



St Michael's CE Primary School

Behaviour Policy

Introduction & Vision



The vision shapes everything we do to inspire high expectations, ensuring that academic excellence, personal and social development, and spiritual flourishing go hand in hand. 'Shining with ambition', nurtures a strong sense of purpose and responsibility for everyone's own learning journey through the taught and untaught curriculum supporting them as individuals and through the actions of everyone through their relationships and behaviours towards others. The image of a tree growing in God's light reminds us that the school and each person within it are unique and precious, as are trees in nature and creation. This then naturally feeds into every individual through being in a happy, caring and safe Christian family is then supported by caring staff and pupils who work tirelessly to close gaps, remove barriers, and ensure everyone believes that they can achieve more and be supported on their own ambition pathway. Our behaviour policy is underpinned by the vision with the belief that all pupils have a right to learn in a supportive, caring and safe environment where pupils behave well. We promote good behaviour and reward pupils for following our school rules.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- 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. Definitions

Examples of **behaviour that doesn't meet expectations** include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Attitude inconsistent with expectations
- Incorrect uniform

Serious behaviour that doesn't meet expectations is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Up skirting
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

4. 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

The Headteacher ensures that the school environment encourages positive behaviour and that staff deal effectively with behaviour that does not meet expectations, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.1 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and language.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (CPOMS)
- Ensuring that the pupil code of conduct is implemented.

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

4.2 Parents

Parents are expected to:

- Support their child in adhering to the behaviour expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Behaviour Rules

We have 3 rules that we expect everyone to follow. These rules are Ready, Respectful and Safe. These rules are constantly referenced by all members of our staff team.

Ready

- Children should be ready to learn
- Children should listen to the knowledge that adults give to them

Respectful

- Children should respect all adults, treat them equally and follow instructions
- Children should be respectful to each other and treat others how they wish to be treated

Safe

- Children should display safe behaviours both in the classroom and around school
- Children should use equipment and resources safely

Adults have a responsibility to ensure that they are ready for the children to enter their room. Doors should be opened in a timely manner at the start of the school day. Teachers should have all resources ready so that they can focus on ensuring a calm and orderly start to the day.

Fantastics

As well as our behaviour rules, we have a set of 'Fantastics' that we expect every child and adult to follow. Our taught behaviour curriculum details these further.

5. Rewards and Sanctions

5.1 List of rewards and sanctions

Rewards

Positive behaviour will be rewarded with:

- Praise from adults (this cannot and should not be underestimated)
- Dojo Points to be open during the lesson for TAs/Class Teachers to add to. Dojos earned will be rewarded with a weekly sticker to take home to show how many dojos have been individually collected in that week.
- Stickers
- Postcards home
- Special responsibilities/privileges
- Star of the Week – weekly certificates in assembly

Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

We follow the consequences system

Stage	Key Stage 2	Early Years & Key Stage 1
	Verbal Reminders*	Verbal Reminders*
Stage 1	Warning	Warning
Stage 2	5 minutes loss of playtime/lunchtime (whichever comes first)	5 minutes time out + restorative conversation
Stage 3	Loss of whole playtime or 15 minutes of lunchtime (whichever comes first) <i>Logged on CPOMS under 'Stage 3 Behaviour' and Parents informed</i>	Repeat of 5 minutes time out + restorative conversation <i>Logged on CPOMS under 'Stage 3 Behaviour' and Parents informed</i>
Stage 4	Loss of playtime and lunchtime (+ sent to SLT) <i>Logged on CPOMS under 'Stage 4 Behaviour' and Parents informed</i>	Timeout with member of SLT <i>Logged on CPOMS under 'Stage 4 Behaviour' and Parents informed</i>
Stage 5	Internal Isolation (Decided by SLT) <i>Logged on CPOMS under 'Internal Exclusion' and Parents informed</i>	Internal Isolation (Decided by SLT) <i>Logged on CPOMS under 'Internal Exclusion' and Parents informed</i>
Stage 6	Suspension (Decided by SLT) <i>Logged on CPOMS under 'Suspension' and Parents informed</i>	Suspension (Decided by SLT) <i>Logged on CPOMS under 'Suspension' and Parents informed</i>

*There is no fixed number of verbal warnings. This needs to be decided by the adult teaching the class.

5.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This includes the sharing of nudes or semi-nudes and upskirting.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Contacting parents
- Stage 4 or more serious consequence given (internal isolation or exclusion)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Use of Brook Traffic light system to support in decision making
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

5.3 Off-site behaviour

Sanctions may be applied where a pupil's behaviour has not met expectations when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has not met behavioural expectations off-site at any time, whether or not the conditions above apply, if the behaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

5.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of specialist support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

6. Behaviour management

Consequences

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable.

We use the staged system (Stage 1 to Stage 6) to ensure that positive classroom behaviour is promoted (see appendix 1) At any point, in the case of extreme behaviour that shows no sign of improvement, then a consequence may be escalated. Where there is a persistent disruption, then a personalised behaviour plan may be established. Parents will be involved in this process and school will regularly review progress and impact with parents.

6.1 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 behaviour code in the classroom
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils positively, and with a smile, in the morning/at the start of lessons
 - Establishing clear behaviour routines in line with the behaviour curriculum
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour (rewards / assemblies)
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- › Hurting themselves or others
- › Damaging property

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 and logged on CPOMS

6.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated.

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](#).

6.4 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 challenging behaviour may be adapted to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging 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.

