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ST MICHAELS C OF E PRIMARY ACADEMY, NURSERY AND CHILDREN AND FAMILY CENTRE

Behaviour Policy

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Behaviour Policy

Christian and Learning Values

Our learning and Christian values are reinforced in all areas of school life:

Learning Values	Christian Values
High Expectations Resilience Work Together I Believe Push yourself Aim High	 Thankfulness Compassion Forgiveness Friendship Justice Trust Understanding Truthfulness Creativity Courage Peace Hope

These values are designed to support children's attitude to learning, but have also impacted upon their attitude to behaviour both in and outside of the classroom. Throughout our school and the Children and Family Centre we have created a stimulating and supportive learning environment, which embodies our Christian Ethos and which focuses on offering the support and nurture all our stakeholders need to succeed.

The school is managed in such a way that there is a shared responsibility held by all staff for the physical and emotional wellbeing of our pupils. Throughout the school we ensure that everyone follows the ethos through our three rules – 'Ready, Respect, Safe'.

Our Christian Vision- 'Footprints in the Sand' by Mary Fishback

*'When you saw only one set of footprints,
It was then that I carried you.'*



Aim and Purpose of this policy:

All members of the school community will work towards the policy aims;

Staff by:

- Presenting good role models of behaviour and managing behaviour in a fair and consistent manner which occurs in school and in some circumstances, outside of school.
- Ensuring a well-planned, broad and balanced curriculum appropriate to the needs of the pupils is implemented.
- Using a wide variety of teaching styles to ensure all children learn effectively.
- Ensuring a well-ordered and stimulating learning environment.

Parents by:

- Upholding the policy and agreeing to work in partnership with the school.
- Offering encouragement and praise to their children especially when they receive rewards.
- Co-operating with teachers when sanctions are necessary, thereby presenting a united front to the children, in which parents' loyalty to the values of the school is supported.

Pupils by:

- Knowing the school's expectations for good behaviour and understanding that they are underpinned by our school learning and Christian values.
- Accepting responsibility for their own actions particularly when inappropriate choices are made and knowing the consequences of their behaviour.
- Learning how to accept success/praise as well as failure/disappointment.

Governors by:

- Monitoring and supporting the policy and evaluating its impact.

Communication

There are clear lines of communication between all the adults at this school. Roles and responsibilities are clearly defined. The inclusion team work closely with staff, parents, and carers to ensure there is a shared understanding of how pupils are supported with their behaviour. We acknowledge the importance of positive links and constructive partnerships between school and home. This school maintains an open – door policy. Parents are encouraged to discuss concerns and worries when they occur. We communicate through a range of ways including the use CPOMS to record incidents which are shared with the relevant people within school. We communicate with home through Class Dojo, phone calls and where appropriate face to face



conversations and any incidents which occur in school are shared with home on the same day.

The Curriculum

The taught curriculum is broad, balanced, relevant and scaffolded to meet the needs of all learners. There are effective assessment and recording systems in place. The personal and social development of all our pupils is addressed both in and out of the classroom environment. We actively support and teach children about Mental Health, Equality and Diversity to ensure that children have a wide understanding of their own and other cultures and beliefs.

Reward systems

We have a number of whole school reward systems which encourage good behaviours for learning. These rewards can be short term small rewards or larger rewards which can be earned over a period of time like our school Learning Value booklets where the children earn badges for showing good examples of our learning values. These are constantly under review to ensure they are continuing to have a positive impact. Class teachers develop their own systems to meet the needs of their class.

Break and Lunch times

Break times are planned and structured in such a way as to encourage all children to play co-operatively. Resources are available for each playtime session. The lunchtime staff have received, and will continue to receive, training to enable them to promote positive behaviour and to be consistently vigilant to ensure that each child has a safe and enjoyable lunchtime. Wet lunchtimes are managed in class groups by the midday supervisors. As well as the Lunchtime supervisors, our PE team provide exciting sports-based opportunities at lunchtimes for both Key Stage One and Key Stage Two children. Our inclusion team runs various lunchtime groups to provide children with an alternative to the playground. Attendance at these groups for some children may be compulsory. Lunchtime incidents are logged on incident slips and are passed on to teachers first, who deal with the incident if they can, then they pass them on to Inclusion Managers as a record, or if the incident needs investigating further, these actions will be implemented after ensuring that any injury has been treated, with parents/carers informed, if necessary, as well as any further medical assistance called for.

