



St. Michael's
Church of England Primary Academy

Policy

Behaviour Policy

Date Agreed: February 2022

Review Date: December 2024

Review Date: December 2025

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the:

- The special educational needs and disability (SEND) code of practice In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Introduction

At St Michaels Church of England Primary Academy, we aim to encourage an enthusiasm for learning that lasts a lifetime. We believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. We are guided by our Christian mission and aim to ensure that our pupils and staff enjoy 'Life in all its fullness' (John 10:10). In our Christian community, relationships are based on these core values: love, faith, respect and forgiveness. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of our behaviour policy.

Our school is an inclusive school that meets the needs of a range of children. We aim to be a school where children feel safe as well as learn, be confident and happy. Many children need help to manage and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high

expectations and will challenge unacceptable behaviour. We have based our policy on an overwhelmingly positive approach towards managing behaviour.

The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

At St Michaels Church of England Primary Academy, we will:

- Provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
- Encourage a calm, purposeful learning environment in the school.
- Foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.
- Encourage increasing independence and self-discipline.
- Draw attention to positive and good behaviour – rewarding and celebrating children who display those attributes.

In our school we will focus on developing positive relationships and celebrating good behaviour, encouraging all to meet our collective high standards. These good behaviours will be celebrated in a variety of ways as noted in the documents attached to this policy. There will be opportunities for children to adjust their behaviour, feel supported and be in control of their emotions and behaviour. Where this does not happen, there are consequences in place to enable the children to reflect on their behaviour and be supported where needed as noted in the following documents.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor pupil attitude towards learning
- Poor pupil attitude towards peers and adults

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Targeted

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6. Roles and responsibilities

6.1 The Local Academy Board will:

- support with the implementation of the policy
- provide advice to the head teacher regarding disciplinary issues and exclusions
- review the effectiveness of the policy

6.2 The Headteacher will:

- Model and encourage staff and children in nurturing the values of our school
- Build positive relationships within the school community, making sure children, parent and staff are respected, listened to, feel valued and are treated fairly.
- Implement the positive behaviour policy, reinforcing the need for consistency
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children with distressed behaviour
- Support staff when dealing with distressed behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies

6.3 Staff will:

- Model and encourage other staff and children in nurturing the values of our school
- “Connect before they correct”. Staff will build positive relationships within the school community, making sure children, parent and staff are respected, listened to, feel valued and are treated fairly.
- Provide a well- balanced and creative curriculum.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children.
- Follow the behaviour policy consistently and report distressed behaviour following the correct procedure.
- Reward and praise positive behaviour.
- Be a positive role model (which includes no shouting)
- Offer the children choices and the chance to make the right decision
- Support children with expressing their emotions and feelings using PSHE, circle time and restorative conversations.
- Separate the behaviour from the child
- Display the behaviour goals and values that we hold to as a school
- Work in partnership with the behaviour team (Head teacher/SENCo/Pastoral Manager) to ensure all IBP's, ITP's are followed, behaviour dealt with and paperwork completed.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Ask for support when needed and offer support for colleagues (continuous improvement) in developing skills in positive behaviour management.
- Inform parents/carers about the welfare and behaviour of their children.

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents will:

- Be respectful of others
- Foster good relationships with the school in the implementation of this policy
- Make children aware of appropriate behaviour in all situations and to be aware of the school behaviour goals and expectations
- Show an interest in all that their child does in school and to offer a framework for social education
- Talk to their child's class teacher if they have any concerns about their child's learning or well being
- Attend meetings concerned with their child's progress and /or behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour

6.5 Children will follow the Pupil Code of Conduct by:

- Being responsible for own actions and their impact on others.
- Respecting other people, their views and feelings.
- Empathising with the feelings of others.
- Being fair.
- Being willing to be reflective to change behaviours, including accepting sanctions when given
- Enacting the school vision, which is:
 1. For all pupils to fulfil their God-given talents and to aspire to achieve a university education
- Following the school rules, which are:
 1. Try your best in everything that you do
 2. To be engaged in your learning
 3. To treat others as you want to be treated
 4. To forgive and forget
- Following the school values, which are:

1. Community
2. Aspirations
3. Learning
4. Love

Conclusion

This policy has been written with Christian values at its heart and we are determined to be a school where children feel safe as well as learn, be confident and happy.

7. Behaviour systems

At St Michaels Church of England Primary Academy, we believe that positive relationships underpin positive behaviour. Every individual child needs to feel loved, valued and cared for. Some children follow rules. Some children follow people.

7.1 Whole School Rewards for Positive Behaviour

There are many ways to show children they are valued and doing the right thing and staff need to be actively seeking to give praise where it is due and celebrate positive conduct, learning behaviour and achievement.

Our behaviour system seeks to celebrate achievement, conduct and behaviour.

We have a range of rewards as follows:

- All children from Reception to Year 6 are in house teams:
 - Magdalene
 - Christ's
 - Emmanuel
 - Trinity

Reinforcement is the process by which a behaviour is strengthened by the immediate consequence that consistently follows its occurrence. Our aim is to strengthen certain behaviours and actions and therefore make them occur more frequently. When a type of behaviour is followed by reinforcement it increases the likelihood of it happening again.

In short, when our children engage in behaviour that demonstrates our school values, this behaviour earns them recognition and makes them more likely to engage in that same behaviour again in the future.

Examples of positive reinforcement methods used:

- House Points - children are awarded house point tokens which count towards their house's weekly total. The House with the most points by the end of the week earns an extra playtime and points towards the half-termly and annual rewards.
- WOW! Cards - children who go above and beyond are recognised with a WOW! Card. These postcards are sent home in celebration of outstanding acts of Community, Learning, Love and Learning.
- Hot Chocolate Friday - the week culminates with two pupils from each class being waited upon by Mr Hynan and/or Mr Daniels and treated to all manner of sugary treats. Hot Chocolate Friday is reserved for those pupils who have had the most outstanding of weeks.
- Vocati Resurgemus Awards – each half-term culminates in a celebration/achievement assembly where four pupils from each class are recognised for outstanding acts of Community, Learning, Love and Learning.

7.2 Dealing with negative behaviours

Children who fail to follow our four school rules and therefore fail to demonstrate our school values of Community, Learning, Love and Learning will be issued with a sanction, just as those children who do demonstrate our values are rewarded.

A system of yellow and red cards is used to signify the severity of a child's unacceptable behaviour. The flowchart below offers a simple breakdown of the yellow and red card system.

Yellow Card Behaviour

1. Not working
2. Stopping others from working
3. Not following school routines

Red Card Behaviour

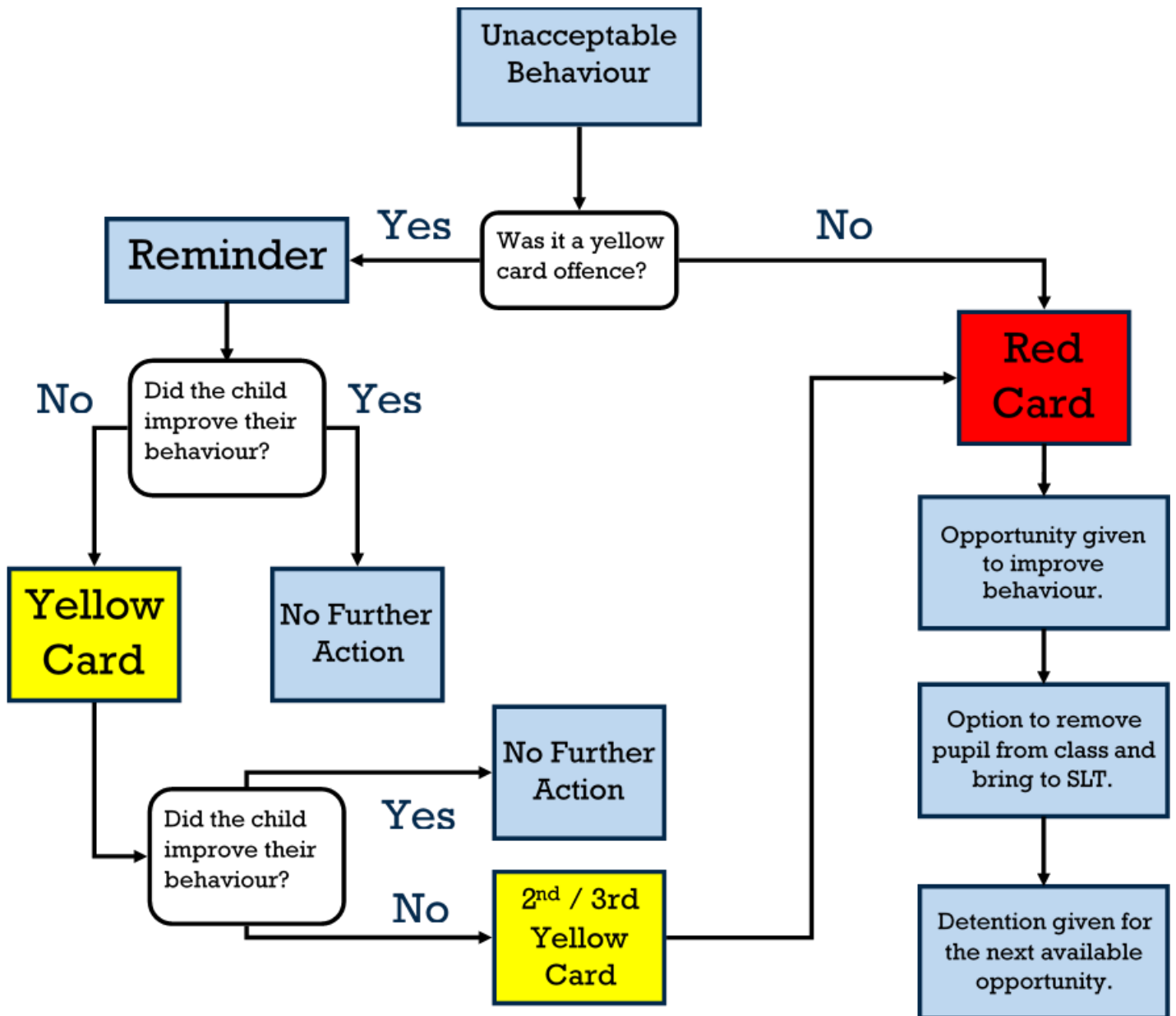
1. Violent or aggressive behaviour
2. Insubordination
3. Stealing

Issuing a Yellow Card

- When a child initially behaves in a manner befitting of a yellow card, they are reminded of our school rules and given an opportunity to correct their behaviour. Failure to do so results in a yellow card being issued. All yellow cards are recorded on a sanction card.
- At this point the child will be given another opportunity to correct their behaviour so that it is in line with our school values and rules.
- When a child fails to correct their behaviour or is guilty of a second yellow card offence, they will receive another yellow card and a warning.
- At this point the child will be given another opportunity to correct their behaviour so that it is in line with our school values and rules.
- If a child's behaviour continues to cause concern, they will be issued with a third yellow card and a ten-minute reflection sanction. This will be taken at the first opportunity (the next playtime or dinnertime) and administered by a member of the duty team.
- Additionally, the class teacher reserves the right to move a child to an empty table within the classroom to work in isolation. However, children will only be removed from their class if they are given a red card. The message to children is clear - learning is important and we don't want them spending time outside their classroom where they won't be working.

Red Card

- If a child is given a red card, and the behaviour that warranted the card persists, they can be removed from class and brought to Mr Martin (or Mr Hynan if Mr Martin is unavailable), who will then phone the child's parents to inform them of their behaviour. A detention is set for the next available opportunity (dinnertime). The behaviour that earned the child a red card is recorded by the class teacher on [INSERT HERE].
- The child's sanction card must be given to Mr Martin. The child will then use this to record their reflections during the detention. The completed card will be photocopied. A copy of the sanction card will be given to the child's parents by the class teacher. A second copy of the card will be filed by Daniel Martin.



Summary of rewards and sanctions:

- Positive reinforcement of school values and rules
- Explicitly teach desired behaviours
- Four rules:
 1. Treat others as you want to be treated
 2. Try your best in everything that you do
 3. Be engaged with your learning
 4. Forgive and forget
- Yellow Card Behaviour:
 1. Not working
 2. Stopping others from working
 3. Not following school routines
- Red Card Behaviour
 1. Violent or aggressive behaviour
 2. Insubordination
 3. Stealing

7.3 Consequences

Staff will always show respect, love and kindness to pupils, understanding that positive relationships develop positive behaviour. This sometimes means the use of consequences in response to unacceptable behaviour. Children need to have a clear and consistent picture of the order of consequences in order to feel certain and safe.

Consequences need to:

- Be fair and consistent.
- Be appropriate to the level of behaviour exhibited.
- Be imposed in a firm, yet respectful way
- Communicate that the behaviour is unacceptable (not the child).

We need to be aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations. It is the responsibility of teachers to identify the triggers and patterns of behaviour to find ways to best support the child.

7.4 Recording inappropriate behaviours

We record all negative behaviours on 'CPOMS' This:

- Increases our awareness and allows us to look for patterns, identifying pupils showing persistent negative behaviour and if there are any underlying causes
- Enables us to recognise potentially disruptive situations and attempt to minimise them.
- Identify any inconsistency or potential discrimination in the use of sanctions (e.g. Special Educational Needs and Disability (SEND) or ethnicity)

If a child regularly receives sanctions for negative behaviour and a pattern is detected, this should be highlighted to the Pastoral Manager or SENDCo to consider whether a behaviour plan is required. The parents will be involved in writing the behaviour plan.

7.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy or more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules so pupils are aware of expectations
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

9. Dealing with serious incidents

The Head Teacher and Governing Body of the school have a duty of care to all pupils and staff, and the behaviour policy takes appropriate account of health and safety of all children and adults in school.

- There will be zero tolerance of any form of serious assault on pupils or staff.
- We have the right to take measures to keep pupils and staff safe, these measures include:
 - The legal right to confiscate inappropriate items from pupils, such as mobile phones or music players.
 - Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses.
 - The head teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
 - A legal duty on schools to make provision to tackle all forms of bullying.
 - Restraining a child who is unsafe to others or themselves (please see restraint policy)

10. Physical restraint

Schools do not require parental consent to use force on a student. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School can use reasonable force to:

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

Schools cannot:

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

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents using CPOMS
- Be recorded in the bound book

Physical restraint training: Team Teach

- School staff are trained in Team Teach behaviour management techniques.
- Team Teach positive behaviour training courses provide a holistic approach to managing behaviour for individuals and organisations working with children and adults, including health and social care settings.
- The focus of the training is on teamwork and communication, to foster supportive working practices and recognise the needs of distressed individuals.
- What the course covers:
 - Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk
 - Develop a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships
 - Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours
 - Execute simple and safe positive handling techniques including personal safety, appropriate for a low-risk environment (If required by your setting). Our techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.

11. Suspension and Permanent Exclusion

At St Michaels Church of England Primary Academy, we abide by the DfE statutory Guidance on Exclusion dated August 2024 and the Equality Act 2010.

Regulations on exclusion are made under:

- Section 51A of the Education Act 2002,
- Regulation 21 of the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Section 572 Education Act 1996
- Sections 103 to 105 Education and Inspections Act 2006 and regulations made under these sections.

Please see the ***Suspension and Permanent Exclusion Policy*** for more information.

Role of Governors

When governors uphold a permanent exclusion, they must notify the parents of its decision in writing and without delay. This notification should be in the form of a letter not a copy of the minutes of the meeting.

- This notification must include notice of the parents' right to ask for the decision to be reviewed by an independent review panel and the following information:
- The date by which an application for a review must be made
- The name and address to whom an application for a review (and any written evidence) should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's special educational needs (SEN) are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the local authority (LA) or academy trust to appoint an SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish a SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel and that parents may also bring a friend to the review

12. Confiscation

Any prohibited items (listed in section 9) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

13. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to negative behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits negative behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

16. Monitoring arrangements

The Inclusion Leads monitor the effectiveness of this policy on an annual basis. The Headteacher also reports to the Local Academy Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of inappropriate and or negative behaviour on CPOMS.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Academy Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- SEND Policy
- Suspension and Permanent Exclusion