



Behaviour Policy 2024 – 2025

Learning Together, Achieving Together

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1.0 Introduction

At Mereside Primary Academy we believe that pupils should demonstrate behaviours in school and online that support learning and promote good relationships therefore as a community we can: **Achieve Together and Learn Together.**

Pupils learn best when they feel happy, safe and confident. This is achieved when expectations of learning and behaviour are explicitly taught and applied fairly and consistently. We achieve this by following our **Mereside Way: Be Safe, Be Kind, Be Ready.**

In order to support all children to develop the skills and strategies to regulate their own emotions and take responsibility for their behaviour in accordance with their age and stage of development we strive to meet pupils' SEN needs and those who require a trauma informed approach to managing behaviour.

Where Mereside Primary Academy has a concern about the behaviour of a child with additional needs such as a pupil with an EHC plan or a Looked After Child, it will work in partnership with parents/carers, the local authority, children social care and virtual schools, to consider what additional support or alternative provision may be required.

1.1 Policy Aims:

1. To create and sustain a culture of good behaviour for learning within school and the wider community.
2. To help pupils develop the skills and knowledge to be able to self regulate.
3. To promote positive relationships, understanding how actions affect those around us.

1.2 School Values - The Mereside Way

At Mereside Academy staff are responsible for explicitly teaching and modelling the school's values. The three values we promote are:



Be Safe	Be Kind	Be Ready
<p>At Mereside we stay safe by....</p> <ul style="list-style-type: none"> - listening and following adult instructions - following rules and routines - learning how to keep ourselves and others safe (Including online). - knowing how to ask for help 	<p>At Mereside we are kind with....</p> <ul style="list-style-type: none"> - Our words - Our actions - Our choices <p>At Mereside we are kind to...</p> <ul style="list-style-type: none"> - each other - our adults - our visitors - our environment <p>*We do not tolerate bullying.</p>	<p>At Mereside we:</p> <ul style="list-style-type: none"> - do our best to attend every day - arrive to school and lessons on time - wear our school uniform - try our best - come prepared to learn - listen well - learn and achieve together.

1.3 Consistency

Our team will ensure consistent:

- high expectations
- rules and routines
- recognition, rewards and consequences
- use of trauma informed strategies

1.4 Our Expectations

Attendance and Punctuality: **Be Ready**

Children at Mereside Primary Academy know:

- the importance of trying to attend school every day
- to arrive at school on time (8.35am)
- to arrive for lessons on time ready to learn.

School Uniform: **Be Ready**

Children at Mereside Primary Academy know :

All children **must** wear:

- the Mereside Primary Academy Logo Blue Jumper with a white polo t-shirt.

All children should also wear:

- grey skirts or trousers
- black school shoes
- blue gingham dress/ grey school shorts (Summer uniform)
- PE days only (house coloured t-shirt, PE jumper/leggings/jogging bottoms, Mereside blue shorts, trainers)

All children will know that to **Be Safe** they can only wear a standard watch and/or stud earrings in school. However, these must be removed when taking part in PE.

All children will know that to **Be Ready** to learn they must remove outdoor clothing (coats, hats and gloves etc) before starting a lesson in the classroom.

* Adaptations to uniform can be accommodated in agreement with the Headteacher and SENCO.

Mereside Manners: **Be Kind**

Children at Mereside Primary Academy learn to show kindness through good manners including:

- saying 'please' and 'thank you' when you are asking for or receiving something.
- saying 'good morning/afternoon' to others.
- asking how others are feeling.
- taking turns and sharing.
- waiting for others.
- listening to others (Mereside Listening)

Mereside Listening: **Be Ready and Be Kind**

Children at Mereside Primary Academy learn to show they are ready and kind through 'Mereside Listening'. This means that we listen to adults by:

- Stopping what we are doing
- Looking towards the adult and listen carefully
- Following the adults instruction to show we have understood

Mereside Walking: **Be Safe**

Children at Mereside Primary Academy remain safe by demonstrating 'Mereside Walking'. This means:

