RUSHEY MEAD ACADEMY

Behaviour Management Policy

Next Review Date- 12.09.2026

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Rushey Mead Academy
Behaviour Management Policy

Version	Date	Author	Reason for Change
0.1	22.04.2015	RHI	Review of policy.
0.2	18.10.16	RHI/ARU	Review of policy.
0.3	17.05.18	RHI/ARU	Review of policy. Information about "The Rushey Way" which details expectations. Change to timings of the C5 provision. Explanation of the number of Rushey Rewards awarded and the different reasons where rewards can be awarded.
0.4	10.7.18	GKA/ARU	Update to Rushey Way expectations.
0.5	07.12.18	GKA/ARU	Changes to wording in Appendix 2.
0.6	10.04.19	GKA/ARU	Damage/Loss to property paragraph added. Reference to sanctions applying to inside and outside of school added to paragraphs about permanent exclusions, fixed term exclusions and the opening paragraph of the policy. Reference to Respect, Manners Smart replaced by Rushey 1-2-3 in the opening paragraph of the policy.
0.7	09.05.19	GKA	Additional point added to the BFL section, relating to behaviour points (bullet point 3)
0.8	20.05.2019	GKA	Reward section and permanent exclusion paragraph updated. Mobile devices policy added.
0.9	11.06.2019	GKA	Additional point added to BFL section.
0.10	21.01.2020	GKA	Change to mobile phone/devices policy. Addition of the word "video" and reference to mobile devices restricted from being used at lunch, break and after school, unless explicit permission is given by staff. New reporting system added.

0.11	06.05.2020	GKA	Review of policy
0.12	26.9.21	RGR	Updated mobile phone policy New uniform poster added Updated information on detentions
0.13	08.10.2021	CSN	Updated mobile phone policy Updated behaviour for success poster added - Appendix Updated Rushey Way tables added – Appendix 1
0.14	19.04.2022	VBA	Formatting changes - movement of some information on consequences from section 2 to 3 Added All staff and SLT into responsibilities section Updated table of sanctions in section 3 Rewording of behaviour reports section Extra detail about Houses and Rewards in section 4 and Appendix 11 added
0.15	6/10/22	VBA	Updates to PSP system and changes reflecting new DfE guidance Behaviour in Schools
0.16	12.07.23	SGR	Added updated Behaviour Pyramid in Appendix and updated Uniform Expectations in appendix.
0.17	08.11.23	FLO	Review of policy
0.18	08.11.24	FLO	Updates to Appendix 4 regarding lateness Updates to Appendix 1 – Rushey Way Review of policy.
0.19	12.09.25	FLO	Updates following introduction of new Rushey SMART Updates of the new Rushey EXIT routine

Section 1. Introduction

The guiding principle that underpins Rushey Mead Academy's approach to behaviour management is that appropriate behaviours for learning are built on strong positive relationships amongst all members of our school community. Therefore, we expect all members of the Rushey Mead Academy community to model appropriate behaviours both inside and outside of school, which are encapsulated in our framework of **Rushey 1-2-3; Be kind, Work hard and Develop your whole self.** This is underpinned and embedded throughout our academy through the 'Make a Positive Difference' (MAP D) ethos.

The introduction of "The Rushey Way" sets out daily expectations and aims to ensure there is a consistent structure in place. The "Rushey Way" details what is expected of all students and the reason why the actions are important. **See Appendix 1**.

We know that families look to the academy to promote learning and respectful behaviour. Each student is therefore cherished and challenged to do their best and be their best self.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the students can thrive and flourish. Maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim: staff, families, visitors and students will all act to promote respectful communication and in a calm and caring environment.

The use of social media and other digital communication is included in the remit of this policy.

The overarching aim of the Behaviour Management Policy is that learning flourishes in all aspects of academy life.

Aims

- Ensure that the academy is a safe, happy and supportive place for all staff and students.
- Ensure that all members of the academy community are shown respect and show respect for others.
- To form an active partnership with families to encourage excellent behaviour.
- To have the highest expectations of students in order to ensure their one chance of a good education is not squandered.
- To ensure all students develop the good learning habits that they need to be successful in school and in life.
- To ensure all students are able to act responsibly and accept responsibility for their own actions.
- To boost students' resilience and character through positive reinforcement and enrichment activities.
- Ensure there is appropriate sharing of information between pastoral staff and teaching staff to ensure that all staff are fully aware of any barriers to learning including those that might cause challenging behaviours.

This policy should be read in conjunction with the academy's other related policies.

Discretion:

No behaviour policy can cover all eventualities. The Principal reserves the right to exercise discretion to help Rushey Mead Academy students make better choices and learn the right lessons

1.1 Supporting students

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues and will support them effectively in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate.

Where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

1.2 Early identification and targeted intervention

- The Key Stage 2 -3 transition process allows for accurate and effective information sharing from primary school to Rushey Mead. Relevant information is shared with all staff when students are identified as requiring a more intensive transition input. Some students are provided with additional support to ensure they can complete the transition to secondary school.

- Behaviour data is regularly reviewed and analysed to ensure that appropriate provision and support is provided to meet the needs of students.

- Advice cards and appropriate information is shared with relevant staff and for some students a bespoke programme of targeted interventions may be instigated to support them. Some students require on-going support and the development of their ability to self-regulate their own behaviours in the academy and learning context.

- The inclusion team adopt a psychosocial profiling model to identify the antecedents of challenging behaviour to ensure that the most appropriate intervention is adopted to meet the needs of the students.

- In some cases a multi-agency approach is required and regular reviews and evaluations ensure that progress is being made and sustainable changes in behaviour take place. We believe that parental support is vital.

Section 2. Rules & Behaviour Expectations

2.1 General Rules

All students are expected to follow the general rules for acceptable behaviour including:

- Arrive on time for ALL lessons during the day
- Wear the correct uniform and follow the expected dress code; **Appendix 2**
- Pack bags the night before and ensure they are equipped for their next day of learning with two pens, one pencil, one ruler and a reading book as the minimum requirement
- Move sensibly and quietly around the building
- Behave in a respectful, polite and courteous manner at all times
- Eat and drink at break and lunchtime only and only eat in permitted areas; not in corridors
- Not use mobile devices or music devices and headphones on the site of the Academy
- When given books to take home, ensure that they are returned to school on time and in good condition.
- Respect the Academy environment and not litter or cause damage to the Academy sites.

Behaviour for Success poster **- See Appendix 3**

2.2 Behaviour Responsibilities

The Principal and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Principal and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Principal, for creating a high quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the Academy itself.

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside of the Academy. Parents and carers are to work in partnership with the Academy in maintaining high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with the Academy at any point deemed necessary.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations at regular points over the course of the academic year. Students are expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The procedures arising from the policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on Bromcom and kept on the student's individual record.

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated, then the subject teacher will use the In-faculty Response or will inform 'on call' who will become involved in dealing with the incident. This incident will be then dealt with by the Inclusion Team and/or the Senior Leadership Team depending on the severity of the incident.

Responsibilities	Responsibilities
All staff	▪ Be an active presence in and around the academy ▪ Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary ▪ Praise and reward commitments to our Rushey Way ▪ Challenge uniform infringements and any corridor behaviour that does not meet expectations, including any inappropriate language that they overhear ▪ Challenge students regarding mobile phones, music devices and headphones Challenge lateness and encourage swift movement between lessons
Form tutors	▪ Check ID badge everyday ▪ Check uniform and equipment everyday ▪ Be the first point of contact for parents ▪ Consistently apply and adhere to the academy behaviour policy and systems ▪ Monitor and address behaviour concerns as appropriate ▪ Promote positive behaviour through the rewards system ▪ Check Level 2 Reports and have necessary conversations ▪ Follow the tutor time curriculum programme
Teaching staff and support staff who work directly with students	▪ Be visible during changeover and promote positive corridor conduct ▪ Meet and greet students at the door ▪ Check uniform and equipment daily ▪ Consistently apply and adhere to the academy behaviour policy and systems ▪ Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary ▪ Ensure seating plans promote positive behaviour ▪ Promote positive behaviour through the rewards system ▪ Make regular contact (positive and negative) with parents to create a positive partnership with the Academy ▪ Carry out restorative conversations, when necessary, to improve and maintain relationships ▪ Check Level 1 reports and have necessary conversations
Curriculum Leaders	▪ Be visible during changeover and promote positive corridor conduct. ▪ Meet and greet students in your faculty area ▪ Support the faculty to deal with any behavioural issues by using the 'In-Faculty Response' process ▪ Monitor behaviour incidents that take place within the faculty and follow up as appropriate ▪ Communicate specific behaviour concerns to Inclusion Team and other key staff to develop coordinated support strategies ▪ Communicate behaviour concerns and staff training needs via SLT link ▪ Harness parental support by contacting parents when issues arise ▪ Promote positive behaviour through the rewards system ▪ Facilitate restorative conversations to help improve behaviour ▪ Monitor students on Faculty Report and liaise with year team

