



St Michael's
CofE Primary Academy

Positive Behaviour Policy



Policy owner	St Michael's CofE Primary Academy
Date adopted	
Review date	September 2027

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:

VISION

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 a highly, inclusive, Christian school, St Michael's Church of England Primary Academy values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing community 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, enabling all to flourish.

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

Inclusive and Diverse Community:

We embrace the rich diversity of our whole school community, recognising and valuing each person as a unique child of God. We are fully inclusive, fostering an environment where every individual is supported to thrive, with care tailored to the specific needs of each child and their family.

Christian Vision in Community Partnership:

Our distinctly Christian vision is at the heart of everything we do. We work closely with our local church, diocese, and wider community to nurture a faith-filled, inclusive environment where Christian values shape both our learning and relationships.

Learning and Flourishing Together:

We provide a broad and balanced curriculum that sparks curiosity and a love for learning, enabling all to flourish. Through collaborative learning and community engagement, we create opportunities for every child to grow academically, spiritually and personally in life.

Social Justice and Global Citizenship:

We inspire children to advocate for social justice and equality, both locally and globally. Within our school community, we cultivate a culture of encouragement, endurance and aspiration; inspiring our children to become compassionate leaders who seek to make a difference in the world.

Respectful Dialogue and Shared Values:

In our school community, we foster respectful dialogue, encouraging everyone - children and adults alike - to share differing viewpoints in a safe, supportive environment. We challenge prejudicial behaviours and promote a culture where all voices are heard and valued.

Collective Worship and Spiritual Growth:

Our collective worship is invitational, inclusive and interactive; providing a shared space for the entire school community to grow spiritually. Through worship, we celebrate our faith and nurture the spiritual flourishing of all.

Religious Education and Community Engagement:

We prioritise high-quality religious education, which is a core subject that deepens understanding of faith and fosters empathy and respect for others. Our curriculum integrates community involvement, allowing children to learn and contribute positively within their local and wider communities.

Safeguarding Our Community:

The safety and well-being of every child is our utmost priority. We are committed to ensuring that all members of our school community - children and adults alike - work together to maintain a safe, nurturing environment.

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 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
- 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 PAMHAS (Physical and Mental Health Ambassadors).

Lunchtime expectations are:

**St Michael's**
CofE Primary Academy

Ready
Thank you for lining up calmly.
Thank you for using your inside voice.
Be dressed ready for service and keep your lamps burning ... Luke 12:35

Respectful
Thank you for using kind words.
Thank you for trying new foods.
Thank you for finishing your lunch
Show proper respect to everyone ... 1 Peter 2:17

Responsible
Thank you for keeping your tables and the space under your tables clean.
Thank you for cleaning your plate.
Teach children how they should live, and they will remember it all their life;

Positive behaviour at lunchtime is rewarded 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
• 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	• Non-verbal warning • A reminder of how to play safely • Supported to make a better choice
• Repeatedly not using equipment correctly • Shouting across the dining hall • Repeatedly disrupting others in the dinner hall	• Time away from peers with member of staff on playground duty



• Teasing others • Refusing to follow the school's three expectations (ready, respectful, responsible)	• Moved away from peers in the dinner hall for an appropriate amount of time • Reminded about school's three expectations (ready, respectful, responsible)
• 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 • Sexualised language • Any bullying of other children	You must talk about this with an adult • 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 (adult), as necessary or appropriate • Dinner staff to log incidents on CPOMS/or inform a member of staff know to log on CPOMS • Pastoral lead informed through CPOMS • Parents/carers informed • Restorative conversation when appropriate • Respectful restraint – reasonable force as appropriate.
• 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 • Continued use of sexualised language • Continued bullying of other children	Staff will make all the decisions now • Logged on CPOMS • Racism logged as Safeguarding concern • 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/carers asked to attend meeting in school • Parent/carers 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 • Permanent exclusion

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 CofE Primary Academy – Response Ladder supports us in providing a differentiated response to behaviour.

St Michael's CofE Primary Academy – Response Ladder

Behaviour	What might happen
• Not on task or avoiding work • No attempt to complete work • Disrupting others e.g. Shouting out, walking around without permission, talking at the wrong time • Derogatory comments to peers • Not following instructions • Answering back	• 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
• 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	• 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 as and when appropriate
• 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 • Sexualised language • Any bullying of other children	You must talk about this with an adult • 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(adult) as necessary or appropriate • Parents/Carers informed • Restorative conversation when ready • Loss of playtime/lunchtime and work completed • Respectful restraint – reasonable force as appropriate.



	• Early Help offered to parents if appropriate • Zones of regulation plan • Removed to another room to complete work
• 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 • Continued use of sexualised language • Continued bullying of other children	An adult will make all the decisions now • Logged on CPOMS • Racism logged as Safeguarding concern • Thinking and calming time in a different room – invited to speak when ready • SLT involvement and parents informed • Respectful restraint – reasonable force 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 SEND

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.

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

- 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.
- An Early support plan will be put in place for pupils at risk of exclusion.
- Multi-agency meetings will be arranged at the ESP stage to involve parents/carers and external agencies.
- 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 Suspensions.
- Individual behaviour systems used are recorded and uploaded (CPOMS).
- Incidents of searches, screening or confiscation.
- Incidents of reasonable force.
- 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.

