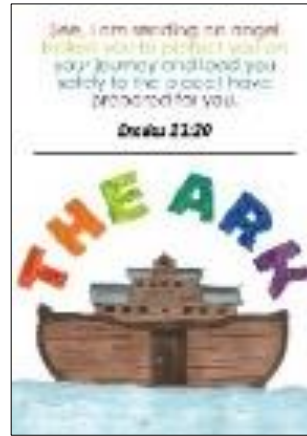


St Michael's CE (A)



Primary School

Positive Behaviour Policy

The Lord says, 'For I know the plans for you...plans to give you hope and a future.'

Jeremiah 29 verse 11

Policy adopted: Thursday 9th May 2024

Policy Review: September 2025

Signed: (Chair of Governors)

POSITIVE BEHAVIOUR POLICY

The following policy has been developed and reviewed by parents, staff, governors and pupils. The underpinning principles are underpinned by the vision and core values of the school, which are distinctly Christian:

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.' Jeremiah 29 verse 11

As an inclusive Christian school, St Michael's Church of England (Aided) Primary School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

MOTTO - Learning to Love – Loving to Learn

'I give you a new command; love each other. You must love each other as I have loved you.' John 13 v 34

We believe the 4 key values which characterise our school are

FAITH

The love of God revealed in Jesus Christ shapes the life of our school. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.

'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' John 3 verse 16



JOY

We rejoice in our rich and vibrant community. We are committed to a creative, high-quality curriculum which is broad and balanced and embraces pupils' diverse backgrounds, interests and abilities.

'Rejoice in the Lord always. I will say it again: Rejoice!' Philippians 4 verse 4



HOPE

The hope revealed through Jesus Christ inspires us, as we equip pupils with the skills, passion and resilience, to achieve goals, giving them confidence as they journey through life.

'But now, Lord, what do I look for? My hope is in you.' Psalm 39 verse 7



LOVE

We encourage our pupils to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and flourish. All at St Michael's play a prominent role in understanding their responsibility to care for the world we share.

'Do everything in love.' 1 Corinthians 16 verse 14



MISSION STATEMENT

- We are fully inclusive and celebrate the rich diversity of the whole school community. We encourage every individual to thrive, tailoring care and support to the specific needs of individual children and their families.
- We work in partnership with our local church and diocese, and leaders ensure that the distinctly Christian vision is at the heart of all we do.
- We provide a broad and balanced curriculum for all children to encourage a love of learning, enabling all to flourish and creating opportunities for children to be confidently curious.
- We give children the confidence to challenge social injustice and equality on a global scale, within a culture of encouragement, endurance and aspiration.
- We provide opportunities for children and adults to express their differing points of view in a safe, respectful environment where all opinions are valued but where prejudicial behaviours are challenged.
- We ensure collective worship is invitational, varied and interactive allowing all to develop spiritually.
- We ensure children flourish through the provision of high-quality religious education, which is seen as a core subject.
- We ensure the safeguarding of children is a priority for all adults involved with the school.

Principles

We expect good behaviour and a code of conduct, which enhances the quality of life and learning in school. We encourage children to follow in the footsteps of Jesus and his teachings to develop tolerance, a sense of peace, justice and respect for each other. Also, we believe in the importance of 'reflection, forgiveness and reconciliation'. By getting our pupils to think about the choices they make, we hope to give them the strategies to make caring choices. When choices lead to incidents we do not want to see, the pupils will be asked to reflect on what has happened and when appropriate, forgiveness offered to them through reconciliation with the person or persons affected by the pupil's choice. Restorative conversations will be used to support this trauma-informed response to behaviour and in many cases we would hope that forgiveness and time to reflect will lead to a realisation that a different 'caring choice' will be made in the future. Sometimes, we understand that a longer period of reflection may be needed, at break or lunch times, sometimes with senior leaders and/or involving a meeting with parents.

Children have the right to learn, and staff have the right to teach.

AIMS

The aims of the policy are to:

- Teach and explain school expectations, rewards and consequences
- Encourage a positive learning environment with a good learning atmosphere
- Offer a framework for personal, social and health education and self-discipline
- Minimise or prevent the occurrence of challenging behaviour and confrontations inside school and in the playground
- Help children to feel good about themselves and others

- Promote a happy, safe and caring community
- Encourage children to co-operate with one another and with staff
- Develop consensus and consistency amongst the staff and children
- Help give children, staff, parents, and governors a sense of direction and a feeling of common purpose
- Develop an awareness of being respectful, polite, fair and tolerant
- Reward and praise successes and achievements
- Help children accept and recognise their responsibilities for their own decisions and actions, together with their consequences
- Develop and foster behaviour and attitudes linked with our Christian ethos.

PROMOTING GOOD BEHAVIOUR

A variety of actions take place to promote good behaviour. These include positive reinforcement, rewards and explicit teaching and modelling of desired behaviours. In order to promote good behaviour in the classroom and around school, we have three expectations which underpin our positive behaviour strategy. Our three expectations, which are supported in Christian Narrative, are detailed below.