- walking sensibly (no running - no climbing)
- walking quietly
- walking in single file or as a pair
- holding hands or with hands at the side
- holding the door open and being polite to people we see
- know that we all have a line order
- knock and wait for permission before entering a room

Start of the day routine: Be Safe

Children at Mereside Primary Academy will learn to:

- Enter the school using Mereside Walking
- Say 'Good morning' to all members of staff as they arrive.
- Remove outdoor clothing (coats, hats and gloves etc) and hang it up with care in the cloakroom.
- Follow the morning routine for the class/group/individual.
- Take part in registration.

Assembly Routines: Be Ready and Be Kind

Children at Mereside Primary Academy learn to:

- Walk into the hall using Mereside Walking
- Sit silently in an allocated space/seat
- Face forwards listening to the music
- Follow instructions in a sensible manner including saying 'good morning'
- Demonstrate Mereside Listening and Mereside Manners (no talking unless asked to do so)
- Hands up to contribute (no calling out)
- To celebrate each others achievements by clapping at an appropriate time
- Walk out of the hall using Mereside Walking a class at a time
- All children are expected to attend assemblies

Classroom Routines: Be Ready

Children at Mereside Primary Academy learn to:

- Enter classrooms using Mereside Walking
- Sit in an allocated seat/space
- Demonstrate Mereside Listening and Mereside Manners
- Follow instructions in a sensible manner
- Use classroom furniture with care (safely and appropriately)
- Use equipment and resources with care (safely and appropriately)
- Wait for a turn (no calling/shouting out)
- Stay in lessons at all times unless an adult gives permission to leave the classroom
- Place chairs under the table when lining up
- Line up in order when entering and leaving the classroom

Presentation and pride of school work and equipment: Be Ready

Children at Mereside Primary Academy learn to take pride in their learning and school work. This will include:

- giving out work, books and equipment with care
- following instructions of how to use equipment and stationary (ruler, whiteboards etc)
- taking care and pride when using books and equipment (no scribbles or marks)
- taking care of all our school devices and technology at all time (no damage, use the trolleys, carefully shutting the screen etc)
- always complete work using your best handwriting, presentation and following the rules of the classroom
- tidy up and return work, books and equipment with care

Breaktime Routines: Be Safe and Be Kind

Children at Mereside Primary Academy learn to:

- Walk from the classroom to the playground using Mereside Walking
- Remain in the allocated spaces and toilets for breaktime
- Play safely without hurting anyone
- Know that we do not 'play fight' because we may hurt someone by accident
- Take good care of breaktime equipment and resources
- Use kind words and kind hands in the playground (no swearing or name calling)
- Go to the trusted adult on duty for help or support
- Line up in order quickly and carefully as soon as asked to do so by an adult

Lunchroom Routines: Be Safe and Be Kind

Children at Mereside Primary Academy learn to:

- Line up in order quickly and carefully as soon as asked to do so by an adult.
- Enter the lunch room using Mereside Walking
- Collect your lunch sensibly and carefully
- Use Mereside manners
- Talk quietly (no shouting)
- Use cutlery and equipment in a sensible and appropriate manner
- Tidy away your lunch box/tray with care (do not leave rubbish in the lunchroom)
- Remain in an allocated seat until you have finished your lunch
- Know that you must walk out of the lunch room using Mereside Walking.
- Go to the trusted adult on duty in the lunchroom for help or support

End of the day routine: Be Safe

Children at Mereside Primary Academy will learn to:

- Tidy the classroom
- Collect bags and coats
- Wait with the member of staff at the meeting point/classroom door.
- Remain with the member of staff until the correct adult has arrived for collection.
- Use Mereside Manners saying 'Good bye' to the adult at the door.
- Leave school using Mereside Walking.