Inclusion Team	▪ Set high standards and expectations for the Year group ▪ Implement support strategies for students that promote positive behaviour within the year group ▪ Facilitate restorative conversations ▪ Provide appropriate documentation to support the Principal in making decisions on exclusion ▪ Monitor incidents, including bullying of protected characteristics, to allow them to be dealt with swiftly and appropriately ▪ Counsel, support and mentor vulnerable students ▪ Investigate behaviour incidents ▪ Set targets with students to support their Behaviour for Learning ▪ Communicate with home following behaviour incidents ▪ Support staff with behaviour incidents through on call system ~~out~~ and lesson change overs. ▪ Organise and chair meetings with parents, including reintegration meetings following fixed term exclusion ▪ Implement Personal Support Plans for students where needed ▪ Use Report system consistently to support positive behaviours ▪ Refer students with persistent behaviour concerns to Senior Leadership Team ▪ Initiate and monitor Level 3 and 4 reports ▪ Be visible in and around school, particularly during lesson change over, break times and lunchtimes.
Senior leadership team	▪ Support staff in ensuring positive behaviour is consistent ▪ Support staff with serious incidents through on call system ▪ When required, carry out reintegration meetings following fixed term exclusions ▪ Ensure staff are provided with continuing professional development to support positive behaviour ▪ Monitor incidents and identify patterns and implement necessary actions ▪ Support detention system and Internal Exclusion, when needed
Academy Councillors	▪ Visit the school and lessons to see the quality of Teaching and Learning and behaviours of the students within the Academy. ▪ Attend the Academy Council meeting to further develop the Academy ▪ Monitor rewards and behaviour trends and ask necessary questions ▪ Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour ▪ Attend Academy Council Panel meetings to ensure high levels of positive behaviour is maintained at the Academy.

2.3 Behaviour For Learning (BFL)

The academy behavioural expectations are in place to ensure that good order and safety is promoted throughout the day. A consistent and fair use of this guidance is essential for effective management of Behaviour for Learning.

At Rushey Mead Academy, staff and students work collaboratively to ensure the very best standards of behaviour and conduct. Expectations are explicitly taught and explained to students through our “Rushey Way” behaviour curriculum which utilises deliberate practice as a way support students in learning positive behaviours. We teach students how to break any bad habits and learn new empowering habits which will make them successful in school and life beyond school. The Rushey Way is fundamental in this as it explains and exemplifies what we mean by positive behaviours so that students can clearly understand what is expected of them. **See Appendix 1**.

Staff at Rushey Mead Academy care and want the very best for each and every student who attends the Academy, using a firm but fair approach. Academy staff issue consequences as a way to remind students of behavioural

expectations. We support students to make improvements to poor habits and poor choices such as disruption, laziness, rudeness, excuse-making, sulking, and feeling sorry for ourselves. We want to help students to grow up into mature, responsible, and successful adults.

As part of this, we insist that everyone at Rushey Mead looks out for each other. If someone is in need of help then we help and support them, if students hear someone being unkind or unpleasant we expect them to tell the nearest teacher and support the student. If someone drops something we expect students to help them pick it up.

Rushey Mead Academy expects impeccable behaviour from every student.

Our aim is to promote positive behaviour and to avoid the need for sanctions and exclusions. Positive behaviours lead to positive and secure relationships which in turn support:

- Teaching and learning (behaviour for learning)
- Academic success (attainment and achievement)
- Personal, social and moral development (feeling secure)

2.4 Rushey SMART

At Rushey Mead Academy we want our students to be successful both academically and socially so they leave us as polite well-mannered British citizens and contribute positively to society. We also understand that they will be in a competitive market and being socially SMART and displaying good manners is essential.

At Rushey Mead we expect everyone to do the following at all times:

S – SMILE

M – MANNERS

A - ACCOUNTABLE

R - RESPECTFUL

T – TRUSTED

<u>Smile</u>

At Rushey Mead Academy, we always smile and greet people with eye contact. We are polite and courteous at all times. When a teacher says hello, good morning or good afternoon to us in the corridor we reply with an upbeat, “Hello Miss!” or “Morning Sir!” and we look at them in the eyes and smile. We are professional.

<u>Manners</u>

Rushey Mead Academy students and teachers show an “attitude of gratitude” every day and in every interaction they have. We say Thank you, Excuse me, Please and Pardon very naturally. This is part of everyday life at Rushey Mead Academy and will empower good habits for later life.
At Rushey Mead Academy our students know that manners cost nothing. We never push past or interrupt people. If we want to get past, we say “Excuse me.” very politely. Similarly, if we want to talk to somebody, a teacher for example, we say, “Excuse me. Do you have a minute please? Could you help me with something please?” We don’t take others for granted. We are polite.

We are especially polite and respectful in corridors, on the stairs and when queuing. We do what we have to do very smoothly and efficiently. We are polite to our peers, to all members of staff and visitors of the Academy, this includes the site staff, canteen and cleaning staff, **there are no exceptions.**
At Rushey Mead Academy we hold doors open for one another, we let people pass in front of us, we check who is behind us and don't barge past one another. We queue for lunch politely and efficient. We line in single file to enter classes, we greet each other and we thank the teacher for the lesson at the end. These are all signs of mutual respect. Rushey Mead Academy is built upon teachers and pupils treating each other with respect. We are one team working together to achieve the same goal.

Accountable

At Rushey Mead, we expect our students to act with honesty and integrity, showing truthfulness in all situations and respect for our school policies, classroom expectations, and staff instructions, including the uniform policy. Students should arrive prepared for every lesson with the necessary equipment such as books, homework, and stationery, ready to take part in their learning. We encourage students to act responsibly when given tasks, completing them to the best of their ability, while also respecting school property by taking care of books, booklets, desks, and all areas of the school. Taking responsibility for one's actions is essential, owning up to mistakes, apologising when needed, and learning from experiences, including accepting consequences and reflecting on them. We also expect all work to be completed on time, with consistent effort shown in both classwork and homework. Active participation in lessons is vital: responding appropriately to teachers, engaging in discussions, asking questions, contributing to group work, and demonstrating Rushey 2. Above all, we want students to take ownership of their learning—seeking help when they face challenges, studying independently, and taking pride in the quality of their work.

Respect

At Rushey Mead, we expect our students to treat everyone with kindness, always remembering Rushey 1, and to follow school rules by showing respect for our policies, classroom expectations, and staff instructions, including the uniform policy. Students should demonstrate respect for teachers and peers by being on time to lessons and prepared to learn, while also listening attentively when others are speaking and avoiding interruptions. Politeness is essential—using words such as "please," "thank you," and "excuse me" in all interactions. We also expect students to respect personal space, being mindful of boundaries, avoiding touching others' belongings without permission, and following the 'No Touch' policy at all times. At Rushey Mead, we value acceptance and inclusivity, so students should be open-minded and respectful towards people with different opinions, backgrounds, and beliefs. Finally, when disagreements arise, students are expected to resolve conflicts peacefully—handling situations calmly, listening to others' perspectives, and seeking support from staff when needed.

Trusted

At Rushey Mead, we expect our students to be upstanders—acting with honesty and reliability, standing up for what is right, and being counted on to do the right thing. Honesty is central to our values, and we expect students to always tell the truth, even when it is difficult, and to avoid misleading others. Taking responsibility is key: owning up to actions, whether positive or negative, and learning from mistakes. We value consistency, where students act appropriately in every situation, and dependability, where they can be relied upon to help and support when asked. Being a good friend and peer is equally important—helping others without expecting anything in return, showing reliability and kindness. Respecting confidentiality is another expectation: keeping private what is shared in confidence, unless there are concerns about someone's safety or wellbeing. Above all, we expect students to be trustworthy, always doing the right thing and following school rules, whether supervised or not.

Rushey SMART Poster – **See Appendix 5**

Section 3. Sanctions

Consequence points are issued to remind students that they have made a poor choice by breaking the rules or behaving in an unacceptable way. Consequences are issued fairly and consistently. If a student is disrupting the learning of themselves or others, in any way, they will be issued with a consequence. **See Appendix 4**

Behavioural data is regularly analysed so that academy leaders can provide support and guidance to staff and students. If a student accrues a significant number of behaviour points in comparison to their year group and peers, they may be prevented from taking part in extra-curricular activities, end of Year 11 prom and trips. If this happens, a refund will not be issued and any monies paid will be forfeited.