- Ready
"Be dressed ready for service and keep your lamps burning.." Luke 12:35
- Respectful
"Show proper respect to everyone, love the family of believers, fear God, honour the emperor." 1 Peter 2:17
- Responsible
"Teach children how they should live, and they will remember it all their life." Proverbs 22:6

The school expectations are shared with all staff, parents and children and printed posters are displayed throughout school.

Positive behaviour will be rewarded in the following ways:

- Praise
- Positive notes to children and parents.
- Stickers and certificates
- Something of the class teacher's choice.
- Star of the week award
- Marvellousme message
- House Points
- Raffle tickets
- Attendance/Lunchtime trophy
- Attendance class reward

- Lunchtime proud comments

At lunchtime

To encourage positive behaviour, a physical activity timetable is in place. Outdoor activities are led by identified members of school staff and supported by pupil Well Being Ambassadors.

Lunchtime expectations are:



Our lunchtime expectations

- *Thank you for lining up calmly.*
- *Thank you for using kind words.*
- *Thank you for keeping your tables and the space under your tables clean.*
- *Thank you for using your inside voice.*
- *Thank you for trying new food.*
- *Thank you for finishing your lunch today.*
- *Thank you for cleaning your plate.*



Positive behaviour at lunchtime is rewarded in lunchtime proud books and on the lunchtime board. A class of the week is chosen for their positive behaviour and awarded with a trophy.

Playtime – Response Ladder supports us in providing a differentiated response to behaviour.

Playtime – Response Ladder

Behaviour	What might happen
<ul style="list-style-type: none"> • Being too physical • Not stopping for the bell • Not coming to a member of staff when asked • Not respecting adults • Answering back • Not following instructions • Derogatory comments to peers • Not using equipment correctly • Going on the bank • Not lining up smartly for lunch or at the end of play/lunchtimes • Running through the corridors • Jumping/running down the stairs 	<ul style="list-style-type: none"> • Non-verbal warning • A reminder of how to play safely • Supported to make a better choice
<ul style="list-style-type: none"> • Repeatedly not using equipment correctly • Shouting across the dining hall 	<ul style="list-style-type: none"> • Time away from peers with member of staff on playground duty

<ul style="list-style-type: none"> Repeatedly disrupting others in the dinner hall Teasing others Refusing to follow the school's three expectations (ready, respectful, responsible) 	<ul style="list-style-type: none"> Moved away from peers in the dinner hall for an appropriate amount of time Reminded about school's three expectations (ready, respectful, responsible)
<ul style="list-style-type: none"> Insulting staff Damaging school equipment Physical aggression towards staff or peers Throwing things with the intention of hurting others Continual refusal to follow the school's three expectations Swearing and use of derogatory language 	<p>You must talk about this with an adult</p> <ul style="list-style-type: none"> Thinking and calming time away from the playground – invited to speak when ready Miss rest of playtime/lunchtime for that day Support from SLT and removed for time out Change of face, as necessary or appropriate Dinner staff to log incidents on CPOMS Pastoral lead informed through CPOMS Parents/carers informed Restorative conversation when appropriate Respectful restraint – positive handling as appropriate.
<ul style="list-style-type: none"> Repeatedly doing the above behaviours Assaulting another person – child or adult: fighting, punching, kicking, spitting, biting, head butting, hair pulling, scratching, pinching, ripping clothes and/or jewellery off staff Repeatedly targeting an individual Repeated racist, sexist, homophobic and other discriminatory behaviour and language directed at an adult or peers A one-off serious behaviour or extreme reaction to a situation Immediate danger to themselves or others Escaping or attempting to escaping the premises 	<p>Staff will make all the decisions now</p> <ul style="list-style-type: none"> Logged on CPOMS Thinking and calming time away from the playground – invited to speak when ready SLT involvement Respectful restraint – positive handling as appropriate. Change of face as necessary or appropriate Parent/carer asked to attend meeting in school Parent/carer asked to collect child early from school Formal restorative conversation when appropriate 1:1 'Fix it' time for up to a day in length Isolated playtimes Consideration of modified lunchtime Early Help offered, if appropriate Involvement of SENSTART or Inclusion Support if behaviours at this level persist Personalised behaviour plan to support individuals where repeated behaviours are shown Suspension

CONSEQUENCES AND RESPONDING TO CHALLENGING BEHAVIOUR

We all consider behaviour as a form of communication of unmet needs or as an adapted, defensive stress response. Therefore, St Michael's takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Restorative practice is in place across the school. This means all pupils, staff (including non-teaching staff), leaders and the wider school community understands what acting restoratively means and how they can do it. This gives the child opportunity to be involved in a restorative process where they are able to identify (with support when necessary) how to move forward. This should involve all necessary parties.

