at all times
- respect the school's environment and belongings
- take care of their belongings and those of other children
- show respect to each other
- act with equal respect to all staff
- adopt a restorative approach.

In partnership with parents/carers

- Parents/carers have a vital role in promoting and supporting behaviour and so effective home/school liaison is very important.

- It is important that teachers work alongside parents/carers to manage behaviour and attitudes to learning as documented in the Home/School Agreement. (see appendix A)
- We ask parents/carers to sign and return the Home/School agreement to demonstrate their support.
- We expect parents/carers to support the actions of the school when concerns or issues need to be addressed to give a consistent message to children.

Our restorative approach:

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

As adults, we will endeavour to support pupils by using a range of restorative approaches, including emotion coaching to help pupils identify their feelings and develop a language to communicate their feelings in positive ways. We will adopt, and as adults, model for pupils, restorative approaches to provide a means to address and 'put right' and 'restore relationships.' Strategies include:

- The use of Affective Statements
- Restorative Conversations
- Restorative Circle Times
- Restorative Conferences

The five steps of emotion coaching used by staff are:

Step 1 - recognising and attending to children's emotions. 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'

Step 2 - labelling and naming emotions (See appendix B). 'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something.'

Step 3 - empathising, validating feelings and emotion. 'I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'

Step 4 - setting limits on behaviour. 'I can see that you are angry that I've taken away your phone, but these are the rules everyone has to follow. I will keep it safe for you.' 'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop.'

Step 5 - problem-solving with the child or young person. 'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again?' 'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'

Affective Statements

Affective statements are a way to communicate to another person how they have affected you by their behaviour, either positively or negatively. They can be offered when you see someone doing something that makes you uncomfortable or impacts you in some other way. They offer an alternative to comments that are implicitly judgmental and can lead to confrontation, argument, and further conflict.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Statements

- I felt very disappointed when you hit John. What I'd like is for you to be respectful towards your friends
- I am upset and sad by what has just happened.
- I feel that all the work I have done has been wasted through your actions.
- I feel that (describe action) was very disrespectful.
- I feel disrespected and sad when you ignore me.
- I am sorry that I misunderstood the situation
- I feel really proud of you when I heard

- I feel really pleased and encouraged that you made the right choice.
- I respect your honesty and thank you.
- I want to thank you for your cooperation.

Restorative Conversation Questions 1.

To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

2. To help those harmed by the actions of others:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right? **Behaviour**

That Impacts Negatively on the School Community

We will intervene when:

- disruptive behaviour negatively affects other children's learning.
- there are repeated refusals to follow a set of instructions.
- child on child abuse
- aggressive behaviour (threatening someone; deliberate hitting, kicking, biting, pinching; the throwing of objects with intent to injure or cause harm) affects other children's learning and wellbeing.
- the use of offensive language (including racial, religious and sexually abusive prejudicial or derogatory language); name calling; or vandalism is prevalent
- leaving the classroom /school premises without permission.
- there is an incident involving theft.
- bullying (see anti-bullying policy) occurs
- there are incidents of sexual harassment [including reference to lesbian, gay, bisexual and transgender (LGB&T)]

- there is evidence of drug related behaviour
- a child is known to be carrying a weapon

Support and monitoring

Additional support packages will also be provided by the inclusion team and class teachers, as and when needed, following any identified ongoing issues, including:

- Extra adult support
- Learning mentor/ELSA support
- Early Help intervention
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)
- Structured break/lunch times
- Strengthening Families
- BEAM
- BeeU
- SPECTRA

If formal meetings, with parents/carers and other agencies are required, these will be arranged by the Head teacher to consider the best ways forward.

Further courses of action will be taken if these strategies are not having a positive impact on a child's behaviour:

- Consider the need for a statutory assessment on the basis of social and emotional support, for the child, if required.
- Referral to Fair Access Panel for advice and support, managed move, referral to Pupil Referral Unit
- ISF funding
- Referral to Mental Health Support Practitioner

Exclusion

See exclusion policy. In most cases internal, fixed (suspension) or permanent exclusion will be the last resort after a range of measures have been tried to support a child's positive behaviour.

A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive

behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve.

Exclusions whether fixed term or permanent can only be imposed by the Headteacher or in his/her absence a designated representative. Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If a child is excluded for a period of less than 5 days, the school will provide work - it is the parent's/carers responsibility to ensure the child completes the work and returns it to the school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact parents/carers with details of the Day 6 provision. All exclusions should be recorded on the school management information system.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal anti-social/nuisance behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Governing Body must be satisfied that the measures proposed by the head teacher are lawful.