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list:

Lateness and truanting Arriving late for the start of the Academy day (8.28am) Arriving late to lessons an activities during the Academy day Failing to attend lessons Walking out of lessons without permission	**Disruption** Distracting others from learning Talking when asked to work in silence Shouting out or making noises e.g. tapping, whistling Throwing things Wandering around the classroom without permission	**Lack of correct equipment/uniform** Failing to have the basic equipment as follows: ✓ A strong sensible bag ✓ Two pens, a pencil, a ruler and a reading book, ID card ✓ PE kit, on days required Forgetting or failing to complete homework. Failure to wear the correct uniform; Wearing jewellery other than that permitted as set out in the Uniform Expectations.
Non-compliance Failure to follow instructions given by a member of staff Rudeness to others including answering back and talking over a member of staff Chewing, eating or drinking in areas not permitted Refusing to complete a good standard of classwork or homework	**Property damage/theft & littering** Deliberate misuse, theft or damage/vandalism to the property of another student or a member of staff Deliberate misuse or damage/vandalism to Academy buildings, fittings or equipment Dropping litter within the building or anywhere on the Academy site	**Off-site behaviour** Demonstrating poor behaviour in the community Being impolite or discourteous to members of the public Being involved in unkindness or bullying to others when outside of school
Drugs Possessing, using, distributing, supplying or dealing in any banned or illegal drugs on site, or travelling to or from school or on an Academy visit, or trip or activity.	**Alcohol, smoking, vaping materials** Possessing, using, distributing, supplying or dealing in alcohol, smoking or vaping materials on site, or travelling to or from school or on an Academy visit, or trip or activity.	**Offensive Weapons** Carrying any offensive weapon on the Academy site, or travelling to or form school or on an Academy visit, trip or activity.
Child on Child abuse – Rushey Mead Academy has a ZERO TOLERANCE approach to this Any online abuse will be sanctioned in the same way as it would be if it happened at the Academy		
Harassment and sexualised behaviours Sharing inappropriate photos Upskirting Initiation/hazing type violence and rituals Sexual Harassment (verbal, physical, online) Sexual comments (lewd comments, calling someone sexualised names) Sexualised physical behaviour (e.g. deliberately brushing up against someone) Sexual violence	**Verbal and physical assaults** Using unacceptable language, or swearing particularly when directed at another student or staff member Inappropriate comments or behaviours towards other members of the school community Any outburst of aggressive, violent or threatening language or attack towards other members of the school community Fighting between students	**Bullying and prejudice behaviour** Using offensive language, actions or gestures towards a student or staff member, in relation to any Protected Characteristic including race, gender, religion, belief, disability, or sexual orientation. Online abuse of any kind

When responding to significant incidents, the Academy will need to issue appropriately serious consequences. However, we will also support the students by:

- Educating them on acceptable behaviours so that they understand why they have received a consequence and what they need to do to avoid that in the future
- Providing pastoral support for all children and young people involved (victims and perpetrators), where appropriate
- Accessing support from other agencies of support, where appropriate
- Informing and working with parents, where appropriate

3.1 Behaviour Reports

Students whose behaviour is identified as a cause for concern may be placed onto a "Behaviour Report".

This will give students opportunities to focus positively on their behaviour and make improvements, with the support of the school and parents/carers. In situations where students are unable to do this successfully, this will then be escalated to the next level of report where further intervention and consequences will be in place to support them. In conjunction with parents, Rushey Mead Academy aim to give students the necessary intervention and support to rectify any issues and make positive improvements at an early stage.

Trained members of staff (dependent on level of report) will work closely with students and parents to resolve any issues, bespoke to the student's needs and circumstance.

Stages of report:

Stages of report: Students support by the latter stages of the report system will be placed on a Pastoral Support Programme (PSP).

Level 1 - Faculty Report This will allow students to concentrate on their behaviour within this subject. Students will be given extra support from the class teacher as well as the Curriculum Leader.

Level 2 - Form Tutor Report This will give the student areas of focus around the school and within all lessons. The student will report back to the Form Tutor each morning during Tutor Time. Parents will be informed.

Level 3 - Assistant Head of Year/Behaviour Mentor Report This will be issued if the student fails to show improvements at Level 2 or there are significant concerns. Parents will be informed.

Level 4 - Head of Year Report involves further sanctions in place and even more focused intervention to support the student to improve their behaviour. Meetings will be held with parents/ carers.

Level 5 – SLT Link Report This will involve the student reporting back to the SLT Link at multiple times during the school day to ensure every lesson has been successful.

Level 6 – Vice Principal Report This may result in the student also being placed on a Circuit Breaker, Managed Move, or in Alternative Provision to help to meet their needs

See Appendix 6

All serious incidents should be reported to the appropriate Head of Year and Assistant Head of Year. Decisions about the outcome of the incident will be discussed by the year team and appropriate senior leaders. Only the Principal will suspend or exclude a student from school.

3.2 Detentions

What the Law allows:

Teachers have the power to issue detention to students (aged under 18). Parental consent is not required for detentions.

The times outside normal academy/school hours when detention can be given include:

- ✓ any academy/school day where the student does not have permission to be absent;
- ✓ weekends - except the weekend preceding or following the half term break; and
- ✓ non-teaching days; usually referred to as 'training days', 'INSET days' or 'non- contact days'.

As with any disciplinary penalty, a member of staff must act reasonably when imposing a detention.

- If a student receives a C3 consequence, they will sit the detention in the detention hall on the same afternoon.
- Parents/carers will receive a text informing them that their child received a detention and will be conducting it that day. If a detention is issued prior to 2:00pm, parents/carers will be notified by text message. If a detention is issued after that time, they will receive a phone call to notify them.
- If a student absconds from detention, then they will be placed in C4 isolation during social times the next academic day and resit their detention that day.
- Should any student receive two detentions on the same day, one will be rolled over to the next day. If a student were ever to receive 3 detentions or more on the same day, it will result in being placed for a day in C4 isolation.

- ✓ Behaviour in schools guidance (publishing.service.gov.uk)
- ✓ Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)

3.3 Pastoral Support Programme (PSP)

- Many students receive in school support of various forms such as mentoring, interventions and referrals, which is logged at PSP Level 1.
- When a student's behaviour starts to give significant cause for concern, a PSP 2a, 2b or 3 will be put into place**.** This is led by the relevant Assistant Head of Year and Head of Year, a member of the Senior Leadership Team and, in some cases, representatives from other agencies.
- At all times, Rushey Mead Academy is committed to finding appropriate alternatives to fixed term exclusion and operate an internal alternative provision.

See Appendix 7

3.4 Internal Exclusion (C4 and C5)

Internal Exclusion can be used for students who have exhibited inappropriate behaviour deemed worthy of a lengthier sanction. This could mean a student working in Internal Exclusion for up to a five-day period, dependent on circumstances.

Offsite Internal Exclusion may take place in another Academy setting to allow respite for the student and enable them to reflect on their behaviour. All partner Academies ensure the health and safety of students and will meet all requirements in relation to safeguarding and student welfare when using this measure. If the Academy decides to take this approach, all parties will be informed to enable the provision to be a success.

Staff will ensure that students are kept in Internal Exclusion no longer than is necessary and that their time spent in Internal Exclusion is used as constructively. During this time the student will continue with the curriculum, through work provided by the teachers as well as undertaking silent reading.

Students placed in C5 provision may also be put onto a Pastoral Support Plan (Level 2 or 3). Where appropriate, as part of the process, a restorative conversation will take place with the member of staff whom the incident occurred. This will allow for a fresh start following their time in Internal Exclusion. Students will be allowed to have a snack at break time and will eat lunch in the Internal Exclusion room.

Where appropriate, as part of the process, a restorative conversation will take place with the member of staff whom the incident occurred. This will allow for a fresh start following their time in Internal Exclusion. Students will be allowed to have a snack at break time and will eat lunch in the Internal Exclusion room.

Internal Exclusion at Rushey Mead Academy operates a strict warning system which is designed to uphold the very highest expectations for student behaviour and progress within the provision. Students failing to engage with work appropriately, or who do not behave to the very highest standard, are warned once as to their conduct. If there is not an immediate improvement,then students will be removed and a Fixed Term Suspension issued. Further sanctions would then potentially be applied involving, at the very least, a repeat of the Internal Exclusion until the student conducted themselves in the exemplary manner expected at Rushey Mead Academy.

The C5 provision serves as alternative to fixed term suspension and as a base for intensive and targeted support. This can be offered to those who require more specialist input helping them to adopt a solution focused approach. Restorative work may also be undertaken. Students are required to attend school between 10.30am – 4.30pm and complete their timetabled work at this time, with adult support. Some students may access internal behaviour support and receive targeted bespoke interventions and carry out reflective work to make sustained and effective changes to their behaviours and may require a positive handling plan.

Some students may access internal behaviour support and receive targeted bespoke interventions to make sustained and effective changes to their behaviours and may require a positive handling plan.

3.5 Fixed Period Suspensions

- Fixed period suspensions are kept to a minimum and given in response to serious breaches of the academy's behaviour policy both inside and outside of school. If in the rare case a student is issued with 15 days fixed period suspension in any term they will be required to attend an Academy Councillor's disciplinary meeting with their parents or carers.
- It is the responsibility of parents to ensure that their child is not present in a public place during school hours during the first five days of any fixed period, or permanent exclusion from school. Parents could receive a fixed penalty notice if their child is found in a public place without justification. It can be expected that the academy will provide appropriate work to be completed at home.

From the sixth day of any period of fixed period suspension it is the duty of the academy to provide a full-time education for the student. Alternative arrangements will normally be made for students, such as attending a neighbouring school, or a setting provided by the Secondary Behaviour Support Service.
Only the Principal can suspend a student. The decision to suspend can be reconsidered at the discretion of the Principal.

Any student returning from a Fixed Term Suspension will spend at least a day in C5 provision to complete reflections and restorative work, as needed, and may be placed on a Pastoral Support Plan (Level 2 or 3).

3.6 Permanent Exclusions

Rushey Mead Academy adheres to the Zero Permanent Exclusion protocols agreed by all the secondary schools in

the LA. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the student to remain in school would seriously harm the education or welfare of others in the academy

and where there is a serious breach or repeated breaches of the academy's behaviour policy. Permanent Exclusions may be used as a sanction in certain exceptional circumstances both inside or outside of school.