The discussion should be based on the following six questions:

Responding to challenging behaviour
1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next?

OUR DIFFERENTIATED RESPONSE

St Michael's CE (A) Primary School – Response Ladder supports us in providing a differentiated response to behaviour.

St Michael's CE (A) Primary School – Response Ladder

Behaviour	What might happen
<ul style="list-style-type: none"> • Not on task or avoiding work • No attempt to complete work • Disrupting others eg Shouting out, walking around without permission, talking at the wrong time • Derogatory comments to peers • Not following instructions • Answering back 	<ul style="list-style-type: none"> • A reminder of how to behave • A non-verbal reminder • Supported to make a better choice • Catch up on missed work at playtime or lunchtime • Planned ignoring
<ul style="list-style-type: none"> • Repeatedly disrupting others in the classroom • Teasing others • Refusing to engage and follow the school's three expectations (ready, respectful and responsible) • Swearing • Constantly out of seat 	<ul style="list-style-type: none"> • Move to an alternative seat • 1:1 work in smaller room for set amount of time • Reminded on the school's three expectations and the school vision • Loss of reward time • Change of face as and when necessary • Restorative conversation on the same day
<ul style="list-style-type: none"> • Damaging school property • Damaging displays and other people's work • Slapping or smacking staff or peers • Continual refusal to engage or follow school expectations • Continual use of swearing • Use of discriminatory language, including repeated use of discriminatory language 	<p>You must talk about this with an adult</p> <ul style="list-style-type: none"> • Logged on CPOMS • Thinking and calming time in a different room – invited to speak when ready • Support from SLT or Pastoral Lead and removed from class for time out • Regular check-in for a defined period • Change of face as necessary or appropriate

	<ul style="list-style-type: none"> • Parents/Carers informed • Restorative conversation when ready • Loss of playtime/lunchtime and work completed • Respectful restraint – positive handling as appropriate. • Early Help offered to parents if appropriate • Personalised Behaviour Plan • Removed to another room to complete work
<ul style="list-style-type: none"> • Repeatedly damaging school property or showing physical aggression towards others – assaulting another person through fighting, punching, kicking, spitting, biting, headbutting, hair pulling, scratching, pinching, ripping of clothes and/or jewellery of pupils or staff • Destroying an entire room • One off serious behaviour or extreme reaction to a situation • Leaving the school site • Immediate danger to themselves or others • Repeatedly targeting of an individual through actions or words including derogatory or discriminatory language towards adults or peers 	<p>An adult will make all the decisions now</p> <ul style="list-style-type: none"> • Logged on CPOMS • Thinking and calming time in a different room – invited to speak when ready • SLT involvement and parents informed • Respectful restraint – positive handling as appropriate. • Change of face or environment as necessary • Parent/Carer asked to attend a meeting • Parent or Carer to collect child early from school • Formal restorative conversation when ready • 1-1 support for the remainder of the day/next day • Isolated playtimes • Early Help offered • Involvement of SENSTART, Inclusion Support, Wolverhampton Outreach Team • Consider SPLP (modified timetable) • Suspension • Permanent Exclusion

Depending on the age and cognitive ability of the pupil, different behaviours may warrant one or a combination of consequences, all of which are to be decided within the restorative framework, being trauma informed.

Behaviour expectations and pupils with Special Educational Needs and Disabilities

We promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive in and out of the classroom, including those with SEND, so that everyone can feel they belong in the school community. Adjustments are made to routines for pupils with SEND where appropriate and reasonable to ensure all pupils can meet the behavioural expectations. In addition.

- We create a calm environment which benefits pupils with SEND enabling them to learn.
- We consider pupil's individual needs to manage behaviour effectively.
- We follow the graduated approach (assess, plan, do, review) to measure the impact of the support provided.
- Staff anticipate likely triggers of misbehaviour and put in support to prevent these with the support of SLT.
- If the pupil has an Educational, Health and Care plan (EHCP) we follow the recommendation for provision set out in the plan working alongside other agencies.

Responding to the behaviour of pupils with SEND

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn. We do not assume that because a pupil has SEND, it must affect their behaviours on particular occasions. However, if a child is not responding to the 'behaviour system for a SEND or behavioural reason there still needs to be a clear, consistent behaviour system for that child with rewards and consequences that all staff involved with that child are clear about. We make reasonable adjustments to consequences in response to any SEND needs the pupil may have. We seek to try and understand the underlying causes of behaviour and whether additional support is needed. Please refer to the Equality Act 2010 and schools' guidance for more information.

Initial Intervention following ongoing behavioural incidents.