6.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether any behaviour that deviates from that expected may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

7. 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 shared with relevant staff at the start of the term or year. A consistent approach to behaviour management with consistent signals will support this.

8. Training

Our staff are provided with training on managing behaviour, including proper use of restraint. Behaviour management will also form part of continuing professional development.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body annually.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

11. Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Example behaviours that would lead to each stage (this is not an exhaustive list)	
Warning / rule reminder	Swinging on furniture Shouting out General 'carrying on' Poor levels of work Talking to another student across the classroom Distracting others
Stage 1	Continuation of above behaviours
Stage 2	Continuation of above behaviours Name calling Swearing Destroying school property Refusing to do work – pupil to complete missed work during playtime until an acceptable amount of work has been done Being disrespectful to an adult / refusal to comply Lashing out Leaving class without permission
Stage 3	Continual disruption of lessons Homophobic language Physical aggression Intent to harm Physical fighting Verbal abuse Racism
Stage 4	Sexualised language and behaviour (to be decided by SLT on a case-by-case basis) Persistent refusal Leaving school without permission Challenging authority Bullying Continuation of Stage 1- Stage 3 behaviours Persistent disruption
Stage 5	Unprovoked physical assault to staff member or pupil Severe damage to school property Severe verbal assault Extreme refusal to comply

Some pupils with specific needs will be on their own reward/consequence system. The above examples are a guide to severity, however they are a guide and the final decision will be made by the EHT. This will be decided in conjunction with SLT, Class Teachers, Parents/Carers and the child.

Refusal

Some children in school struggle to manage their behaviour and may refuse at first to do what is asked. Rather than jumping straight in with a Verbal Warning, the below steps need to be used to encourage the child to do what is asked.

<p>Step 1</p>	<p>Encourage the student in a light-hearted, smiling way: “Hey you can do this. Let’s get you started.”</p> <p>Don’t make a big deal out of it and escalate the situation. Don’t tell yourself, ‘Here we go again. This child never does any work.’</p> <p>Don’t get all riled up. Stay upbeat, and don’t show that you’re frustrated or discouraged.</p> <p>Explain what the child needs to do and then say, “I’m going to come back in 2 minutes and I know that you’ll have made a start.”</p> <p>Just say, “Alright, great, you’ve written the date. What’s the next step?” and point the student toward getting started.</p>
<p>Step 2</p>	<p>If that doesn’t work, find out what the problem is in an empathetic way e.g., “I notice you’re still not writing. Is this difficult? Can I help?”</p> <p>Say this quietly, while kneeling down or sitting so you’re at eye level with the student. Give the student a chance to express frustration or anything that’s bothering him or her.</p> <p>Use phrases such as “I can see that something is upsetting you – let me try and help” or “I am here to help”</p> <p>With some children, the use of distraction may work (e.g. – asking them to come with you/TA to do a job etc”</p> <p>DO NOT SAY IN FRONT OF THE CHILD – “he / she is refusing again” or “That’s a Stage 3... for refusing” (we will still be consistent with consequences but by saying them in this way will just escalate the situation)</p>
<p>Step 3</p>	<p>If that doesn’t work, explain the natural consequences that will happen e.g., “You need to get started, or you’re going to run out of time. Let’s go.” or “You need this paragraph finished by 10:15 (use of a sand timer etc). What part can I help you with?” or “Are you ready to work on your own?”</p> <p>You’re not upset or showing frustration at this point, but your tone is very serious. There’s no more smiling now. You’re calm, but you mean business.</p>
<p>Step 4</p>	<p>If that doesn’t work, let the student experience the consequences and talk to him or her about it This is something that’s best done one-on-one, too, i.e. “I have to take break time away for....., which is super disappointing.</p> <p>What can we do next time to make sure you’re able to get the work done?”</p>

Our Behaviour Code

Stage	Actions taken	Notes
Stage 1 Shouting out, distracting others, pushing in line, answering back, silly noises	Reminder, then moved to stage 1. Behaviour recorded in CPOMS. Reminder of further sanctions	
Stage 2 Repeated Stage 1 behaviour. Name calling, swearing, damaging property, lashing out (hitting, kicking eg during a game), leaving class without permission	Behaviour recorded in CPOMS. Reflection sheet completed in reflection area. (Added to CPOMS). Phase lead to be informed and discuss with child.	2 incidents of stage 2 behaviours move to stage 3 and miss half termly treat.
Stage 3 Repeated stage 2 behaviour. Intent to harm, repeated refusal, verbal abuse, homophobic language, racism.	Behaviour recorded in CPOMS. Reflection sheet completed during break time. (Added to CPOMS). 15 minutes loss of breaktime. Phone call to parents by phase lead.	2 incidents of stage 3 behaviours move to stage 4 and miss half termly treat.
Stage 4 Repeated stage 3 behaviour. Bullying, violence, challenging authority, leaving school without permission.	Behaviour recorded in CPOMS. Reflection sheet completed during break time. (Added to CPOMS). Loss of days breaks. 2 day internal exclusion in school Phone call to parents by Deputy Headteacher.	Individual sessions for pupils who use racist and homophobic language.
Stage 5 Repeated Stage 4 behaviour. Verbal/physical abuse of staff. Unprovoked attack of another pupil.	Behaviour recorded in CPOMS. Reflection sheet completed during break time. (Added to CPOMS). Loss of days breaks. 3 day internal exclusion/Fixed term exclusion Phone call to parents by Headteacher.	
Stage 6 Repeated Stage 5 behaviours.	Permanent exclusion. Governing Body informed.	