Only the Principal can exclude a student. The decision to exclude can be reconsidered at the discretion of the Principal, prior to it being approved by the Academy Council.

Permanent exclusions will only take place when all other options have been exhausted. These shall include:

- In the case of a student with an Education, Health, Care Plan or Statement of SEN, an emergency annual review
- Input from the LA Behaviour Support Services
- Consideration given to managed move arrangements
- Consideration given to an off-site arrangement
- If a child is LAC support from Virtual School Team and Social Care.

There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), Sexting and/or assault against another student or member of staff.
- Supplying an illegal drug & incidents relating to illegal drugs
- Possession of an offensive weapon or object which could cause harm.

3.7 Staff Training

- The Academy provides relevant up to date information and training on behaviour management strategies and matters to all groups of staff, including new and existing members. This is carried out through the induction training process to all new staff members and on a regular basis to all staff throughout the academic year.

- All academy staff receive an appropriate level of training to develop their skills in de-escalation of situations and the use of the rewards and consequences applied in school. All have access to on-going advice, support and training as part of their own professional development.

- Staff are regularly informed of any guidance and updated advice for managing the behaviours of individual students and should employ relevant behaviour management techniques prior to using BFL consequences.

- Positive classroom management includes informed seating plans, appropriate grouping, differentiated learning targets and Quality First Teaching principles, faculty discussions and with year teams and SEND faculty.

- Positive handling is very rarely required and staff using this intervention are fully accredited and receive regular training. All incidents are recorded.

- All staff receive regular professional development and individual support to improve and consolidate their skills. Students are advised about the school rules and BFL. Clear protocols exist for on call procedures and removal of students from class when necessary .

Section 4. Rewards

4.1 Rushey Reward System

Rushey Mead Academy uses a rewards system to recognise positive behaviour. Students will be praised for positive behaviour. We believe in:

- Providing a positive and rewarding culture, permeating all aspects of school life, enabling all students to achieve their potential
- Ensuring that all students can achieve recognition of their successes and efforts
- Increasing students' self-esteem through consistent, meaningful and positive rewards

The Rushey Rewards system looks to develop students not only in terms of academia but also their wider self through a three strand approach called the 'Rushey Way 1-2-3' - Be Kind, Work Hard and Develop your Whole Self. The reward system recognises student achievement in each of these areas. A diagram of how the rewards system links with the 'Rushey Way 1-2-3' called Curriculum Beyond the Classroom can be seen **Appendix 11**
Rewards are given to students for acts of kindness they show within the school community on a Bronze, Silver and Gold tier, based on the number of points achieved.

Hard work is rewarded using the same three tier system, however it is split into the individual subjects to recognise achievement in all areas of the curriculum and allows subjects to celebrate with the students.
The final aspect, Rushey 3, is rewarded through the 'Rushey Passport' where contributions to themselves, to the school and the wider community are recognised. The final celebration happens through a graduation ceremony at the end of the year based on points achieved with a university feel, where students can graduate with 'Rushey Honours.'

4.2 Staff Training

- All academy staff receive regular reminders of the rewards system and how to upload rewards, as well as guidance for when and how they should be given out
- Staff usage is monitored termly with faculty teams encouraged to share best practice when giving out rewards to improve consistency.
- All new academy staff receive training on the reward system, the principles behind it and how to implement it in line with academy expectations.

4.3 Rushey 1 – Be Kind

The aim of rewarding kindness is to recognise and promote the attributes and behaviours of a good citizen and to encourage students to be supportive members of a community.
'R1' rewards are worth one point and can be given to students by any member of staff in school. They are for acts of kindness with staff selecting from one of the options on Bromcom for the most appropriate match:

- Supporting an upset friend
- Assisting new students
- Outstanding conduct in the community
- Reporting an incident for the benefit of others
- Exceptional politeness to staff
- Offering to help staff (unprompted)
- Supporting a charity

Each individual act of kindness is worth one point so no judgement is needed on the 'level' of kindness and the amount of reward points that should be given to ensure a consistent approach across the academy.

Reward points are logged on Bromcom and when a student receives a certain number of 'R1' rewards they qualify for the Bronze, Silver, and Gold thresholds (rewards for these to be explained further into the policy).

4.4 Rushey 2 – Work Hard

The aim of rewarding hard work is to recognise and promote the attributes and behaviours the students will need to be a model student that will help them to succeed academically.

'R2' rewards are worth one point and can be given to students by any member of staff in school, however given that they are linked to hard work, teachers and learning support staff, will be the most likely to issue these rewards. Staff select from one of the options on Bromcom for the most appropriate match:

- Excellent contribution to class discussion
- Exceeding expectations for class work
- Excellent engagement
- Going above and beyond
- Trying their best
- Challenging themselves
- Classroom leadership
- Resilience
- High quality homework
- Being proactive/well-organised
- Excellent commitment to rehearsals
- Outstanding performance
- Use of key vocabulary

The list is reviewed regularly with staff contributing additions to make sure students are rewarded for all excellent examples of Rushey 2 – Work Hard.

As with 'R1', each individual act is worth one point so no judgement is needed on the 'level' of hard work and the amount of reward points that should be given to ensure a consistent approach across the academy.

Reward points are logged on Bromcom and when a student receives a certain number of 'R2' rewards they will qualify for the Bronze, Silver and Gold thresholds (rewards for these to be explained further into the policy).

R2 rewards are split into individual subjects. For every reward given in Maths for example, the total number of Maths R2 points are added up and then the students can achieve Bronze, Silver and Gold standards in each of their subjects.

4.5 Bronze, Silver and Gold

For both R1 and R2, when students reach a number of reward points they receive different tiers of rewards:

Level of Reward	Reward achieved
Bronze	Certificate
Silver	Certificate & x3 Lunch Queue/Library Queue Jump Passes
Gold	Certificate, x5 Lunch Queue/Library Queue Jump Passes & Free Food Voucher (worth the price of a meal but can be used on smaller snacks. For R2, Gold also gives the student a subject badge to wear on their blazer to show they have reached Gold standard in that subject. Gold standard achievers are also put into a prize draw with one student from each year drawn to win a £100 voucher.

With 12 subjects and R1- Be Kind, the students have 13 opportunities to have their name put into the prize draw. If Student A achieves gold in both Maths and Science, their name is put into the draw twice because they have

achieved two gold standards. This is done to recognise the achievement of those students who achieve gold in multiple areas.

If a student achieves gold in all 13 areas, they automatically receive a Principal Award (covered later in the policy)

See Appendix 9

4.6 Rushey 3 – Develop Your Whole Self

The Rushey 3 passport ensures that students are encouraged to engage in a wide range of activities beyond their classroom curriculum. Students are therefore being actively prepared for all aspects of life, not just academic success. The passport supports the development of students' character and other non-cognitive aspects of personality that underpin learning.

- Students accumulate points through engaging in and committing to clubs, activities and opportunities.
- The number of points awarded varies according to the level of commitment needed.
- The activities rewarded are wide ranging and vary from taking part in the Duke of Edinburgh scheme, to being a reading buddy to another student, being a student councillor or taking part in a drama / musical performance.
- Students complete the table at the bottom of the passport with the activities they have been involved in.
- Staff, who run the activity, initial in the box next to it and stamp the back of the passport to prove authenticity. Rushey 3 Stampers are given to staff.
- If it is a club, teachers sign & stamp the back to show students have committed for the half term or for the duration of the club each half term, whichever comes first.
- Tutors log points on Bromcom during tutor mentoring sessions or during a form time at the end of each half term.
- A graduation ceremony takes place at the end of the year to reward students for their achievements.
- The higher the number of points equates to a higher the level of graduation.

Tutors play a key role in encouraging students to partake in activities. Through the tutor time mentoring programme, tutors target disadvantaged and harder to reach students, encouraging them to follow their interests or try a new activity.

The Rushey 3 passport links to the school ethos that students should 'Make a Positive Difference'; to themselves, to others and to the community /wider world. Therefore the passport is divided into 3 columns to reflect this. Students are encouraged to fully develop their character by having to gain points in all 3 areas in order to graduate. (**See Appendix 10**)

4.7 Graduation

At the end of each half term, tutors log the number of points their tutees have achieved. At the end of the penultimate half term, the points are accumulated students are allocated a level of graduation depending on how many points they have achieved.

A graduation ceremony is held at the end of the year to celebrate student's non-academic successes. Parents and families are invited as students wear graduation gowns and hats to receive their certificate scroll. It is an evening of celebration of our students' talents and many students perform singing, dancing, playing musical instruments.

There are 3 levels of graduation:

First Class Rushey Honours

- Attend graduation Ceremony
- Wear Graduation gown and hat
- Receive trophy, certificate scroll and graduation pin badge

Upper Second Class Rushey Honours

- Attend graduation Ceremony
- Receive trophy, certificate scroll and graduation pin badge

Second Class Rushey Honours

- Celebrated in assembly
- Receive certificate and graduation pin badge

All students who graduate at each of the 3 levels are entered into a raffle on the evening of the graduation to win a prize:

First Class Rushey Honours - £75 Amazon Vouchers

Upper Second Class Rushey Honours - £50 Amazon Vouchers

Second Class Rushey Honours - £25 Amazon Vouchers

4.8 Principal's Award

The Principal award is designed to recognise exceptional achievement in any aspect of the Rushey Way 1-2-3. Students can be nominated by a member of staff or even a member of the local community to receive a special Principal Award. Alternatively the Principal Award can be achieved by achieving a gold standard in all 13 areas of R1 and R2 as specified previously in the policy.