- The Senior Leadership Team should be made aware of ongoing, persistent behaviours, where few improvements are being made.
- Staff should have frequent and open engagement with parents.
- Staff should implement the "'Getting it Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools.' pathway ([Educational Psychology Wolverhampton - Schools - Resources](#)). 'Getting it Right' is a Pastoral Support Programme produced by Wolverhampton City Council. The document aims to provide good practice for promoting wellbeing and positive behaviour. It provides a framework for a graduated response to identifying needs and implementing.
- School will engage with local agencies in line with appropriate stages on the 'Getting it Right' pathway to identify appropriate support for specific behavioural challenges.
- Staff should seek to understand whether appropriate provision is in place to support Special Educational Needs and Disabilities (SEND), and as to whether this is impacting upon an individual's behaviour. A graduated response should be implemented in line with the SEND policy and Code of Practice.

Recording, monitoring and evaluating behaviour

As a part of behaviour monitoring, the following data is collected:

- Attendance data monitored for all pupils weekly alongside the Educational Welfare Officer.
- Monitoring of logs on CPOMS. From this data we are able to identify trends and address any concerns.
- Incident logs, via CPOMS, are also used to record any behaviour that is unacceptable and how it was dealt with, such as Fixed Term Exclusions.
- Report cards or individual behaviour systems used are recorded and uploaded (CPOMS).
- Incidents of searches, screening or confiscation.
- Incidents of positive handling.
- Removal from the classroom.
- Audits and surveys completed through the 'Getting It Right' pathway (e.g. environmental checklists, Antecedent, Behaviour and Consequence (ABC) charts).

Using this data highlights individual's behaviours. Where reoccurring behavioural incidents and/or trends are highlighted, an action plan is put in place to support the pupil in reducing the number of recorded incidents. Staff should consider whether the behaviours being presented give cause to suspect that a pupil is suffering, or likely to suffer from harm. If this is the case staff must follow the school safeguarding policy (in line with Part 1 of Keeping Children Safe in Education) and speak with the designated safeguarding lead within the school.

POSITIVE HANDLING (Respectful Restraint)

Positive handling is used as a last resort and a wide range of de-escalation techniques must firstly be employed.

There are circumstances when a child or adult might be a risk either to themselves or others and does not respond to requests. On these occasions the use of reasonable force may be necessary to safeguard children and adults. Staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among children (section 93 of Education and Inspections Act 2006). The child should be removed from the situation as soon as possible and a member of SLT notified immediately with immediate action taken to involve parents/carers.

Positive handling is required:

- Where there is an imminent risk of injury to the young person or another person.
- Where there is risk of considerable damage to property.

In such instances the following will apply:

- Consideration of the risks, specific vulnerabilities, including SEND and mental health needs or medication.
- The red book (see Positive Handling Policy) must be completed and the situation discussed with the Headteacher following any incident where positive handling was used.
- If any member of staff has been injured / assaulted in the process of using reasonable force, the correct documentation must be completed as soon as possible.
- The Senior Leadership Team will work with the member of staff and parents/carers to devise an action plan to meet the child's needs. This may include the involvement of other agencies. Please see 'Positive Handling Policy' for further guidance.

SUSPENSION/EXCLUSION

St Michael's aims to include all learners, but in a rare event that a child's behaviour would result in a suspension/exclusion, the school will work with outside agencies to facilitate support. We do not give up on our pupils; we provide repeated opportunities, as we believe in an inclusive culture.

Fixed term and permanent exclusions are used in response to serious incidents or persistent poor behaviour which has not improved following in-school consequences and interventions. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this in agreement with the Chair of Governors.

The decision to exclude a child (suspension or permanent) is taken when:

1. There are serious breaches or persistent breaches, of the school's behaviour policy, and,
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.
3. A range of alternative strategies have been tried. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the sections 'Reasons and recording exclusions' within the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

Before deciding to exclude, the Headteacher should:

1. Use their own professional judgement based on individual circumstances.
2. Consider all the relevant facts and firm evidence
3. Allow the pupil to give their version of events
4. Keep detailed notes at all stages

Suspensions can be:

- Short Fixed Term – Arrangements for setting and marking of work must be made.
- Lunchtime exclusion – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals.
- Long Fixed Term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

Procedures for excluding a pupil

The headteacher must, without delay, **notify** the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

Full details for excluding or suspending pupils can be found in the DfE document 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement -Guidance for maintained schools, academies, and pupil referral units in England August 2024'

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

A pupil will only be excluded on disciplinary grounds. The decision to exclude must be:

- lawful
- rational
- reasonable
- fair
- proportionate.

Under the **Equality Act 2010** we will not discriminate against, harass or victimise pupils because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- because of a pregnancy / maternity; or
- because of a gender reassignment.

And will make reasonable adjustments to policies and practices for SEND pupils, as necessary.

Suspensions and Permanent Exclusions

Reintegration

Reintegration of pupils following a removal from the classroom, suspension, time spent in a pupil support unit or in another setting under off-site direction will involve a reintegration meeting between the school, pupils, parents/carers, and, if relevant, other agencies. Within the meeting a consideration of what support is needed to help the pupil return to mainstream education and meeting the expected standard of behaviour in school will be outlined. Planned support and progress reviews will be timetabled to ensure effective strategies are considered to help the pupil understand how to improve their behaviour and meet the behaviour expectations of the school. A behaviour plan will be created to ensure an understanding for all, and that consistency is maintained. A restorative conversation will always take place.

Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm, safe and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way the school ensures pupil and staff welfare is protected and helps school to establish an environment where everyone is safe. Staff can confiscate, retain or dispose of a pupil's property as a discipline penalty. Further guidance can be found in Searching, screening and confiscation, advice for schools 2022. When confiscating, staff will consider whether it is proportionate and consider any special circumstances relevant to that particular case.

Behaviour outside of school premises

School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as it is reasonable. School expects pupils to have the same standard of behaviour both inside and outside of the school premises. Therefore, incidents and actions, such as non-criminal poor behaviour and bullying which occurs off the school premises or online, which is witnessed by a staff member or reported to the school, will result in consequences being imposed on the pupil. The decision to sanction a pupil is made under the control of a member of staff of the school, this can be on the school premises or elsewhere at the time. For incidents that take place outside of the school this policy will still have effect if a pupil is wearing a school uniform, or if they are identifiable as a pupil of the school. This also includes when taking part in any school-organised or school-related activity, or on a journey to or from the school. This policy remains for instances that take place which could have repercussions for the orderly running of the school, that pose a threat to another pupil or could adversely affect the reputation of the school.

Behaviour incidents online

The same standards of behaviour are expected online as well as offline. Everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed the same as it would be offline; following the child protection and safeguarding policy and speaking to the designated safeguarding lead, or deputy. If the school suspects a pupil of criminal activity online, they should follow the steps in 'suspected criminal behaviour'. Parents/Carers are responsible for online behaviour incidents amongst young people that occurs outside the school day and off the school premises. However, often incidents that occur online impact the school day. Staff are able to give consequences to pupils when their behaviour online poses a threat or causes harm to another pupil. Please refer to the Online Safety policy, Keeping Children Safe in Education, Sharing nudes and semi-nudes: advice for educational settings working with children and young people for guidance to support.

Child-on-child sexual violence and sexual harassment

School follows the safeguarding principles set out in Keeping Children Safe in Education (KCISE). Any initial response to child-on-child sexual violence or sexual harassment offline or online would be undertaken by the designated safeguarding lead (or deputy), with each incident considered on a case-by-case basis. Child-on-child sexual violence and sexual harassment are never acceptable and will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff will challenge all inappropriate language and behaviour between pupils and staff to ensure school has a culture in which sexual harassment of all kinds is treated as unacceptable. School refers to the Respectful School Communities toolkit for advice. School staff should demonstrate and model manners, school core values, courtesy and dignified/respectful relationships. In doing so, sexually abusive language or behaviour will not be normalised, treated as 'banter', an inevitable fact of life or an expected part of growing up. Staff will advocate strenuously for high standards of conduct between pupils and staff. Pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Part 5 of KCSIE provides guidance and links to

external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. By responding assertively to sexually inappropriate behaviour it is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

Suspected criminal behaviour

Where there is a case of suspected criminal behaviour by a member of staff or headteacher, an initial assessment of whether an incident should be reported to the police will be undertaken by the governors. This will be carried out by only gathering enough information to establish the facts of the case. All initial investigations will be fully documented (using CPOMs) to preserve any relevant evidence. If the decision dictates, the head teacher, under the advice of the governors will report the incident to the police. School must ensure that any further action taken does not interfere with any police action taken. However, school retain the discretion to continue investigations and enforce school sanctions so long as this does not conflict with police action. When making a report to the police, school will often make a tandem report to the local children's social care. This will be completed by the designated safeguarding lead (or deputy), as set out in Keeping Children Safe In Education (KCSIE).

Racial incidents

Racial Discrimination is not tolerated, and all incidents will be recorded and dealt with in line with this School Behaviour Policy. All racial incidents are recorded on CPOMS, flagged as racist incidents and dealt with promptly. School aims to promote Race Equality.

HOME SCHOOL PARTNERSHIPS

The school's Positive Behaviour Policy is discussed with parents at their child's pre-school meeting and is also described in the school prospectus and home school agreement, and on the school website.

Parents can support the school by upholding the school's policies and procedures for positive behaviour.

Parents with any issues regarding behaviour in school should in the first instance approach the class teacher before being referred to the TA with Pastoral responsibility (Mrs Vann), Inclusion Leader or Deputy Headteacher/Headteacher.

EQUAL OPPORTUNITIES

The school ethos and democratic approach encourages views to be expressed and discussed openly. There is freedom of expression for all children and teachers promoting fairness and justice.

Children are entitled to a fair and consistent approach regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment, disability or social circumstances. The reward or consequence is based on the child's action and its outcome related to our school expectations and code of practice. Whilst the school offers equal opportunity to all, consideration is given to any presenting concerns.