Searching and confiscation

The Headteacher and Pastoral lead have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

The use of reasonable force

The use of physical intervention is rare and wherever possible is avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example, if a child is at risk of hurting themselves and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All

physical intervention will be recorded. A selection of Team members have had MAPA training. See Positive handling policy, for more information. (See appendix C)

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, religion, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Assessment and reporting

Following any incident where a child is aggressive, violent towards another child or a member of staff, a violent/aggressive behaviour incident form (see appendix D) will be completed and passed to the Headteacher and Chief Operations Manager. All incidents are logged on our internal tracking system CPOMS by all staff, visitors and supply staff use the cause for concern forms which are then scanned and logged onto CPOMS by a member of staff.

Safeguarding Pupils

The behaviour policy is developed within the parameters and remit of the school's safeguarding procedures. If at any time in administering the behaviour policy, an adult working with a child has any concerns, they should make reference to the safeguarding policy to support them in taking the appropriate action to ensure the child's welfare and well-being.

Appendix A

Home-school Agreement



HOME-SCHOOL AGREEMENT

CHILD'S NAME _____

We, the ADULTS responsible for children at home and at school, want EACH CHILD to have their needs provided for; to be kept safe and healthy, to be treated with respect and care. EACH CHILD is special and unique.

We will encourage children to WORK HARD, to BEHAVE APPROPRIATELY and to take PRIDE and PLEASURE in their own and others' ACHIEVEMENTS.

We will work together IN PARTNERSHIP to help our children become confident and enthusiastic learners, who have ASPIRATIONS for future success.

Signed _____ Parent / Carer Date _____

Signed on behalf of the school Mrs Sherratt Head of School

CURRICULUM

AT SCHOOL WE WILL:	AT HOME WE WILL:
Ensure that every child is taught at an appropriate and challenging level.	Encourage our children to take part in curriculum opportunities.
Maintain an attractive environment with good resources and teach the full National Curriculum and Religious Education.	Show positive interest in our children's learning.
Extend and enrich the curriculum with visits, visitors, clubs and tuition.	Support our children's progress and development by attending parent meetings and school events.
	Provide suitable clothing for school activities.
	Ensure our children take part in PE and arrive at school with the correct PE clothing and footwear.

BEHAVIOUR

AT SCHOOL WE WILL:	AT HOME WE WILL:
Ensure children are familiar with the school rules.	Help our children to understand and follow the school rules.
Use rewards and consequences fairly.	We will ensure our child always wears the correct school uniform.
Ensure that school staff set a high standard of behaviour.	Encourage our children to care for people and things, including school property, both at home and at school.
Respect the views of children and parents and backgrounds, acknowledging the different circumstances that exist within the community.	Behave in a way that sets all children a good example. Support all school policies. Behave respectfully and appropriately, considering the feelings and property of others, during interactions involving Buildwas Academy staff, when on school grounds or when accessing social networking sites, such as Facebook etc.
Consider and respect the feelings and property of other people in school and in the wider community.	
Care for the grounds, buildings, furniture, equipment and books provided at school.	

Attendance/Punctuality

AT SCHOOL WE WILL:	AT HOME WE WILL:
Open doors promptly at 8.40am.	Make sure that our children are at school on time every day by 8.40am, communicating effectively with the school Office if this is not possible.
Maintain an accurate record of attendance.	Make sure that our children are collected on time at the end of the school day at 3.15pm, or after clubs.
Try to ascertain the reasons for any absence or lateness.	Contact the School Office if my child is absent by 9am on the day of absence.
Liaise with the Education Welfare Officer about absences.	

Welfare and Communication

AT SCHOOL WE WILL:	AT HOME WE WILL:
Ensure that children are safe on the school premises and on school trips.	Teach our children about personal hygiene.
Give full and clear information about the curriculum, children's progress, and appropriate targets set for children's learning needs.	Ensure the school always has an up-to-date emergency contact for us.
Communicate school matters and set dates for events early.	Keep our children at home when they are not well enough to be at school (48 hours after sickness or diarrhoea).
Use social media sites to publish information that is of general interest.	Let the school know about issues which may affect our children's welfare or progress.
	Ensure I make payments to the school for school dinners (where applicable), trips, clubs, provision, activities during their time at school. If my child breaks school equipment or damages school property I accept that I will be liable to be invoiced for this cost, and any outstanding payments if I leave the school.