For a Principal Award students receive:

- Certificate
- X5 Lunch Queue/Library Queue jump passes
- Free food voucher
- £20 voucher

4.9 Prom

Year 11 students attend an End of Year Prom at the end of the exam season to celebrate their achievements. The Rushey Reward system links to this and allows for student achievement to be acknowledged with money off their prom ticket:

Gold Standard Rewards – 50% off their prom ticket

Principal Award – Free prom ticket

4.10 Houses

The House system is a competition that all pupils and staff are involved in. Each tutor group (students and tutor) is assigned to a House as well as all other full-time members of staff being assigned to a House. The only exception being the Assistant Principal: Data & Achievement who runs the House system in order to remain neutral.

To encourage healthy competition and a sense of teamwork, the House structure offers seven major trophy rewards in different areas of the school, thereby allowing all students to contribute and feel they are making a positive difference to themselves as well as the school community.

The House system 7 areas of competition:

- Main House Trophy
- Attendance Trophy
- Sport Trophy
- Quiz Trophy

- Behaviour Trophy
- Charity Trophy
- Reading Trophy

The aim is to engage and motivate as many students as possible and to allow different ways that students can compete and help their House in all aspects of school life.

Trophy	How to Win
House Trophy	Rushey Rewards. Each reward point goes towards the total for each House. Since the House system started, over 30,000 reward points were needed to secure victory! Every reward each student collects makes a difference.
Attendance	Each week the House attendance is calculated. 3 points go to the winning House, 2 to second place and 1 to third place. These points are then added up over the year and the winning house is the one with the most points.
Sport	There are 3 inter-form competitions each year for each year. When a form wins a game, they get 3 points or if teams draw then it is 1 point. Those points go towards the trophy and the winning house is the one with the most points – every game matters!
Quiz	There used to be a weekly quiz done in Tutor Time, however this has gone so now quiz nights happen during the year and these will go towards the Quiz trophy. During Covid times however, no quiz nights have been able to take place. This trophy staff and students can contribute to!
Behaviour	Each consequence has points assigned (C1 = 1, C2 = 2 etc). These points are calculated for the year and the winning House is the one with the LEAST amount of behaviour points. Every consequence matters!
Charity	The charity trophy is the amount of money each House raises for money in a year (details to follow). The winning House is the House that raises the most money. This is for staff and students!
Reading	The reading trophy goes to the House that has read the most books over the year. This is monitored by the library staff to ensure students actually read the books. Every book the students read helps their House towards this trophy.

All trophies are displayed outside the Theatre in the trophy cabinet with the colour ribbons of the winning House tied to them.

The six Houses are:

The names include animal mascots to give the students a symbol and a fun, engaging name to get behind and motivate them.

The House year runs from May to May to coincide with the leaving Year 11s due to GCSE examinations. The Year 11s get to celebrate House victories before leaving Rushey Mead Academy.

4.11 Charity

Charity has become a key part of the House system as the school encourages students to help and care for those around them. The school formed a partnership with a local charity called Open Hands that provide food, clothing and educational support to people who are homeless or living in poverty. All money raised is split 50/50 between the two charities.

Students and staff can contribute to the Charity Trophy by:

- Organising a charity event – we have had bake sales, a member of staff ran the half marathon for their House, a member of staff is dying their hair based on money raised, charity quiz events such as guess the babies (members of staff)
- Purchasing merchandise – Badges (£3) are available to staff and students to purchase. Profits of these items goes to charity
- Donating clothing – Open Hands may have a drive on a particular piece of clothing, coats for the winter for example, and staff and students can donate. Each garment is given the price of £5 so donations can contribute towards the Charity Trophy
- Volunteering – staff and students can volunteer with Open Hands to support the work they do. Students volunteer afterschool on Wednesdays and Fridays for an hour while staff volunteer to help with Open Hand's Pie Nights where they feed those in need at their premises. So, it can contribute towards the trophy, one night of volunteering is worth £10 towards the Charity Trophy totals.

Students complete a parental consent form in order to volunteer and are assigned a date. So far this year all available slots have been filled by the students!

4.12 Rewards Review

In order to continue to ensure the system works consistently and provides the students with an equal balance to the Behaviour policy the following reviews take place:

Half Term Review	Staff usage Tutors log Divisional trophy review – number of sporting events, charity events etc.
Term Review	Student voice – student views on the system Financial impact of the system
Annual Review	Bronze, Silver & Gold points review – how many certificates have been given out based on the current totals needed for each threshold R1 & R2 categories – are they still fit for purpose and allow staff to reward students effectively

Section 5. Restrictive Physical Intervention Policy

In line with Department for Education and Leicester City Council Health and Safety guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the academy.
The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

See addendum at the bottom of the policy. **Restrictive Physical Intervention Policy**

Section 6. Other aspects of behaviour

6.1 Mobile phones and other devices:

- **Students must not** have a mobile device or headphones visible anywhere on the school site, at anytime. Mobile phones/devices must remain out of sight and switched off during school hours "Off and Away all Day". This includes break and lunchtimes. Phones and mobile devices must not be seen or heard. On the school site, we are a no mobile phones or mobile devices school.

- Any students whose mobile device is seen or heard during school hours, including break and lunchtimes, will be confiscated immediately and returned to the parent/carer after 4pm on the same day. Refusal to hand over the mobile device will result in further sanctions such as isolation or a fixed term exclusion.

- If a mobile device is visible or heard on school site, it will be confiscated until 4pm on the same day when it will be returned to a parent/carer. Reception closes at 5pm and it cannot be returned after this time. If the parent/carer cannot collect the mobile device from 4:00pm on the day of confiscation, it will be kept in the school safe and returned to the parent/carer the next school day. If it is not handed over to a member of staff immediately, it will lead to the mobile device being confiscated for 3 days, isolation or even exclusion.

- Confiscated mobile devices will be taken to Student Support where the phone will be stored in the school safe and the name of the student will be recorded.

- The mobile device must be collected by a parent/guardian, it will not be returned to the student.

- For any further breaches of the policy by the same student, parents/carers will be asked to come in for a meeting at school to discuss your child's conduct, and we may ban them from bringing a phone onto the school site. Further consequences will be applied which are proportionate to the level of disruption caused.

- We appreciate that there are sometimes situations where a student may feel they need to contact home during the day. Students are, and have always been, allowed to do this via Student Support or the year team.

- If a student has a smart watch it should be switched to flight mode so it is not connected to the mobile phone. If the watch goes off during the school day it will be confiscated immediately.

- If a student is seen wearing earphones or ear buds in school, they will be confiscated immediately.

- Inappropriate use of mobile devices is not permitted and will lead to consequences. Inappropriate use of mobile devices includes, but is not limited to: answering telephone calls or texting during lesson time; the use of mobile devices to threaten or bully; recording or watching inappropriate video footage; recording staff without consent; playing music without headphones; using inappropriate language; uploading content to social networking sites. Any inappropriate use of the mobile device on RMA premises both inside and outside the building including lunch and break time and after school will lead to consequences which includes but is not limited to confiscation of mobile devices for a period of time, detention, isolation or exclusion.

- Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs, sexual orientation or any other protected characteristic.

- Mobile devices in school are the students' responsibility. The school/Trust accepts no responsibility for mobile devices that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

- There may be occasions when a student has been told that they are banned from bringing in a mobile device on to RMA premises. In these instances, the parent will be notified. Following the ban, spot checks by RMA staff will be carried out and if a mobile device is found, it will lead to consequences which includes, but is not limited to confiscation of mobile devices for a period of time, detention, exclusion or verbal warning.

Important notices:

- ✓ Where a criminal offence is suspected, the matter will be referred to the Police.
- ✓ targeting, abusing or humiliating other students, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence.
- ✓ refusal to hand a mobile devices to a member of staff when requested could lead to an internal/fixed term exclusion.

6.2 Damage/Loss to property

A charge will be levied in respect of wilful damage, neglect or loss of Academy property (including but not limited to premises, furniture, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Principal may decide.

A charge will be levied in respect of wilful damage, neglect or loss of another students' property (including but not limited to uniform, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Principal may decide.

Failure to pay may mean that the student is not allowed to go on future school trips and/or GCSE certificates are withheld until the account is settled.

6.3 Incidents occurring outside of the academy

Subject to the academy's behaviour policy, a teacher may discipline a student for any misbehaviour when:

- Taking part in any academy-organised or academy-related activity:
- Travelling to or from academy
- Wearing the school uniform
- In some other way identifiable as a student at the academy.

A student may also be disciplined for misbehaviour at any time, whether or not the conditions above apply, where that behaviour:

- Could have repercussions for the orderly running of the academy.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the academy.

The law supports schools taking action for incidents that occur outside of school. The academy will apply sanctions for any incident that occurs when students are in school uniform and/or are clearly representing the academy. For incidents that occur clearly outside of academy hours, e.g. at the weekend or during school holidays, the academy will deal with each one on an individual basis, depending on the nature and seriousness of the event.