Consequences

Teachers and support staff should ensure that every effort is made to ensure that every child receives their full entitlement to the curriculum by positively encouraging good behaviour so that every child is able to remain in the classroom. However if low-level incidents, such as low level disruptions (talking at an inappropriate time, shouting out etc) and minor disruptive behaviour, occur then they will be dealt with in the following way:

At Key Stage 1 and 2 (To be introduced by the Summer term in reception)

1. Non-verbal prompt
2. Verbal warning
3. Final verbal warning and remind pupil of the potential consequences of a further rule break –where appropriate, the teacher may move them within the class.
4. Behaviour reflection is issued; the child will be told of the reasons for their behaviour reflection being issued and that they will need to complete a behaviour reflection form with the member of staff who issued it, during the next break or lunch, on the same day if possible. This is in line with our learning values and school ethos which support pupils to become reflective learners, including socially, emotionally, spiritually and culturally, based on extensive research on the effectiveness of this reflective practice. The pupil will identify which school rule has been broken and what could be done differently next time as well as identifying what support might be needed to achieve their goals.
5. If the child continues with their behaviour choices, then a member of the Senior Management Team or Inclusion will be informed to take the child out of class to discuss their behaviour choices. If the behaviour of the child is deemed unsafe to themselves or others and they refuse to leave the class, then a member of Senior Management Team/Inclusion Manager will be sent for and if appropriate, remove the remainder of the class, ensuring that the pupils are safe at all times. On some occasions it may be more appropriate to remove the perpetrator from the classroom.

When a child receives a behaviour reflection, parents will be informed of the child's behaviour through a phone call, class dojo message or face to face meeting by the member of staff who gave the behaviour reflection, and this will be recorded on CPOMS.

It is important to note that each lesson will be considered as a fresh start for the pupil. Rule break sanctions will not be carried over to the next sessions unless deemed appropriate by the member of staff.

Supporting pupils with high levels of emotional and behavioural needs who demonstrate persistently challenging behaviour

Where children have been identified as having a high level of need, the school's behaviour reflection system may not be an appropriate tool to best support their behaviour for learning. In these cases, we will endeavour to offer them the support they require to access the curriculum through a range of measures including:

- Gather and use advice of relevant professionals – Early Intervening Services, Educational Psychologist.
- Where appropriate, work with parents to develop Pastoral Support Plans
- Identify interventions which will support their needs – Occupational Therapy
- Create handling plans where appropriate
- Create handling plans where appropriate
- Provide extra adult support where necessary.
- Commission alternative provision through the Local Authority directory

Seriously Inappropriate Behaviour:

Where children display certain behaviours which are deemed seriously inappropriate, they will not go through the above process but are referred straight to the Headteacher or Deputy Headteacher.

If these incidents occur, each case is judged individually and may result in any of the following:

- Internal suspension- this involves being removed from the class for a break (morning or lunchtime), session, ½ a day or a full day. During this time, the child completes a range of work monitored by the Headteacher or a senior leader.
- External fixed term suspension
- Permanent exclusion.

Suspension from School:

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that suspensions are avoided. However, in extreme cases, it may be necessary to suspend. This severe sanction is designed to express to both parents/guardians/carers and children that unacceptable behaviour has taken place. For some children the route to suspension from school may take a period of months whereby a child accumulates a series of seriously inappropriate behaviours which continually go against the school and classroom rules or disrupt or prevent the education of most of the children in the class. Before suspension occurs, it is assumed that all other sanctions have been tried and failed, leaving no other alternative. The other route to suspension can be due to an action in school which requires immediate response. This could be when the child has:

- i) Deliberately physically injured another child
- ii) Verbally or physically abused an adult

- iii) Deliberately caused damage to the school property
- iv) Demonstrating behaviours that are unsafe
- v) Demonstrating behaviour of malicious intent.

Permanent Exclusion

This final action may be as a result of accumulating a series of 'fixed term suspensions' or for a serious offence which may come from a child with no previous history. When a child reaches this final stage, it is the expectation of the Headteacher that his/her professional judgement will be accepted and that the Governing Panel will be called, and procedures will take place in line with DfE directives. Permanent Exclusion is in accordance with the DMAT exclusion policy.

<https://primarysite-prod-sorted.s3.amazonaws.com/diocese-of-coventry-mat/UploadedDocument/c50be673-0e2f-4bb7-845b-89713cc88847/exclusions-policy-v2-sept-2021.pdf>

Early Years

The Early Years focus on positive behaviours with adults awarding stickers to promote our school rules and values. During Autumn 2, Reception children receive Learning Value books in line with the rest of the school.

In the Nursery and Reception classes, children can be given two warnings from adults, to reiterate our positive behaviour expectations and the school rules 'Ready, Respect, Safe'. If children continue with unacceptable behaviour after the second warning the child will be asked to move away from play and have a 2 minute 'time out'. After these 2 minutes, adults will complete a verbal behaviour reflection, giving children the opportunity to talk through what happened and what they could do differently next time.