EQUALITY AND DIVERSITY

AT SCHOOL WE WILL:	AT HOME WE WILL:
Try to enable all children to take part in all activities, catering for specific needs.	Communicate with the school about our children's need.
Celebrate diversity and differences.	Help our children to understand that everyone is special and unique - and of equal importance.
Use different cultural examples in teaching.	Encourage our children to appreciate and respect the views, religious beliefs and cultures of others.
Ensure that any bullying or other discriminatory behaviour is not tolerated and take reasonable steps to resolve issues of bullying.	

HOMEWORK

AT SCHOOL WE WILL:	AT HOME WE WILL:
Set appropriate homework regularly and ensure that it is received and acknowledged.	Help and ensure our children complete and return homework, on time and to the high standard expected.
Ensure children have access to reading books that can be taken home.	Please see homework policy. Ensure school property is looked after and returned to school at the right times.
Use the email and text systems to communicate where appropriate.	Read with our children frequently, recording this in the Home-School Reading Diary.

Parents/Carers have the right to remove their child from Religious Education, Relationships and Sex Education and Collective Worship.

Please communicate this in writing with school.

Any comments, compliments or complaints should be addressed to the Head of School in the first instance.

If this is not satisfactory, please address these to the Chair of Local Advisory Board.

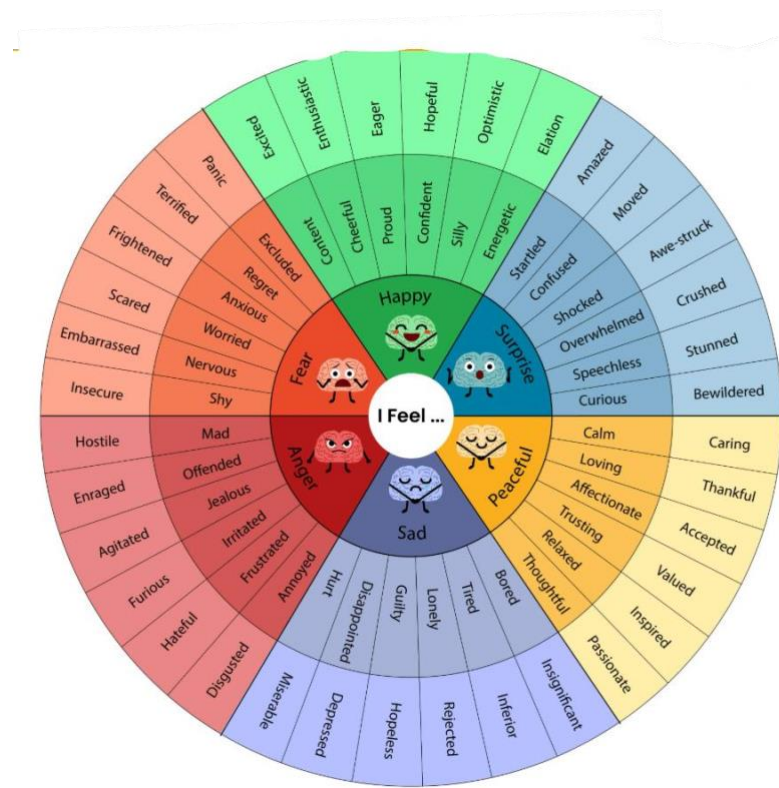
Buildwas Academy School Rules

In our school, everybody has a responsibility to abide by the rules so that we are all **READY, RESPECTFUL & SAFE**.

- We are always **ready** to learn, we listen, we are **organised** and we follow instructions
- We **respect** each other and each other's property
- We **keep** ourselves and each other **safe** and **happy** with kind words and gentle hands
- We always try our best

Appendix B

Emotion wheel



Appendix C

The use of reasonable force (Refer to Telford and Wrekin's Policy on the Use of and Reduction of Physical Intervention for Children and Young People - October 2012)

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 (see restraint policy). 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.

Who can use reasonable force?

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

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes - to control pupils or to restrain them.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment - it is always unlawful to use force as a punishment.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school. Whenever possible, should a child need restraining it should be carried out by a member of the SLT or the Pastoral team. (MAPA).

Reporting Incidents -Telling parents/carers when force has been used on their child

It is important that a detailed, written report is made of any occasion where force is used, in order to support the child and staff involved. This will be done using a T&W violent incident form and will be followed up by a member of the SLT who will meet with the parents and child and decide what sanctions or next steps should be put in place. Details of these incidents will also be logged on the Telford and Wrekin Intervention Monitoring Form. Incidents requiring reasonable force (MAPA) will be recoded, in detail, and logged on CPOMS.