BULLYING (see Anti-bullying Policy)

Although such incidents are uncommon in school, children and their parents are encouraged to report any incidents to the class teacher, TA with Pastoral responsibility, Anti-bullying Lead or Headteacher. The Headteacher co-ordinates any problems and deals with these as necessary by informing parents, recording outcomes and noting the incidents. Staff are vigilant with regard to behaviour amongst children promoting positive and co-operative attitudes.

Children are shown how to minimise incidents of bullying and how to report these through discussions in class, Worship times and the Personal, Social, Health and Economic (PSHE) curriculum. There is also separate information on the bullying policy and guidelines available in school.

STAFF ROLES & RESPONSIBILITIES

All staff, teaching and non-teaching, are involved in reinforcing the policy to promote positive behaviour. The Headteacher currently co-ordinates the policy.

Staff induction, development and support

- All new staff will be provided with an induction when becoming part of St Michaels CE (A) Primary School
- Staff will be introduced to the Behaviour Policy and will be provided with the opportunity to explore the approaches with a member of the Senior Leadership Team.
- The routines and behavioural expectations of the whole school community will be addressed and taught to all new staff.
- New staff will receive training around the behaviour management strategies used within school.
- Regular training for staff will be provided to support their professional development. This will be in line with promoting positive behaviour within school and in supporting children with Special Educational Needs.

OTHER AGENCIES

- Governors assist in monitoring behaviour through input at curriculum meetings, at governors' meetings and in liaison with parents.
- The Headteacher and Chair of Governors liaise on challenging behaviour issues.
- Advice and assistance are sought from the local authority and external support agencies when the need arises.

RELATED POLICIES & DOCUMENTATION

Please read this policy with reference to the following policies/documents:

- Anti-bullying Policy
- Relationships and Sex Education Policy
- Child Protection and Safeguarding Policy
- 'Valuing all God's Children' – Updated Summer 2019
- Positive Handling policy

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

CURRENT POSITIONS OF STAFF IN SCHOOL

Mrs Kate Jackson	Headteacher
Mrs Helen-Marie Navratil	Deputy Headteacher
Miss Lauren MacDonald	Assistant Head for Inclusion and SENDCo/ The Ark Unit Lead
Mrs Liz Morton	Teaching and Learning Lead
Mrs Kate Luscombe	Anti-bullying Lead
Mrs Rachel Vann	TA with Pastoral responsibility

St Michael's CE (A) Primary School

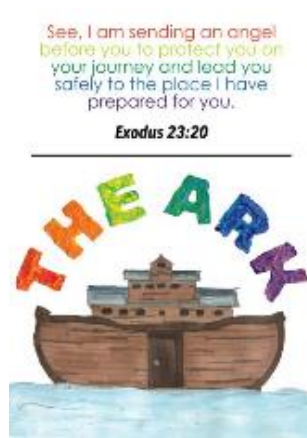
Playtime – Response Ladder

Behaviour	What might happen
<ul style="list-style-type: none"> • Being too physical • Not stopping for the bell • Not coming to a member of staff when asked • Not respecting adults • Answering back • Not following instructions • Derogatory comments to peers • Not using equipment correctly • Going on the bank • Not lining up smartly for lunch or at the end of play/lunchtimes • Running through the corridors • Jumping/running down the stairs 	<ul style="list-style-type: none"> • Non-verbal warning • A reminder of how to play safely • Supported to make a better choice
<ul style="list-style-type: none"> • Repeatedly not using equipment correctly • Shouting across the dining hall • Repeatedly disrupting others in the dinner hall • Teasing others • Refusing to follow the school's three expectations (ready, respectful, responsible) 	<ul style="list-style-type: none"> • Time away from peers with member of staff on playground duty • Moved away from peers in the dinner hall for an appropriate amount of time • Reminded about school's three expectations (ready, respectful, responsible)
<ul style="list-style-type: none"> • Insulting staff • Damaging school equipment • Physical aggression towards staff or peers • Throwing things with the intention of hurting others • Continual refusal to follow the school's three expectations • Swearing and use of derogatory language 	<p>You must talk about this with an adult</p> <ul style="list-style-type: none"> • Thinking and calming time away from the playground – invited to speak when ready • Miss rest of playtime/lunchtime for that day • Support from SLT and removed for time out • Change of face, as necessary or appropriate • Dinner staff to log incidents on CPOMS • Pastoral lead informed through CPOMS • Parents/carers informed • Restorative conversation when appropriate • Team Teach positive handling (Caring Cs/tight hug/ guiding)
<ul style="list-style-type: none"> • Repeatedly doing the above behaviours • Assaulting another person – child or adult: fighting, punching, kicking, spitting, biting, head butting, hair pulling, scratching, pinching, ripping clothes and/or jewellery off staff • Repeatedly targeting an individual • Repeated racist, sexist, homophobic and other discriminatory behaviour and language directed at an adult or peers • A one-off serious behaviour or extreme reaction to a situation • Immediate danger to themselves or others • Escaping or attempting to escaping the premises 	<p>Staff will make all the decisions now (logged on CPOMS)</p> <ul style="list-style-type: none"> • Thinking and calming time away from the playground – invited to speak when ready • SLT involvement • Respectful restraint – positive handling as appropriate. • Change of face as necessary or appropriate • Parent/carer asked to attend meeting in school • Parent/carer asked to collect child early from school • Formal restorative conversation when appropriate • 1:1 'Fix it' time for up to a day in length • Isolated playtimes • Consideration of modified lunchtime • Early Help offered, if appropriate • Involvement of SENSTART or Inclusion Support if behaviours at this level persist • Personalised behaviour plan to support individuals where repeated behaviours are shown • Suspension