Anti-Bullying Strategy

Behaviour across the school sometimes becomes more personal and may cause a child or group of children distress. To clarify the school approach to bullying we have our definition; 'A conscious action, that intentionally hurts another individual or group, which is sustained over a period of time'.

Examples of actions may include: *name calling, physical assault, isolation from a group, cyber bullying, picking on perceived differences (materialistic, gender, race) and targeting a weakness intentionally.*

At St Michael's CE Academy, we believe that every child and adult in school, should be able to work in an environment free from bullying. Everyone should feel confident when coming to school that they can spend the day in a safe place where we are all working together to succeed. When bullying does happen, staff, parents and pupils

should feel confident to, and know how to, report the behaviour. Investigations will be carried out by our inclusion team and where bullying is identified, actions will be put in place to prevent further occurrences.

Prevention

To prevent bullying occurring we adopt a proactive pastoral approach and teach children to show kindness and respect. Staff raise awareness of bullying and unacceptable behaviour and provide a safe environment where children are encouraged to tell someone if they experience bullying or witness any such behaviour.

Responding

Reported incidents are always investigated thoroughly. The response will be timely. Pupils found responsible will be disciplined in line with this policy and sanctions will be applied. Where possible we will take a restorative approach with perpetrator and victim together. The consequences and impact of actions should be made clear. The perpetrator should be encouraged to rectify the situation and to apologise. All parties should be clear that any repeat of these behaviours would not be acceptable or tolerated.

Vigilance

Some work may need to be completed with the perpetrator to identify the cause of this behaviour and any underlying issues that may need to be addressed. Staff should be vigilant in identifying signs of bullying as well as other child protection issues. These may be physical, emotional or behavioural but not exclusively. We will aim to achieve reconciliation between those involved through the above measures.

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.

Confiscation

Any prohibited items 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 the safety of children and adults. These items will be returned parents 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.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching screening and confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

Dealing with Prejudice

St Michaels does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken to ensure those involved are aware of their actions and those affected are supported appropriately and in a timely manner. We will ensure a resolution is put into place which is both fair and firm. The children involved and the parents will be spoken to about the incidents and plans will be put in place to ensure all parties are aware of the severity of the incident. We will provide support and resources to ensure that any prejudices are addressed immediately.

At St Michaels Academy, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

Appendix a. Children and Family Centre

St. Michael's Children and Family Centre believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We encourage children to behave in socially acceptable ways and to understand the needs and rights of others. We do this by ensuring that all adults working in the Centre are familiar with our behaviour management policy/procedures. This policy applies to all activities and services provided by the Centre and by partners using the Centre.

All adults are expected to manage children's behaviour in an appropriate way and are required to:

- Promote positive behaviour by being positive role models:
 - Using praise for good behaviour
 - Interacting calmly and sensitively
 - Being consistent and giving the same response
 - Communicating with other staff, children and parents
 - Supporting and guiding children to learn how to make good friendships, co-operate and resolve conflicts peaceably.
- We work in partnership with parents to promote positive behaviour management strategies and techniques by providing advice, and signposting to support services, and by being good role models.

Unacceptable behaviour needs to be addressed using the following techniques:

- We require all adults to use positive strategies for handling any unacceptable behaviour, by helping children find solutions in ways which are appropriate for their ages and stages of development.
- We praise considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We avoid creating situations in which children receive adult attention only in return for unacceptable behaviour.

- When children behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We use positive language when dealing with unacceptable behaviour e.g. "Can you walk?" rather than, "Don't run." At all times we use a quiet voice in response to unacceptable behaviour.
- We use physical restraint, such as holding, only to prevent physical injury to themselves, other children, or adults, and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Centre Manager/ Early Years Lead and a record is kept of any occasion where physical intervention is used (EYFS 3:54). The child's parent/carer is informed as soon as reasonably practicable. (EYFS 3:54)
- We do not shout or raise our voices in a threatening way to respond to unacceptable behaviour.
- We must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. (EYFS 3:54)

Children under three years

- When children under three behave in unacceptable ways, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are often unable to regulate their own emotions, such as fear, anger or distress, and require sensitive responses to this.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour.

- We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

Bullying



Bullying is characterised by intent to hurt, often planned, sustained and accompanied by an awareness of the impact of the bullying behaviour.

If a child bullies another child or children:

- we help the child who has carried out the bullying to recognise the impact of their actions and that this behaviour is not acceptable
- we discuss what has happened with parents and work out with them a plan for handling the child's behaviour
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

WE AIM

To promote good behaviour by being positive role models, playing with the children and practising good behaviour.

Adults need to:

- Be positive.
- Interact calmly and sensitively
- Praise good behaviour.
- Be consistent and give the same response.
- Communicate with other staff, children and parents.
- Acknowledge positive behaviour at all times.

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