Behaviour outside of school: Be Safe, Be Kind and Be Ready

Children at Mereside Primary Academy will learn:

- How to stay safe online
- How to stay safe in a range of environments and situations
- Who they can ask for help and support
- To be considerate towards others in their community and beyond

Working with Parents

At Mereside Academy we recognise that working together in partnership with our parents/carers is an important and valuable part of supporting our pupils. Children are more secure and confident when there is consistency between school and home. Parents/carers will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with these behaviours. Parents who agree that additional support will be beneficial may also be offered advice on and signposting to further agency services.

1.5 Recognition, Rewards and Consequences

At Mereside Primary Academy we believe it is essential to:

1. Share our expectation with our pupils and families
2. Explicitly teach and model all expectations in an age and stage appropriate way
3. Positively notice and reinforce our expectations i.e expected behaviour
4. Provide individual, group recognition and rewards to reinforce our school values and expectations (the Mereside Way)
5. Ensure there are consequences in place for pupils who do not follow our expectations or values
6. Provide restorative practice opportunities
7. Support our SEND students as part of FCAT'S graduated SEND provision

Our menu of recognition and rewards includes:

*For pupils who are demonstrating the Mereside Way: Be Safe, Kind or Ready

Positive noticing and praise



Star of the Week Certificate



Showcasing work



Above and Beyond Tokens



Stickers



Curriculum Certificates



Positive messages to parents



Positive phone calls home



Mereside All Day termly rewards



Class Rewards



Positive Behaviour Strategies

- Celebrating positive behaviour, effort and achievement
- Ongoing circle times that are part of PSHE,
- Mereside Way displayed in each classroom and regularly referred to,
- Buddy systems and playground friends,
- Peer learning opportunities
- Verbal reminders: such as “Well done, good Mereside walking”
- Regular communication with parents and informing parents of student’s achievements,
- Praise the students (10:1 = ten times more positive comments made),
- Use non verbal signals, make eye contact and use of hand gestures,
- Encourage the students to be independent and responsible about themselves, their belongings, their work and school resources,
- Model desirable behaviour,
- Give attention to a model student near or next to the one who is behaving inappropriately,
- Scan the learning environment and acknowledge positive behaviour,
- Express surprise at misbehaviour,
- Be aware of students in difficulty - do not wait until they are off task before you step in and offer help,
- Make sure that the task is appropriate- ensure that pace and level is well matched,
- Consistent learning routines,
- Welcoming students in the morning,
- Establish a line order for transitions
- Use proximity - move closer to the child,
- Value learning- mount and display with care,
- Plan for success,
- Be explicit, fair and consistent,
- Controlled tone and volume of instructions. (Using a very loud voice should only be used in the playground and/or if a child is in danger of hurting themselves)

Gratitude and Celebrations:

- Giving verbal praise,
- Sending students to other members of staff to share successes.
- Positive comments, stamps and stickers on students' work etc,
- Photograph students learning,
- Awarding Above and Beyond Tokens at the end of the week,
- Creating positions of responsibility within the classroom and the school (lunchtime helpers, monitors, line leaders etc.)
- Inform parents of positive behaviour at dismissal time, parents evenings, phone call home or email,
- Tangible targets · Marbles in a jar, Raffle Tickets, Happy faces (optional),
- Phonics, Reading and Times Tables certificates for progress.










Teachers may also choose to:

- Reward special privilege: e.g. sitting in teacher’s chair, being in possession of a badge or prop linked to the current topic.
- Share a quick educational video/ song related to learning at the end of the day whilst the children are gathering their belongings.
- Just Dance/ mindfulness brain breaks.
- Provide opportunities to showcase work in ‘Show and Tell’
- Table or row points (through individually created chart)
- Group work facilitated in the other learning areas or equivalent area.
- Utilise outdoor learning opportunities.