St Michael's CE (A) Primary School – Response Ladder

Behaviour	What might happen
<ul style="list-style-type: none"> • Not on task or avoiding work • No attempt to complete work • Disrupting others eg Shouting out, walking around without permission, talking at the wrong time • Derogatory comments to peers • Not following instructions • Answering back 	<ul style="list-style-type: none"> • A reminder of how to behave • A non-verbal reminder • Supported to make a better choice • Catch up on missed work at playtime or lunchtime • Planned ignoring
<ul style="list-style-type: none"> • Repeatedly disrupting others in the classroom • Teasing others • Refusing to engage and follow the school's three expectations (ready, respectful and responsible) • Swearing • Constantly out of seat 	<ul style="list-style-type: none"> • Move to an alternative seat • 1:1 work in smaller room for set amount of time • Reminded on the school's three expectations and the school vision • Loss of reward time • Change of face as and when necessary • Restorative conversation on the same day
<ul style="list-style-type: none"> • Damaging school property • Damaging displays and other people's work • Slapping or smacking staff or peers • Continual refusal to engage or follow school expectations • Continual use of swearing • Use of discriminatory language, including repeated use of discriminatory language 	<p>You must talk about this with an adult (logged on CPOMS)</p> <ul style="list-style-type: none"> • Thinking and calming time in a different room – invited to speak when ready • Support from SLT or Pastoral Lead and removed from class for time out • Regular check-in for a defined period • Change of face as necessary or appropriate • Parents/Carers informed • Restorative conversation when ready • Loss of playtime/lunchtime and work completed • Respectful restraint – positive handling as appropriate. • Early Help offered to parents if appropriate • Personalised Behaviour Plan • Removed to another room to complete work
<ul style="list-style-type: none"> • Repeatedly damaging school property or showing physical aggression towards others – assaulting another person through fighting, punching, kicking, spitting, biting, headbutting, hair pulling, scratching, pinching, ripping of clothes and/or jewellery of pupils or staff • Destroying an entire room • One off serious behaviour or extreme reaction to a situation • Leaving the school site • Immediate danger to themselves or others • Repeatedly targeting of an individual through actions or words including derogatory or discriminatory language towards adults or peers 	<p>An adult will make all the decisions now (logged on CPOMS)</p> <ul style="list-style-type: none"> • Thinking and calming time in a different room – invited to speak when ready • SLT involvement and parents informed • Respectful restraint – positive handling as appropriate. • Change of face or environment as necessary • Parent/Carer asked to attend a meeting • Parent or Carer to collect child early from school • Formal restorative conversation when ready • 1-1 support for the remainder of the day/next day • Isolated playtimes • Early Help offered • Involvement of SENSTART, Inclusion Support, Wolverhampton Outreach Team • Consider SPLP (modified timetable) • Suspension • Permanent Exclusion

Depending on the age and cognitive ability of the pupil, different behaviours may warrant one or a combination of consequences, all of which are to be decided within the restorative framework, being trauma informed.



The Ark

The aim of The Ark is to support children whose SEMH needs mean they need provision that is not routinely found within mainstream educational settings. We believe that providing a safe, nurturing, predictable and caring environment – underpinned by trauma informed theory and practice- will support our pupil's SEMH development. Our setting is positioned to support children whose SEMH needs present primarily through behaviours which make them vulnerable: attachment needs, anxiety, low mood, low self-esteem, as a result of ACES (Adverse Childhood Experiences). While sometimes these underlying difficulties may result in challenging behaviour, this should not be the pupil's primary form of communication.

We want our pupils to be independent and develop safe and trusting relationships with staff within The Ark. Our staff will work to identify the individual need, provide appropriate support and address each individual pupil's barriers. We aim for individuals to engage positively with curriculum-based learning, however there may be individuals who are not yet ready for formal learning. In these cases, we work to build trusting relationships so that the individual can feel safe and secure. For this group of pupils, learning is entirely based on their SEMH needs, rather than National Curriculum. We understand the importance of developing the pupil's abilities to engage socially, so they can fulfil future hopes and aspirations.

- We are fully inclusive and celebrate the rich diversity of the whole school community. We encourage every individual to thrive, tailoring care and support to the specific needs of individual children and their families.
- We work in partnership with our local church and diocese, and leaders ensure that the distinctly Christian vision is at the heart of all we do.
- We provide a broad and balanced curriculum for all children to encourage a love of learning, enabling all to flourish and creating opportunities for children to be confidently curious.
- We give children the confidence to challenge social injustice and equality on a global scale, within a culture of encouragement, endurance and aspiration.
- We provide opportunities for children and adults to express their differing points of view in a safe, respectful environment where all opinions are valued but where prejudicial behaviours are challenged.
- We ensure collective worship is invitational, varied and interactive allowing all to develop spiritually.
- We ensure children flourish through the provision of high-quality religious education, which is seen as a core subject.
- We ensure the safeguarding of children is a priority for all adults involved with the school.

SUPPORT STRUCTURES FOR CHILDREN

The following structures exist to support all the children

- Named adults, who children can identify because they have a good relationship with them
- Self-review and reflection time during the day
- Sensory room
- Nurture room
- Regular reviews with parents/carers
- Emotion coaching
- Consistent use of restorative practice approaches
- Evidence based interventions

PROMOTING GOOD BEHAVIOUR

A variety of actions take place to promote good behaviour. These include positive reinforcement, rewards and explicit modelling of desired behaviours. In order to promote good behaviour in the classroom and around school, we have three key expectations for behaviour. These are:

- Use kind hands
- Use kind feet
- Use kind words

The school expectations are shared with all staff, parents, carers and children within our school. There are also printed on posters displayed in The Ark. Teachers carry small visuals, which support these expectations, on their lanyards and refer to them as necessary.

We recognise that our pupils will need a tailored reward system.

The Ark – Response Ladder



Depending on the age and cognitive ability of the pupil, different behaviours may warrant one or a combination of consequences, **all** of which are to be decided within the Restorative Framework, being trauma-informed. Staff should use their judgement when supporting a child to 'fix it'

<ul style="list-style-type: none"> • Not on task or avoiding work • No attempt to complete work • Disrupting others eg. Shouting out, tapping on the table, walking around without permission • Refusing to engage and follow The Ark's expectation of kind words • Derogatory comments to peers and staff • Not following instructions 	<ul style="list-style-type: none"> • Thinking and calming time – 1 minute • A reminder of The Ark's 3 expectations • Supported to make a better choice • Loss of reward for that session • Individual working space • Catch up on missed work • Planned ignoring
<ul style="list-style-type: none"> • Repeatedly disrupting others in the classroom • Moving around The Ark disrupting others • Inappropriate words and conversations • Teasing others • Refusing to engage and follow The Ark's expectations of kind words and kind hands. • Swearing 	<ul style="list-style-type: none"> • Thinking and calming time – 5 minutes • Adults use visual cues, and less words • 1:1 work in smaller room for set amount of time • Reminded about The Ark's three expectations (kind hands, kind feet, kind words) • Loss of reward time • Change of face when necessary • Logged on CPOMS • Restorative conversation on day
<ul style="list-style-type: none"> • Repeatedly breaking property • Damaging displays and other people's work • Slapping or smacking staff or peers • Continual refusal to engage and follow The Ark's three expectations (kind hands, kind words, kind feet) • Continued use of swearing 	<p>You must talk about this with an adult (logged on CPOMS)</p> <ul style="list-style-type: none"> • Thinking and calming time in different room – invited to speak when ready • Support from SLT as necessary • Thinking and calming time (with regular check-ins) • All other rooms locked • Loss of reward time • Change of face, as necessary or appropriate • Remove audience (staff/peers) • Parents/Carers informed • Restorative conversation when appropriate • Respectful restraint – positive handling as appropriate. • Early Help offered, if appropriate
<ul style="list-style-type: none"> • Repeatedly doing the above behaviours • Physically hurting another person – child or adult: Fighting, punching, kicking, spitting, biting, headbutting, hair pulling, scratching, pinching, ripping clothes and /or jewellery off staff • Environmental factors - throwing equipment, damage to property, destroying an entire room , running off • Racist, sexist, homophobic and other discriminatory behaviour and language directed at an adult or peers • Swearing • A one-off serious behaviour or extreme reaction to a situation • Immediate danger to themselves or others 	<p>Staff will make all the decisions now (logged on CPOMS)</p> <ul style="list-style-type: none"> • Thinking and calming time in different room – invited to speak when ready • SLT involvement • Respectful restraint – positive handling as appropriate. • All other rooms locked • Loss of reward time • Change of face, as necessary or appropriate • Parent/Carer asked to attend meeting in school • Formal restorative conversation when appropriate • 1-1 'Fix it' time for up to a day in length • Isolated playtimes • Early Help offered, if appropriate • Involvement of SENSTART or Inclusion Support if behaviours at this level persist • Consideration of a Specialised, Personalised Learning Plan (SPLP) • Suspension