Written reports will include:

- The names of the pupils involved and when and where the incident took place
- The names of staff or pupils who witnessed the incident
- The reason that force was necessary
- Full chronological details of the incident, including pupil's behaviour, what was said, steps taken to calm or defuse the situation, how force was applied and for how long.
- Pupil response and the outcome of the incident
- Details of any injury suffered by people involved.
- Details of meetings with parents/carers and next steps identified.

What about other physical contact with pupils?

It is not illegal to touch a pupil. 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:

- a) Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b) When comforting a distressed pupil.

- c) When a pupil is being congratulated or praised.
- d) To demonstrate how to use a musical instrument.
- e) To demonstrate exercises or techniques during PE lessons or sports coaching.
- f) To give first aid.

For details of what happens if a pupil complains when force is used on them, please refer to grievance policy.

Use of reasonable force government guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/useof-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies> Use

of restrictive physical interventions government guidance

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

Appendix D



VIOLENT INCIDENT REPORT FORM (to report violence, abuse, threats, Hate crime or harassment)

THIS FORM SHOULD ONLY BE COMPLETED IF YOU DO NOT HAVE ACCESS TO MYVIEW (On completing the form please pass to your manager).

Staff with access to MyView should complete on-line.

What we will do with your Personal Information Telford & Wrekin Council is collecting your personal information for the purpose of meeting the statutory requirement of the Health & Safety at Work etc Act 1974. Telford & Wrekin Council will not share any of your personal data collected with external organisations unless required to do so by law when your data may be shared with other organisations for example the Health and Safety Executive (HSE) or the council's insurers. For further details on the council's privacy arrangements please view the privacy page on the council's [Website](#) [Page](#) [e](#)

TO BE COMPLETED BY EMPLOYEE OR ON BEHALF OF ASSAULTED/THREATENED PERSON

1. Who? (Personal details of assaulted/threatened person)

Surname (capitals please):

Forename/s:

Date of Birth:

Male:

Female:

Address:

Post Code:

Daytime Tel No:

Status (please tick one category)

Employee

Pupil/Trainee

Visitor

Public

Client

Contractor

Other (please specify)

If the person is an employee, please give the following additional information:

Post title:

Payroll Number:

Work location/Service Area/Service Delivery Area:

Working Days lost (please enter dates):

2. When?

Date:

Time: (Please use 24 hr clock)

Time finished work on day of accident:

Normal time of finishing:

3. Where?

Name of site and address:

Precise location of incident:

4. How?

Briefly describe the circumstances of this incident, what was done and said.
(attach sketch/plan if this would illustrate the sequence of events more clearly)

Is the threat/harassment ongoing?

5. Who? Details of the assailant/perpetrator (if already known)

Name:	Date of birth	Male		Female
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Description of assailant:

Address of assailant :

If more than one assailant please list relevant details separately

6. Details of Incident

Physical Assault: Major injury must be reported by telephone to HSE other injuries to be reported following the accident reporting procedure.

Nature of injury / damage:

Was any First Aid administered :

Was Management of Actual or Potential Aggression applied (tick box below that applies)

Level 1 Low	Level 2 Medium	Level 3 High	Floor
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Other threatening behaviour: Tick box(es)

Verbal abuse	Verbal threat	Threatening situation	Threat with weapon	Damage to property
Threat/damage to family property		Threat/damage by third party/agent		Provocation

7. Did the incident involve any of the following?

Drugs/Alcohol	Mental disorder	Other existing condition
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Incident/ Harassment related to:

Disability	Race	Age	Sex/gender	Sexual orientation
Gender reassignment	Pregnancy/maternity	Religion or belief	Marriage/civic partnership	Other (please describe)

Is this a Hate crime? (A crime, typically one involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds)

Has the crime been reported to the police?

Has the Zero tolerance policy commenced?	Yes	No	If no - why
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8. Witnesses: Give names and addresses of any witnesses (Obtain witnesses wherever possible, attach signed statement from each witness in serious cases)	
9. I give consent for the details of the accident to be shared with H&S Representative: Yes/No	
10. Preventative or Monitoring Action: Action proposed (to be completed by Line Manager) i.e. Briefing, Counselling, 1:1 and if this is related to Hate Crime what support has been provided to the employee/team	
Name of Line Manager/ Head teacher:	Date: