

St. Michael's C.E. Primary School



BEHAVIOUR POLICY

September 2023

Our Vision Statement

Journeying together with Christ

“Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

This is lived out in practice by our four Christian Values:

Love, Integrity, Creativity & Resilience

Love

John 13:34

“Jesus said ‘Love one another as I have loved you’”

We believe that we have been set the ultimate example of how to live our lives, by our God who is all loving.

Integrity

Hebrews 13:8

“Jesus is the same yesterday, today and tomorrow”

We understand a shared truth which was set out long ago but has not altered or veered, nor will it. This we can depend on and by emulating this, we too can live with integrity.

Creativity

Genesis 1:1

“God created the Heavens and the Earth”

Everything around us, and including us, was made by God and is therefore part of his glorious plan. From nothing, God created all we experience; therefore, we can draw hope that we too may see potential everywhere.

Resilience

Philippians 4:13

“I am able to do all things through Him who strengthens me.”

God promises to be by our side at all times, and especially in times of need. When we face challenges, having Him to support us gives us strength.

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Overview

This policy sets out the expectations of behaviour at St Michael's CEVA Primary School. As a caring Christian community, we aim to create an environment which encourages and reinforces pro-social behaviour and the fostering of good attitudes.

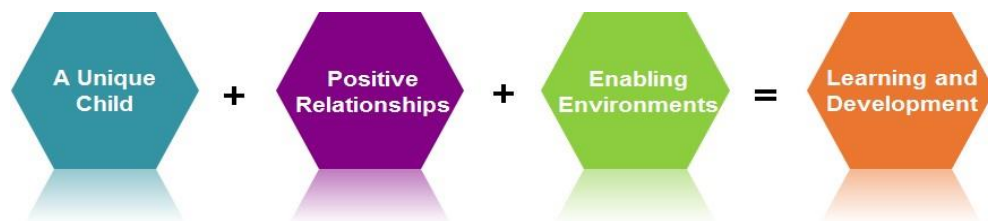


Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

We have high expectations for pro-social behaviour throughout the school and at all times during the school day. This is closely linked to the school's Christian vision and underpinning values: **Love, Integrity, Creativity** and **Resilience**. We feel it is vital that the school adapts and maintains a consistent approach to behaviour at all times and by all members of the school community.

The document 'Positive environments in which children can flourish' (Ofsted, 2018) sets out that staff should work 'positively and confidently' with children and find the least intrusive way possible to support, empower and keep them safe. It cites good practice as:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.



Aims

- To promote a positive ethos in the school through encouraging shared understanding of the school vision and values.
- To create a consistent environment that expects, encourages and recognises pro-social behaviour, and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own behaviour.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school.

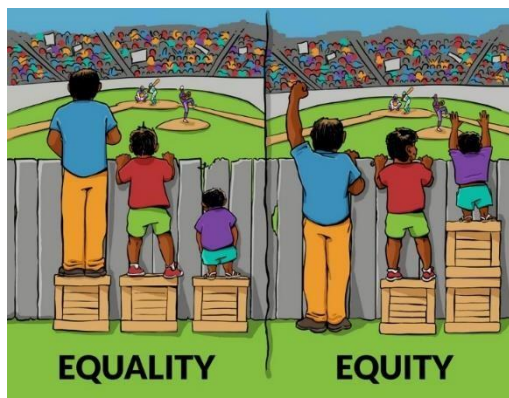
We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated positively and fairly. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors – can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount, using a **Therapeutic Approach** to understand behaviour. A therapeutic approach is an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole-school behaviour management
- Playtime and lunchtime provision / supervision
- Personalised programmes / support from outside agencies, where appropriate.
- Promoting de-escalation strategies



We aim to limit the number of fixed term suspensions and permanent exclusions. Our strategy for behaviour is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.



Curriculum and classroom management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high-quality curriculum, through interesting and challenging activities, influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. This does not mean that all children should be treated the same but that the unique skills and abilities of every child should be recognised.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning material.

Displays aim to be current, lively, and help develop self-esteem through demonstrating the value of every individual's contribution.

Behaviour Management Plan

Our behaviour management plan is based on a therapeutic approach that recognises the importance of positive experiences, creating positive feelings which promote pro-social behaviour and self-regulation.

Everyone in our school has the right to:

- Be safe
- Be respected
- Be ready (to learn)



Any behaviours that are dealt with will be addressed through these three criteria and it clearly explained how a child's actions have caused these to be under threat.

Therefore, everyone is expected to uphold our school values of *love, integrity, creativity and resilience.*

Classroom Strategies

- Stage 1:**
- Verbal reminder of the expected pro-social behaviour
- Stage 2:**
- If appropriate, relocate the child within the classroom to avoid the situation recurring
- Stage 3:**
- Time to work outside the classroom in a designated quiet area with adult supervision (this may be in another classroom).
 - Name and basic details recorded in the online log if appropriate
 - A time for reflection and discussion with an adult.
 - Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day either in person, phone call or by letter.
- Stage 4:**
- Time out working away from class for the rest of the morning / afternoon.
 - A meeting with the parent arranged and recorded.
 - If unacceptable / disruptive behaviour continues, the child is sent to speak to a Senior member of staff, one of the Assistant Head teachers or Head teacher
 - Possible use of behaviour monitoring record.

Playtimes and lunchtimes

At play and lunchtimes, we aim to provide a range of activities to engage children in positive play with their peers.

This includes play equipment, lunchtime clubs and dedicated, trained Play Leaders.

Staff will actively engage with children during playtimes / lunchtimes where possible while maintaining an overview of their allocated area.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Children are encouraged to approach staff on duty to resolve issues and conflicts. As part of the process of promoting the well-being of children and supporting staff, a member of teaching staff will be 'on duty' at lunchtimes.

Children are recognised for pro-social behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news on to class teachers and other adults and the awarding of team or house points.

Consequences

At lunchtimes there is a three-stage hierarchy of corrective interventions and consequences:

- Stage 1:**
 - Verbal reminder of the expected pro-social behaviour

- Stage 2:**
 - Timeout for 5 minutes – child to stand next to and follow adult or wait in a particular place.
 - Incident recorded in the lunchtime supervisor's note book.
 - Class teachers are then informed about these behaviours so that they can intervene before the new week begins.
 - At the end of the week, incident books are reviewed and any repeat names noted.

- Stage 3:**
 - Child sent to speak to a Senior member of staff, one of the Assistant Heads or Head Teacher about continual or serious behaviours.
 - Observations are recorded.
 - Parents are then informed of the incidents in person or via telephone call.
 - Child sent to speak to a Senior member of staff, one of the Assistant Heads or Head Teacher about continual or serious behaviours.

Once again, adults will follow an incident of anti-social behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions. Adults will follow the reflect, repair and restore process as set out above. In the event of persistent difficult and / or dangerous behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

Yearly routines

At the start of the school year, classes will discuss the pro-social behaviour we want to see and experience, for example, working hard and being kind. These can be clearly displayed in each class and referred to making links with our school values.

Pro-social encouragement

In classes, we aim to create a healthy balance between promoting pro-social behaviour and putting in place protective and educational consequences. Recognition of pro-social behaviour may take the form of individual praise, class praise (for corporate responsibility), 1:1 conversation, individual reward charts or informing parents of specific events. In Foundation Stage classes, a more general and visual recognition may take place in the form of using a Traffic Light system.

House point system

All children belong to a 'House', in which they remain throughout their time at school. House points can be awarded by any member of the school staff. This can be for effort, achievement, manners which go beyond the expected or behaviour which can be used to model to others. House points are recorded on a sheet in every class. These are collated and the winning house for the week is announced in Worship and in the school newsletter. In KS1, team points are awarded to recognise effort and for upholding school values.

Dealing with anti-social behaviour

Despite encouraging and promoting pro-social behaviour, it may become necessary to employ educational and / or protective consequences for anti-social behaviour.

Dealing with sexual harassment and/or discriminatory behaviour

Our main approach in this area should be the promotion of positive examples; in the teaching materials we share with children, in the interactions between adults and children, and in the language, we use in all situations.

Though instances of overt harassment are rare, it is important to deal with any instances robustly. The victim is reassured while the case is investigated, and then should there be validity to this, the perpetrator dealt with appropriately but also offered support to understand the concerns.

Consequences

'Consequences' can be a useful response to particular behaviours. It is helpful to view consequences as protective and / or educational.

Protective consequences are removal of a freedom to manage harm: required to protect the rights of others

- Increased staff ratio
- Limited access to outside space
- Escort
- Differentiated teaching space
- Suspension – appropriate use of suspension (using the time to reflect, amend plans and identify other appropriate interventions upon return).
- Change of timetable

Educational consequences: required to motivate and support the pupil to behave differently next time and discussed once the child is calm.

- Ensure the pupil completes the task they have disrupted
- Rehearse / model situations through intentional teaching of pro-social behaviour
- Ensure the pupil assists with repairs where they have caused damage (when possible and practical)
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- Provide the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships

Responding to harmful / dangerous behaviour

All pupils generally do not display harmful behaviour. However, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Schools should develop support systems, to include when a member of staff can call for assistance if needed. Risk management plans are in place for those children requiring them to be followed by all staff. When faced with potentially harmful behaviour, a '**script**' may prove useful in de-escalating it.

- The pupil should be spoken to calmly, assertively and respectfully at all times.
- Simple de-escalation phrases are recommended: for example;
 1. **Name** (Use the pupil's name)
 2. **I can see there's something wrong** (acknowledge their right to their feelings)
 3. **I'm here to help** (tell them why you are here)
 4. **Talk and I'll listen** (it may be possible for staff to find out how the situation has developed, or how it may be resolved).
 5. **Come with me and we can...** (give them an 'out' to withdraw from the situation)
- During this period, the pupil should be given physical space and time to recover and respond to requests.
- Where de-escalation has not been possible, and difficult or harmful behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff.
- Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation.
- Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further.
- Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.
- Where a pupil has an agreed behaviour management plan, it should outline the approach to managing them and staff should follow the plan at all times to prevent further harmful behaviour.
- It should be recognised that the member of staff in this situation may be stressed themselves and the use of simple de-escalation phrases (as above) may significantly help both staff and pupil involved.
- In summary, best practice is that when any pupil behaves in a harmful way, staff must ensure that any action they take is clearly reasonable, proportionate and necessary in the circumstances.

As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan. Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Reflect, repair and restore

There is strong evidence that restorative processes, where reflections and learning take place, are successful in supporting well-being and long-term behaviour change. During any incident, the pupil's behaviour may be influenced by a strong feeling of anger, frustration or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently.

Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons (for example key staff, parents, other pupils). The purpose of reflect, repair and restore is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, *once the situation has been sufficiently calmed* may be as follows:

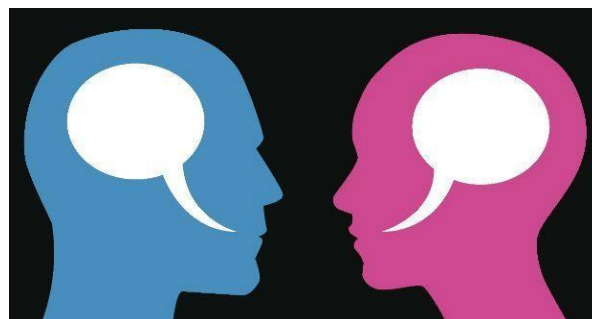
1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

1. What would you like to happen next?
2. How can we make things better for you and others affected?
3. If everything was going to be alright, what would need to happen?
4. How can you help to put this right?
5. How can we make it OK for you next time something happens?

The discussion will very much be dependent on the age, understanding and other needs of the child

This will take place alongside supporting the hurt child and informing their parents of what actions are being taken.



For a few children who have difficulty regulating their behaviour, then an individual consistent behaviour management plan will need to be put in place with conjunction with the parents. This may include advice from outside professionals.

Staff responsibilities

- To model pro-social behaviour and positive relationships.
- To create a positive climate with realistic expectations.
- To emphasise the importance of values and being valued.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all, regardless of: ability, age, sex, race or any other preconceptions.
- To show appreciation of the efforts and contributions of everyone.
- To be consistent in our approach through using scripts, routines and positive phrasing.
- To ensure any record keeping is centralised yet secure

All staff, whether they are teachers, support staff, office staff or lunchtime supervisors, are responsible for the modelling of pro-social behaviour, positive relationships, deploying de-escalation strategies and dealing with incidents around the school.



Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents, to model pro-social behaviour at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of anti-social behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Assistant Head may then be involved, then the Head Teacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal and physical aggression to staff by parents / guardians / carers of children in the school will be reported immediately to the Head Teacher and / or Governors who will take appropriate action in line with Local Authority policy.

Use of physical contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- to comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a pupil;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the pupil or others;

The guidance produced by the Department for Education (July 2013) Use of reasonable force - Advice for Head Teachers, staff and governing bodies (DfE, 2016) states that:

*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.”* In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil’s age and level of understanding;
- the pupil’s individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

Staff have been trained in appropriate procedures when using physical contact with children.

Use of reasonable force and restrictive physical intervention (restraint)

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 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.

When can reasonable force be used?

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

For more a detailed outline of the use of reasonable force used in school please see:

Keeping Children Safe in Education (DfE, 2022)

Department for Education (July 2013) “Use of Reasonable Force”

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual consistent behaviour management plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Specialist Teacher Team for Social, Emotional and Mental Health or Educational Psychologist.

Fixed term suspensions and Permanent exclusions

Dangerous behaviour may lead to an immediate suspension. Behaviour such as:

- being physically aggressive towards other pupils or adults (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- being verbally abusive (and may include racist / homophobic / sexist abuse)
- being destructive, including destruction of property and the environment;
- striking another adult / pupil with an object
- bringing into school / sourcing from elsewhere, items which could be used with intent to cause harm (items which could be used as / are weapons)
- persistent disruptive behaviour where allowing the child to remain in school would seriously harm the education or welfare of the child or others in school.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of suspension.

The Head Teacher informs the Local Authority (LA) and the Governing Body about any permanent suspension or fixed term suspensions. The Governing Body itself cannot either exclude a child or extend the suspension period made by the Head Teacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, monitoring and evaluating behaviour

Behaviour in school will be recorded through CPOMs (Child Protection Online Monitoring system) which all staff have access to in order to log events. They have the ability to notify other staff, such as the class teachers, SENDco, Assistant Heads or Head to incidents requiring a further level involvement.

When a child is placed on a behaviour monitoring programme, the behaviour log will be copied and will be kept with the child's records.

Unacceptable Behaviours

Behaviour	Consequence	Response
Inappropriate language	Time away from others (miss break)	Talk about impact on others Contact parents CPOMs entry
Homophobia / Racism	Sent to speak to SLT (Key Stage appropriate)	Talk about impact on others Contact parents CPOMs entry
Continued poor behaviour	Time away from others (miss break)	Meet parents Parents to cover costs of damage Report card SMT to review as part of Monitoring
Bullying (suspected / alleged)	Supervision at break times	Weekly report card End of week check-in with parents Regular check with SLT
Bullying (confirmed)	Managed plan for free time	Internal suspension Daily report card Positive role models (Play Leaders) Weekly parent meeting

Behaviour	Consequence	Response
Difficult behaviour (Aggression / Intimidation)	Supervision at breaks Seated away from others in class	Social Stories / Zones of Regulation Contact parents CPOMs entry
Dangerous behaviour (Damage to property or people)	Removal from area Speak to member of SMT	Internal suspension Parents cover cost of damage Parents meeting CPOMs entry
Dangerous behaviour (Intentional harm to others)	Removal from area Speak to member of SLT (Key Stage appropriate)	First offence - Internal suspension Subsequent offences – External suspension Parents meeting CPOMs entry