Monitoring, Evaluation and Review

The Principal will take a key role in monitoring and evaluating the policy.

The policy along with other school policies will be available on the school website.

The Rushey Way Each Day

The Rushey Way, Every Day

RUSHEY 123 (Be kind, Work hard, Develop your whole self) and Rushey SMART

Time	Activity	Expectation – Students should….	Reasons why
8.20 – 8.28	Arriving at school	• Arrive on the school site wearing full correct uniform and ID card in pocket of blazer. • When 8.20am bell rings, make way to tutor room calmly and quietly (using one-way system). • Line up along wall in allocated space, facing the front and waiting quietly. • As the second bell rings at 8.28am, stand silently, holding coats and bags in hand. • Expect a same day detention in the restaurant if arriving after 8.28am.	To be Rushey SMART and represent the academy well. To arrive in plenty of time for Tutor Time. To avoid corridors being crowded and reduce the risk of accidents.
8.28 – 8.30	Morning address	• Be in absolute silence as soon as the second bell rings. • Listen attentively to the HOY address which includes key messages and the Behaviour foci of the week. • When invited, enter room silently (apart from saying 'Good morning' to tutor).	To hear important messages for the day and week. To be focused and ready for the day ahead.
8.30-8.55	Tutor Time	• Place equipment and ID card on the desk for checking. • Sit silently and begin the form time activity set by the tutor promptly. • Answer registers politely e.g. 'Good morning, Sir / Miss'. • Work silently, unless invited to discuss the work by tutor. • When asked, stand behind chair silently, ensuring uniform is fully correct. • Leave swiftly, when dismissed by tutor. • Follow the one-way system and head swiftly to Period 1.	To show respect and ensure you are ready for the day. To enable you to learn. To ensure your tutor can accurately take the register. To allow a safe and orderly exit from the room.
8.20-8.55	Assembly	• Enter the building when the first bell rings at 8.20am. • Before entering the theatre, remove all outdoor coats and jackets, and have ID card ready. • Enter the theatre in single file and in silence. • Sit in allocated theatre seat whilst still maintaining silence. • Be inside before doors close at 8.28am. • Expect a same day detention in the restaurant if arriving after 8.28am.	To allow assembly to start at 8.30am. To avoid disruption in the theatre. To ensure your tutor can accurately take the register. To show respect and be Rushey SMART. To take away the important messages from the assembly. To ensure a quiet and safe exit from the assembly.

<table>
<tr><th>Time</th><th>Activity</th><th>Expectation – Students should….</th><th>Reasons why</th></tr>
<tr><td></td><td></td><td>

Sit on front row if arriving late.
Remain in silence throughout, listen carefully.
Remain silent at the end of the assembly, and whilst being dismissed, until out of the theatre.
Keep coat or jacket off until outside the theatre.
Follow the one-way system and head swiftly to Period 1.

</td><td>To determine the reasons for absence and provide support/sanction.</td></tr>
<tr><td></td><td>Lesson change overs</td><td>

Follow the one-way system at all times.
Not wait for friends and move swiftly to the next lesson.
Not use the time to fill up water bottles. This must be done at break or lunchtime.
Respect school property in all areas of the school.
Line up sensibly against the wall outside the next classroom until the teacher asks you to enter.
Ensure Rushey SMART is adhered to. Shirts tucked in, ties straight, and blazer on.

Movement between lessons
<table>
<tr><th>End of Period</th><th>Tannoy Message</th><th>Late mark if arrival at or after:</th></tr>
<tr><td>Tutor</td><td>8.53am</td><td>8.58am</td></tr>
<tr><td>1</td><td>9.53am</td><td>9.58am</td></tr>
<tr><td>2</td><td>11.13am</td><td>11.18am</td></tr>
<tr><td>3</td><td>12.13pm</td><td>12.18pm</td></tr>
<tr><td>4</td><td>1.58pm</td><td>2.03pm</td></tr>
</table>
After Social Time
<table>
<tr><th>End of social time:</th><th>End of break/lunch bell at:</th><th>Late mark if arrival at or after:</th></tr>
<tr><td>Break 1</td><td>10.10am</td><td>10.16am</td></tr>
<tr><td>Break 2</td><td>11.10am</td><td>11.16am</td></tr>
<tr><td>E Lunch</td><td>12.55pm</td><td>1.01pm</td></tr>
<tr><td>M Lunch</td><td>1.25pm</td><td>1.31pm</td></tr>
<tr><td>L Lunch</td><td>1.55pm</td><td>2.01pm</td></tr>
</table>

Expect an L mark if more than 3 minutes late from another lesson.
Expect an L mark if arriving 1 minute late from break or Lunch.
Expect a same day detention if late 3 times in a week.

</td><td>To keep everyone safe and avoid corridors being congested.
To keep the environment pleasant for all.
To avoid corridors being crowded and reduce the risk of accidents.
To allow learning to commence without delay.
To ensure everyone is in the right mind-set for learning.
To ensure an orderly start and end to the lesson.</td></tr>
</table>

Time	Activity	Expectation – Students should….	Reasons why
	During lessons	• Enter the classroom silently, sitting according to the seating plan, and taking out all necessary equipment. • Remove all outdoor coats. • Start the entrance activity in silence immediately. • Answer politely when the register is taken. • Work hard throughout the lesson, following all instructions and only conversing as directed by the teacher. • Follow all aspects of Rushey 2 – completing all work to the best of ability. • Strive to gain Rushey Rewards in the lesson but also accept consequences when issued. • Always demonstrate Rushey SMART during the lesson. • Be fully focussed and be ready to engage with the teacher at all times. • Not talk when the teacher is talking. • Always be sat up straight, without slouching or putting heads on the desk. • Follow all instructions first time, every time. • Not leave their seat or room without permission. • Not go to the toilet during lesson. This is for break and lunchtimes only. • When asked, stand behind chair silently, ensuring uniform is fully correct. • Leave swiftly, when dismissed by the teacher.	To ensure your teacher can accurately take the register. To ensure you can learn as much as possible. To allow instructions from the teacher to be heard. To ensure an orderly start and end to the lesson.
Break 1 9.55am - 10.15am **Break 2 10.55am - 11.15am**	Break time	• Not be in the breakout areas. • Only use the restaurant on the year group's designated days. • Only eat purchased food within the restaurant or designated areas and put all litter in the bins. • Use the time to fill water bottles and go to the toilet. • Be kind and courteous to all staff and students. • Always follow the no touch policy. • Not be playing with footballs or tennis balls on the yard. Only basketball or ping pong balls are permitted. • Remain outside unless it is wet break. • At the bell, make their way to the next lesson swiftly, with full correct uniform. L mark will be issued if arriving 1 minute after the lesson start time.	To allow everybody an opportunity to use the restaurant at break time. To keep the environment tidy. To create a positive friendly school community, being Rushey SMART. To keep corridors clear and ensure everyone can get fresh air. To be on time and ready to learn. To avoid corridors being crowded and reduce the risk of accidents.

Time	Activity	Expectation – Students should….	Reasons why
		• Arrive at their classroom and line up along the wall outside until the teacher gives permission to enter. **WET BREAK** • Early Wet Break: At 9.55am staff and students move to their Lesson 2 classroom and spend break there. • Late Wet Break: At 10.55am staff and students stay in their Lesson 2 classroom and spend break there. • During wet break, snacks can be eaten in the classroom. • Not be in a cubicle with another student	
12.15 **12.45** **1.15**	Lunch	• Not be in the breakout areas. • Follow 'The Rushey Way, Every day at lunch'. • Fill water bottles if required. • Not be in a cubicle with another student	To ensure the safety of everyone on site. To ensure lessons are not disturbed.
3.00- **3.15**	End of the school day	• Exit the school site promptly unless staying for an after-school activity or club with staff. • Take responsibility to attend detention. • Make way to detention with a member of staff. • Leave via the main exits and always follow road safety procedures.	To allow cleaning staff to begin their work immediately. To stay safe and avoid accidents.
3.00- **4.00**	After school activities	• Arrive promptly for after school clubs and adopt the same behaviours as if in a lesson. • Exit the site promptly after an afterschool club/activity.	To allow afterschool club/activity to start immediately. To keep the school buildings free from damage. The door locks will prevent you from being able to exit after these times.

The Rushey Way, Every Day

The Rushey Way, Every Day at Lunch – (Restaurant, Sports Café, F Block Canteen and Pasta shack)

Time	Activity	Expectation - Students should…	Reason why
Start of each lunch 12.15pm 12.45pm 1.15pm	Lining up	• Queue in pairs, within the lines outside C block for the restaurant. • Queue under the canopy outside for the Sports Café. • Queue beside the ramp for F-Block. • ALWAYS join the queue at the end, without pushing in.	To be ready to purchase food. To ensure fair queuing. To avoid injuries. To show respect, being Rushey SMART. To prevent bullying.
	Entering the restaurant/ Sports Café / Pasta Shack / F Block Canteen	• Queue with tray and cutlery. • Speak politely to staff. • Use ID card to pay for food. • Not swap cards or buy food for others.	To show respect, being Rushey SMART. To prevent others bullying you by using your card. Using a tray minimises spills and keeps tables clear of food. To allow students who have already purchased food to eat.
	Eating your meal (indoors)	• Find a suitable place to sit and eat. • Remove outdoor coats and jackets. • Place bags under the table. • Talk politely and always demonstrate Rushey SMART.	To ensure seating is available for all students. To show respect and build good habits for the future.
	End of meal	• Leave immediately after finishing eating, vacating the space for other students. • Clear ALL rubbish in the bin and take trays to the trolleys. • Leave the tables clean and tidy ready for the next person. • Always demonstrate Rushey SMART.	To allow others to have a seat and enjoy their lunch too. Ensure there is enough seating for the next sitting. To show respect, being Rushey SMART. To maintain a clean environment for others.
	Eating food outside	• Not leave the designated areas with food. • Eat all purchased food under canopies. • Be seated whilst eating.	To ensure you eat properly. To keep areas orderly, calm and enjoyable. To reduce litter and ensure appropriate food hygiene is maintained.
	Enjoy playing appropriately outside.	• Treat all staff with respect, always demonstrating Rushey SMART. • Involve others who may be alone or new to the school. • Always follow the no touch policy.	To create a safe and happy environment for all.

Time	Activity	Expectation - Students should…	Reason why
		• If playing ball games, make sure others are safe by following the rules below: • Basketballs are only permitted around the basketball hoops. • Footballs are only permitted when the fields are open. • Cricket is only permitted when the fields are open, with an MCAS purchased softball. • Tennis balls are not permitted.	
	Wet lunch	• Only go to the theatre or library if indoors. • Use the canopy covered areas if staying outside.	To ensure students are warm and dry for their next lesson, rather than cold and wet. To ensure others in lessons are not disturbed.
12.55pm **1.25pm** **1.55pm**	End of lunch bell goes walk to your next lesson	• At the bell, make way to the next lesson swiftly, with full correct uniform. L mark will be issued if arriving 1 minute after start of lesson. • Check all belongings and ensure the correct uniform is picked up.	To not lose any learning time and be ready to learn.

RUSHEY MEAD
ACADEMY

UNIFORM EXPECTATIONS

1. Everyone will wear the grey blazer with a white shirt and school tie. Either grey trousers or grey skirt supplied by Uniform Direct only must be worn AT ALL TIMES. The original shape of the trouser must not be altered (15cm leg width).
2. Plain white shirts, buttoned to the neck and either short or long sleeved only. Shirts must be tucked in.
3. Skirts must not be rolled over or **worn above the knee.**
4. Ties will be tied correctly, **tie length must meet the waistband** of the skirt or trousers.
5. A plain jacket, overcoat or shawl may be worn over the top of the blazer. Only **jumpers from Uniform Direct** can be worn under the blazer. No hoodies, denim or sports logo tops are permitted at any time. No jackets, overcoats or shawls inside the classroom.
6. Jewellery must be discreet, Chains should be inside shirts or jumpers and not visible. Only single studded nose and ear piercings are permitted.
7. Headscarves/turbans/topis/durags must only be plain **grey or black.**
8. Hair accessories must only be white, grey or black (not patterned)
9. **False nails, acrylic nails and gel nails are not permitted in school.**
10. No excessive makeup is permitted, this includes false eye-lashes.
11. Leggings (black or grey) covering the ankle or tights (black, grey or flesh coloured) may be worn under the skirts but no knee length socks. Socks must be black or grey only and over the ankle.
12. Footwear will be flat, plain, black and clean with no coloured laces, stitching, logos or patterns. Heels must not be higher than 3cm.
13. Students must have their ID badges with them at all times.
14. At break and lunchtimes only – blazers may be removed outside but must be put back on before entering the building.
15. Jumpers should not be tucked into skirts or trousers.

BEHAVIOUR FOR SUCCESS

Wear correct school uniform

No mobile phones or earphones visible on site at all times

You must have the correct equipment everyday

-2 Pens

-1 pencil and 1 ruler

-1 reading book

Do not be late to lessons. If you are late, apologise and always present a note to explain

Put your ID Badge on the table at tutor time, in cover lessons and when in C3, C4 and C5

No swearing or inappropriate language at anytime

Stand behind your chair at the end of every lesson

No chewing gum anywhere on site

Line up in single file outside of the classroom and wait for the teacher before entering quietly

Do not disrupt lessons

Be polite and respectful at all times

No visiting the toilet or filling up water bottles during lesson time ever, unless you have a medical note

Always follow the teachers instructions first time, every time

No running inside the building

Do not drop litter

Behaviour for Learning at Rushey Mead Academy

RUSHEY

S — **Smile**
Warmth, Positivity, Connection

M — **Manners**
Polite, Articulate, Patient

A — **Accountable**
Independent, Responsible, Organised

R — **Respectful**
Considerate, Punctual, Inclusive

T — **Trusted**
Reliable, Dependable, Upstander

Rushey Reports

RUSHEY MEAD ACADEMY

Permanent Exclusion

Potential for Managed Move/ Circuit Breaker or Alternative Provision

Level 6
Vice Principal
Persistent/Serious unsafe/illegal behaviour

Report: Vice Principal (2 weeks)/ Personalised intervention

Level 5
SLT Link
Continued refusal to comply. Serious misconduct/call outs

Report: SLT Link (2 Weeks)

Level 4
Head Of Year
Refusal to comply with AHOY/BM sanctions, behaviour expectations and school rules.

Report: HoY (2 weeks)

Level 3
AHOY/ Behaviour Mentor
Continued poor behaviour or attitude with Form Tutor. Refusal to comply with The Rushey Way.

Report: Assistant Head of Year/ Behaviour Mentor (2 weeks)

Level 2
Form Tutor
Continued poor behaviour, poor attitude or refusal to comply with rules in lessons.

Report: Tutor (2 Weeks) Please alert AHOY/ HOY

Level 1
Faculty
Disruption in classroom. Refusal to comply within classroom or out of class expectations.

Report: Faculty. Please alert AHOY/HOY

The Rushey Way
Basic expectations
Not meeting this Level leads to escalation to Level 1 and beyond.

PSP	Possible indicators	Parent comms	Examples of possible support (depending on need)
1	**Behaviour** • Significant behavioural event • Persistent low-level disruption • High levels of consequence points • Faculty reports in several subjects • Feedback from tutors/ teachers/ TAs **Attendance/ Punctuality** • Attendance below 95% (after HT1) • Repeated lateness • Attendance to lessons issues / absconding **SEND (or suspected SEND) SEMH or achievement concerns** • Anxiety • Concerns about progress	Letter home from HOY (using template)	**Behaviour** • Form tutor/ BM / AHOY monitoring report • Tutor group / teaching group changes • 1:1 support from inclusion team - HOY/AHOY/BM • 1:1 support from mentors - House, PP, LDT, etc. • In class support • Support from school counsellor/nurse/Rushey Restoration **Attendance/ Punctuality** • Meet and greet and wellbeing checks • Support from Family Support Worker **SEND (or suspected SEND) SEMH or achievement concerns** • Referral to SEND team (where appropriate) • 1:1 or group interventions from SEND/PP Champs/House Lead
2a	**Behaviour** • Significant behavioural event • Lack of progress on PSP 1 • Persistent low-level disruption and consequence points • High levels of consequence points • Feedback from tutors/ teachers/ TAs **Attendance/ Punctuality** • Attendance below 90% (after HT1) • Persistent lateness • Poor attendance to lessons / absconding **SEND (or suspected SEND) SEMH or achievement concerns** • Ongoing concerns	Email inviting parents to PSP 2a meeting (using template) - Email to share PSP 2a after meeting (using template)	**Behaviour** • As above PLUS elevated level of report - HOY/BM/AHOY report • Referral to other agencies **Attendance/ Punctuality** • As above PLUS elevated level of report - HOY/BM/AHOY report • Involvement of Family Support workers • Need for Medical Evidence when absent **SEND (or suspected SEND) SEMH or achievement concerns** • Responsibility for SEND support passes to SEND team • Referral to SEND external services • Short term timetable amendment
2b	**Behaviour** • Serious incident, e.g. violence, sexual misconduct, persistent bullying • Lack of progress on PSP2a • Return from FTS for serious behaviour **Attendance** • No improvement on attendance resulting in appointed Home Visit / completion of checklist for EWS support	Email inviting parents to PSP 2a meeting (using template) Email to share PSP 2a after meeting (using template)	**Behaviour** • As above PLUS elevated level of report - HOY/SLT Link • Involvement of other agencies • Possible part time Alternative Provision • Possible Managed Move **Attendance** • Monitoring taken over by Education Welfare Service (EWS) and Family Support workers/ School and LA based EH
3	**Behaviour** • Behaviour not manageable in mainstream setting • Lack of progress on PSP 2b • Repeated FTS for similar high-level behaviours	Email inviting parents to PSP2 meeting (using template)	**Behaviour** • As above PLUS elevated level of report – SLT Link/Vice Principal • Full time Alternative Provision or LPS • EHCP for specialist setting

Appendix 8

Rushey 1—Be Kind—Bronze Award

This certificate is awarded to

_____

For repeatedly showing kindness and respect to others.

Many Congratulations

G.Kader— Principal of Rushey Mead Academy

Lunch Queue Jump Pass

For outstanding hard work/kindness, you and a friend are allowed to skip the queue at lunchtime at any location where food is served around school.