Consequences

Sometimes children display unacceptable behaviours which are not in accordance with their age or stage of development. At Mereside Primary Academy we use a graduated response to issuing consequences which are fair and proportionate to the behaviours displayed. Where appropriate, consequences may include:

- Loss of opportunity
- Make a change
- Device management
- Class referral
- Completing missed work (at break time, at home, in some cases after school)
- Home consequence requests (e.g write an apology letter, talk to child at home about behaviour in school)
- Logs/charts

 Consequences	
*For pupils who are not demonstrating the Mereside Way: Be Safe, Be Kind or Be Ready	
<p>Loss of Opportunity</p>  <ul style="list-style-type: none"> - Part/full loss of breaktime - No longer allowed to play a particular game at breaktime or to use playground equipment - Removal of responsibility in school - No longer allowed to work in a certain group - No longer allowed to use a learning space - No longer allowed to attend a school club for a session (One off) - No longer allowed to represent the school in a competition (One off) 	<p>Make a change</p>  <ul style="list-style-type: none"> - Change of seating - Must sit next to an adult - Must walk next to an adult during transition - Change of seating in the lunchroom away from peers - Must sit next to an adult during assembly - Change of lunchtime provision - Change of space to play in the playground
<p>Device Management</p>  <ul style="list-style-type: none"> - To complete class work on paper instead of using a school device. 	<p>Class referral</p>  <ul style="list-style-type: none"> - Asked to complete classwork in another class (short time frame) - Asked to complete a reflection form in another class (short time frame)
<p>Completing work</p>  <ul style="list-style-type: none"> - Time to complete missed school work (break times / after school / at home) 	<p>Home Consequence Request</p>  <ul style="list-style-type: none"> - Loss of privilege at home - To write an apology letter at home then bring to school
<p>Restoration</p>  <ul style="list-style-type: none"> - Pupil to apologise - Pupil to write an apology letter at school - To spend time fixing items that have been broken or damaged (break time, after school) 	<p>Logs/Charts (Persistent)</p>  <ul style="list-style-type: none"> - Behaviours tracked on a weekly log and shared with pupil and parent/guardian. - Daily or Weekly Behaviour chart used and shared with parents/guardian.

1.6 Recording

In order to support individual need and provide appropriate strategies we record behaviour incidents in a variety of ways

- CPOMs
- ABC sheets
- Weekly tracking sheets
- Individual behaviour charts/logs

1.7 Education

An important part of our behaviour strategy is to explicitly teach our pupils about

- our school values
- safe, acceptable and expected behaviours in school and the wider community
- importance of developing positive relationships (restoration)
- how actions can affect others
- how to self regulate

We also offer educational workshops around specific behaviours.

1.8 Trauma Informed Approach

As part of our trauma informed approach to behaviour we try our best to understand the communication behind the behaviour. Our staff are aware of different stress responses and how to respond appropriately to these. We offer support to pupils to help them regulate their behaviour through a variety of ways such as nurture intervention and counselling. A trauma informed approach also requires boundaries to be in place to help pupils feel psychologically safe.

1.9 Regulation

We recognise that there are times our pupils display stress responses to situations they find difficult and personally challenging. We give our pupils the time and appropriate support to ensure they can return to a calm state.

1.10 Restoration

This is a really important part of our behaviour approach. When a pupil is calm it is important they are given an opportunity to restore relationships. This is proven to have lasting positive impact on those involved. Examples of restoration are: saying sorry, writing an apology note/letter, fixing and tidying.

1.11 SLT Consequences

For serious or persistent breaches of our behaviour policy a decision may be taken to administer the following consequences. These consequences need to be agreed by the Headteacher or Deputy Headteacher.

Internal SLT consequence - which involves:

1. Time in another class or with a behaviour mentor
2. Regulation support
3. Education intervention
4. Restoration opportunity
5. Complete missed work
6. Meeting with parent/carer

If appropriate continue to be needed an Educational workshop will be held with the child and parent/carer.

Fixed term suspension

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. *The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities and supports headteachers in using suspension and/or exclusion as a sanction where it is warranted. (DfE 'Suspension and Permanent Exclusion from maintained schools, Academies and Pupil Referral Units in England 2023)*

At Mereside Primary Academy, all decisions to suspend are serious and only taken as a last resort or where the breach of the academy rules is deemed unsafe or unacceptable.