This pass is to be handed to the member of staff in charge of the queue and will not be returned.

Free Food Voucher

For outstanding hard work/kindness, you are able to purchase food to the value of £2 at any location where food is served around school.

Balance Remaining

Name: Form:

MAKE A POSITIVE DIFFERENCE...

to ourselves		to others		to our world / community	
Sport fixture /comp 1 off	5	Starter buddy (new arrivals)	5	Organising a charity event	10
Attending Study Club every week	10	Library Assistant	10	Participating in an assembly	5
Sports training club every week	10	Form Leader	3	Being involved in a charity event	1
Attending Club every week	10	Helping other students	5	Voluntary work	10
Music lesson every week	10	Student Council Rep (meetings)	5	Organising a school event	10
Performance in a recital	5	Form Rep	1	Helping in a school event	5
Leadership Level 1-4	4,6,8,10	Participating in an assembly	5	Help protect the environment	5
Reading Champion	5	Helping at a performance	5	Helping at school evenings	10
Subject Assistant (3 lessons)	3	SVAT meetings attended	10	Starter buddy (new arrivals)	5
Sports Leader	4,6	Anti bullying Ambassador	10	Tutor / PASCO reward	5
Drama / Dance performance	5	Maths Ambassador (yr 10)	10	**KS4**	
Participating in school production	10	Reading Buddy (yr 10)	10	Work experience	20
Participation in a one off event	5	Starter buddy for year 7 (yr 10)	10	Duke of Edinburgh	20
Participating in a competition	5	Helping at clubs	10	Prefect	15
Tutor / PASCO reward	5	Tutor / PASCO reward	5	Divisional Captain	15

You must acquire points in all 3 sections and a minimum of 30 points to graduate

Activity	Points	Signed	Activity	Points	Signed	Activity	Points	Signed

Appendix 10

The Rushey Way is to Make a Positive Difference

RUSHEY SMART

RUSHEY 1 BE KIND

- Supporting an upset friend
- Assisting new students
- Outstanding conduct in the community
- Reporting an incident
- Exceptional politeness to staff
- Offering to help staff
- Supporting a charity

RUSHEY 2 WORK HARD

- Excellent contribution to class discussion
- Exceeding expectations for class work
- Excellent engagement
- Going above and beyond
- Trying their best
- Challenging themselves
- Resilience
- High quality homework
- Being well-organised

RUSHEY 3 DEVELOP WHOLE SELF

Make a Positive Difference to...

- Myself
- Sports Teams
- Music Lessons
- Drama Event
- Club Participation
- Others
- Student Leadership
- Form Leader
- Student Voice
- Action Team
- Ambassador Programmes
- Community
- Fund Raising
- Volunteering
- House Captain

Bronze, Silver & Gold Certificates
Lunch Queue Jump Passes
Free Food
Subject Badges

Graduation
First Class Honours
Second Class Honours

HOUSES

Smile (Warmth, Positivity, Connection)

Manners (Polite, Articulate, Punctual, Inclusive)

Trusted (Reliable, Dependable, Upstander)

Accountable (Independent, Responsible, Organ-Patient)

Respectful (Considerate

Physical Intervention Policy

(to be read alongside the School Behaviour, Safeguarding and SEND Policies)

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

Version:	2.0
Date created:	March 2021
Author:	MOL/EMA
Ratified by:	Executive Team
Date ratified:	November 2023
Review date:	October 2025

Revision History:

Version	Date	Author	Summary of Changes:
2.0	October 2023	STA	Team Teach Updates Search, Screening and Confiscation Policy Reference Reducing the Need for Restraint and Restrictive Intervention (June 2019) Reference Team Teach as Physical Intervention training provider DSP training guidance
1.0	March 2021	MOL/EMA	New policy addendum

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Introduction

Guidance concerning the use of reasonable force to restrain pupils can be found in section 550(A) of the Education Act 1996, as inserted by section 4 of the Education Act 1997. This provision was extended to include all schools by section 131 of the School Standards and Framework Act 1998.
This policy should be read in conjunction with the Use of Reasonable Force (July 2013) DfE Guidance document for headteachers, staff and governing bodies and Reducing the Need for Restraint and Restrictive Intervention (June 2019).

Other Policies

Other policies to be read in conjunction with this policy:

- Behaviour policy
- Health & Safety
- Safeguarding (Child Protection)
- Special Educational Needs
- Search, Screening and Confiscation

Rationale

3.1 The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school

3.2 This power may be used where the student (including students from other schools) is on MAT premises or elsewhere in the lawful control or in the charge of a staff member.

3.3 There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should always be the minimum needed to achieve the desired result.

3.4 The Act does not cover more extreme situations, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

What is reasonable force?

4.1 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.

4.2 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

4.3 'Reasonable in the circumstances' means using no more force than is needed.

4.4 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 aclassroom.

4.5 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.

4.6 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.

Minimising the need to use reasonable force

5.1 Staff should always try to deal with the situation using other agreed strategies to calm a situation before considering using force.

5.2 Although the MAT recognises that preventative measures will not always work, there are numerous steps that will be taken in order to help reduce the likelihood of situations arising where the power to use force may need to be exercised. We endeavour to:

- Create a calm, orderly and supportive MAT environment that minimises the risk of violence of any kind
- Develop effective relationships between students and staff that are central to good order
- Adopt a whole-school approach to developing social and emotional skills
- Take a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also support each other during and after an incident
- Recognise that challenging behaviours are often foreseeable
- Effectively manage individual incidents while understanding the importance of communicating calmly with the student, using non- threatening verbal body language and ensuring that the student can see a way out of a situation. For example, students should always be given an option of going to a quiet space with the staff member away from bystanders and other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil
- Wherever practical, warning a student that force may have to be used before using force.

Staff authorised to use reasonable force

The staff to which this power applies are defined in Section 93 of the Education and Inspections Act 2006. These are:

- 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?

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

7.2 In a school, force is used for two main purposes – to control pupils or to restrain them.

7.3 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.

7.4 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

7.5 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 or other area of the school 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.

7.6 Schools cannot:

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

7.7 In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not be realistically dealt with by any other means.

Deciding whether to use reasonable force

8.1 Staff should only use force when the risk of not using force significantly outweighs those of using force. Then the judgement whether to use force and what force to use should always depend

on the circumstances of each case. Students with SEN and/or disabilities should be handled according to information about the individual student concerned (see section on 'Staff Training')

8.2 Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
- The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified
- The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means the more likely it is that using force can be justified.
- The relative risks associated with the physical intervention compared to the risks of using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force can be justified

Using reasonable force

9.1 Staff, as far as possible, should not use force unless or until another responsible adult is present to support, observe and call for assistance. Then staff should always only use the minimum amount of force to achieve the desired effect.

9.2 Before using reasonable force, staff should, wherever practical tell the pupil to stop misbehaving and communicate in a calm measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

9.3 Types of reasonable force used could include:

- Passive physical contact resulting from standing between students or staff and students
- Active physical contact such as leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances, using appropriate restrictive holds

9.4 Where there is a high and immediate risk of death or of serious injury, any member of staff would be justified in taking necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include

preventing a student running off the pavement onto a busy road or preventing a student hitting someone with a dangerous object such as a glass bottle or hammer.

9.5 Staff should always make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a student.

9.6 TMET's chosen trainer of positive handling is Team Teach ltd. "Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe."

9.7 Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate.

10 Power to search pupils without consent

10.1 In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" :

- 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.

10.2 Force cannot be used to search for items banned under the school rules.

10.3 See 'Search, Screening and Confiscation Policy' for further guidance.

11 Staff Training

11.1 The Special Educational Needs Co-ordinator (SENDco) will also make individual risk assessments available to staff where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEND and/or disability is associated with extreme behaviour. Appropriate training will be given to the necessary staff working with these students on a regular basis.

11.2 Some key members of Inclusion staff and at least one member of SLT within each school will be trained and regularly updated in the use of positive handling through Team Teach ltd. Usually the staff are those most likely to find themselves in a situation that may require the use of reasonable force and are therefore trained to do this correctly and in a lawful manner. These staff must be trained in at least level 1 Team Teach training through a 6 hour positive handling course.

11.3 Within TMET's Designated Special Provisions (DSPs), all staff will be trained and regularly updated in the use of positive handling through Team Teach at level 1 stage. Some key members of staff within the DSP may be trained within level 2 or advanced Team Teach training, dependent on need within the provision.

12 Recording/reporting Incidents

12.1 All TMET schools and colleges will keep records of every incident in which force has been used, in accordance to TMET policy and procedures and safeguarding requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform TMET improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

12.2 Staff that can be called if a situation arises include:

- Behaviour mentor
- SENDco
- Support staff – trained and confident to deal with the situation
- Vice Principal
- Principal
- Head of School

Staff to be informed If / when restraint takes place:

- Vice Principal
- Principal
- Head of School
- SENDCo
- Any other key worker or pastoral lead (as appropriate)

12.3 Physical Intervention records should be completed on each occasion by the staff member involved and recorded on a confidential school system (Bromcom or CPOMS). This will be shared with the Local Authority:

12.4 Parents/carers will be informed on the same day by an appropriate member of school staff