External suspension (fixed term) - this will include:

1. Time away from the school community (½ day) with work sent home
 - **it may include:**
2. Educational workshop involving the parents/carer and pupil as part of the reintegration meeting.
3. Completing missed work away from class or with a behaviour mentor
4. Restoration opportunity

Off Site Direction

This is when a pupil **temporarily** attends another educational setting to improve behaviour on a full time or part time basis. During this time we will work closely with the other school or alternative provision. Mereside Academy will also ensure there is a planned reintegration pathway for the pupil to have a positive return to school. This is not an exclusion.

Managed Move to support behaviour

With Headteacher and parent/carer agreement (and if appropriate local authority/social care) a formal agreement can be made to **permanently** transfer a pupil to another school or alternative provision. This is used as a fresh start opportunity for the pupil. In some cases this avoids a permanent exclusion.

Permanent Exclusion

This is a decision taken by the Headteacher to exclude a pupil permanently. This decision is evidence led and only taken:

- in response to serious or persistent breaches of the school's behaviour policy and;
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school. (DfE 'Suspensions and Permanent Exclusion' September 2023)

The Headteacher will make any such judgement. In exceptional circumstances, it may be appropriate to permanently exclude a child for a first or 'one-off' offence.

Examples of behaviour/s which could warrant permanent exclusion (non-exhaustive list) include:

- Repeated verbal or physical abuse of staff
- Persistent disruption and defiance
- Serious harm to the welfare of others in school
- Harmful sexual behaviour, online sexual abuse, sexual violence (including sexualised language)

These instances are not exhaustive and indicate the severity of such offences and the fact that such behaviour can negatively affect the overall discipline and well-being of the school community.

Other Important Information

1.12 Behaviour Management in the Early Years

Many behaviour management principles apply throughout the academy. However, it is necessary to adapt some of the strategies used to ensure they are appropriate for very young children. The children within our Early Years setting will follow the same behaviour systems as the whole academy.

Staff working with children understand that behaviour is a form of communication, and some children can enter the EY setting with limited communication skills. With this in mind, staff work diligently to establish boundaries and routine with all children and support parents appropriately to embed these out of school as well where needed.

Staff within the EY setting work to support children's PSED, by developing their self confidence and self awareness, to manage their feelings and behaviour and by making relationships.

Responding to Particular Behavioural Reactions

Biting - While biting can be quite common behaviour for children up to and working at a 30 months development, it is a behaviour which causes particular concern with families and must be taken seriously by all members of staff.

Staff should:

- Prevent where possible by distracting the child onto other activities and by intervening in the play
- Encourage effective, verbal communication
- Emphasise a firm 'Stop!' if a child is biting
- Distance the child from the other if necessary
- Support the child in understanding the effect of biting has on their peer

- Offer support and reconciliation to the child that is hurt or to the group
- Reference and model the school agreements with the child and with the group
- Explore with the group how we can use our mouths appropriately - laughing, smiling, talking, drinking
- Inform and dialogue openly with the families of the children involved

Kicking, Hitting, Scratching

While undesirable the above behaviours are not uncommon in the early years settings and for pupils working at the this developmental level; as children build an understanding of how to relate to one another:

- Ensure that the school agreements are clearly communicated and visible and understood by the whole group
- Model safe interactions and appropriate communication during play
- Plan and structure learning opportunities as a whole class and in groups which encourage children to share and express their feelings and emotions in verbal and non-verbal ways
- Ensure transparent dialogue with families on the same day as the incident

1.13 Bullying

We believe that bullying of any kind is unacceptable at our academy. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING academy. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

There are a number of definitions of bullying but all definitions include the following characteristics:

- it is repetitive or prolonged
- it involves an imbalance of power
- intentional and with understanding

The main types of bullying are:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumors, teasing

Taking action

1. Complete an internal incident log on CPOMs. This should be done by the member of staff in whom the victim has confided or jointly with the parent and child if reported in this way.
2. Alert the incident to:
 - i. the victim's class teacher;
 - ii. the class teacher(s) of the alleged perpetrator;
3. The class teacher of the victim will investigate the report of bullying, working with other staff as appropriate;
4. Report outcomes of investigation to parents/carers of the victim and the perpetrator
5. A follow up will take place with the victim and parents will be updated

Preventing bullying at Mereside Primary Academy

At Mereside Primary Academy we adopt a proactive approach to bullying. Through assemblies, the academy rules, and recognising and modelling positive behaviour we are committed to ensuring that the academy community works together to create a happy, safe and caring learning environment where children are confident to come to school. We continually reinforce the importance of treating others well rather than simply reacting to incidents when they occur. We raise awareness of bullying through the academy curriculum, particularly PSHE, and ensure children have the opportunity to talk about bullying through circle time.

All incidents of bullying will be recorded.

1. Dealing with Racially Motivated Incidents

The MacPherson definition of a racist incident is:

'any incident which is perceived to be racist by the victim or any other person' and is a hostile or offensive action against individuals or groups (including travellers) because of their skin colour, ethnic origin, cultural, religious or linguistic background or lifestyle.

Racist bullying and incidents may take many forms such as physical assault, intimidation, verbal abuse, property damage, propaganda and incitement.

Examples of racist incidents include;

- Refusal to cooperate with others on the grounds of their race, colour, ethnicity or that of their family
- Racist remarks or jokes
- Assault
- Promotion of racist material
- Racist graffiti
- Name calling

The way in which a racially motivated incident is dealt with will depend on a range of factors including the seriousness of the incident, the age and understanding of the children involved and the context. The academy's behaviour policy will be applied to the situation as appropriate involving discussion with the child's parent or carer.

It is important that all incidents are dealt with quickly, sensitively and consistently. This will include;

- Supporting the victim
- Explain to those responsible and any onlookers what is unacceptable about the incident;
- Plan action for the bully and the victim
- Contact parents of those involved
- Record the incident and action taken on CPOMS
- Inform Governors termly
- Report the incident to the LA using the racist incident monitoring form located with the designated safeguarding lead

1.14 Sexual abuse and harassment

Mereside Primary Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationship and sex education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)

1.15 Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors and staff will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school. Mereside Primary Academy has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. If a child, with full understanding is found to be carrying, taking or distributing such substances there will be an SLT consequence.

1.16 Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below,

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Mereside Primary Academy will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

1.17 Reasonable force

Although any member of staff at Mereside Academy may be required to physically intervene with a child who is:

1. endangering themselves or others.
2. damaging property
3. to maintain good order and discipline

We expect accredited Team Teach staff to take over as soon as possible.

Use of Restraint

The term physical restraint is used when force is used to overcome active resistance. At Mereside we only ever use physical restraint when there is no realistic alternative and for the shortest amount of time possible.

Parents will always be informed if their child has been positively handled. A 'Physical Restraint Intervention' recording form must be completed by those staff who have carried out the restraint and the incident recorded on CPOMS. See the 'Supportive Physical Intervention Policy' for further details.

1.18 Disciplining pupils beyond the school gate

Mereside Primary Academy also expects all pupils to behave well in our community. If deemed appropriate the school will support and respond to behaviour incidents in line with our Behaviour Policy. As part of this the school may liaise with the Police, especially where potential criminality is reported.

1.19 Staff Support

Appropriate training is provided to staff, eg Trauma Informed Training and Team Teach Safer Handling training, and training from external consultants. The Behaviour Policy and its implementation are regularly discussed at staff meetings. Class teachers and Teaching Assistants can turn to the Pastoral team and SENCO for specific advice and support related to a child in their class.

2.00 Legislation and Statutory Requirements

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- FCAT Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti drugs (including alcohol) Policy
- Anti-bullying Policy