REASONABLE FORCE (RESPECTFUL RESTRAINT)

The school is committed to using physical intervention only as a last resort and always in the most respectful, proportionate, and lawful way possible.

When Reasonable Force May Be Used

Staff have the legal power (Education and Inspections Act 2006, Section 93) to use reasonable force to:

- Prevent a child from committing an offence



- Prevent injury to the child or others
- Prevent significant damage to property
- Maintain good order and discipline in the classroom or during school activities

Reasonable force will only be used when de-escalation strategies have been tried and failed or when there is an imminent risk of harm.

When physical intervention is required:

- Consider the risk – taking into account the pupil's age, SEND, medical needs, and mental health.
- Use the minimum necessary force – proportionate to the risk and only for as long as necessary.
- Remove the child from danger quickly and ensure everyone's safety.
- Notify a member of the Senior Leadership Team (SLT) immediately.
- Inform parents/carers as soon as possible.
- Record the incident in the Red Book (Respectful Restraint Log) and on CPOMS.
- If staff are injured or assaulted, complete the necessary accident/incident reports immediately.

Following any incident involving reasonable force, SLT will:

- Support staff and pupils involved
- Work with parents/carers to create or review a support plan
- Involve external agencies if needed
- Review risk assessments to prevent recurrence

Please see the Respectful Restraint Policy for detailed guidance, staff training requirements, and de-escalation strategies.

SUSPENSIONS AND EXCLUSION

St Michael's aims to be fully inclusive, supporting every pupil to succeed. Suspension or permanent exclusion is a last resort, used only when all other strategies have been exhausted or the behaviour is so serious that continued attendance would put others at risk.

Only the Principal (or Vice Principal) has the power to suspend or permanently exclude a pupil.

A decision will be made where:

1. There has been a serious breach, or persistent breaches, of the school's behaviour policy; and
2. Allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Before deciding, the Principal will:

- Review all evidence
- Allow the pupil to give their account
- Consider whether the pupil has SEND, safeguarding concerns, or other vulnerabilities
- Record the decision-making process

TYPES OF SUSPENSION



- Short suspension: up to 5 school days (arrangements made to set/mark work)
- Lunchtime suspension: maximum 5 school days (FSM pupils must still receive lunch provision)
- Longer suspension: up to 45 school days in one academic year (arrangements made for education to continue)

Suspensions may be consecutive and a review of the behaviours may result in a permanent suspension

INFORMING PARENTS/CARERS

Parents/carers will be:

- Telephoned the same day with reasons for the decision
- Provided with a written notification letter, explaining:
 - The length and reason for the suspension/exclusion
 - Their right to make representations to the Trust Board Panel
 - How to request a panel meeting (if applicable)
 - Arrangements for education during the suspension
 - Contact details for the Local Authority's exclusions officer and independent advice services

TRUST BOARD AND LOCAL AUTHORITY

The Principal must notify:

- The Clerk to the Trust Board (for monitoring and to convene a panel if required)
- The Local Authority (via the correct reporting process, e.g. EX1 form if used locally)
- Social Worker (where the pupil has one)
- Virtual School Head (if the pupil is looked-after or previously looked-after)

TRUST BOARD DISCIPLINE PANEL

Where a pupil has been suspended or permanently excluded, the Trust Board (or a panel appointed by the Board) must consider the case in line with statutory guidance.

A Trust Board Panel will be convened:

Circumstance	Is a Panel Meeting Required?
Suspension(s) totaling ≤ 5 school days in a term	No meeting required unless parents/carers request one. If requested, a panel must be convened and parents/carers must be given the opportunity to attend and make representations.
Suspension(s) totaling 6–15 school days in a term	Panel must meet if parents/carers request it. Meeting must take place between day 6 and day 15 of the suspension period.
Suspension(s) totaling > 15 school days in a term	Panel must meet even if parents/carers do not request it. Meeting must take place between day 6 and day 15 of the suspension period.



Circumstance	Is a Panel Meeting Required?
Permanent Exclusion	Panel must meet within 15 school days of the date of exclusion.

Panel Membership

- The panel will consist of at least three members appointed by the Trust Board who:
 - Have not been involved in the original decision to suspend or exclude.
 - Have received appropriate training on exclusions and equality duties.
- Where possible, one member will be independent of the school.

Parents/carers have the right to:

- Attend the panel meeting and make oral representations.
- Submit written representations and evidence in advance of the meeting.
- Be accompanied by a friend, representative, or legal adviser.
- Request the attendance of a Local Authority officer and/or a representative of the Virtual School (for looked-after children).

The Clerk to the Trust Board will write to parents/carers without delay to:

- Confirm the date, time, and venue of the meeting.
- Explain their rights to submit evidence, be accompanied, and request attendance of other parties.
- Share copies of all relevant evidence that will be considered by the panel.

At the meeting, the panel will:

- Review all the evidence, including witness statements and CPOMS records.
- Consider the Principal's rationale for the suspension or exclusion.
- Consider any representations from parents/carers, the pupil, the LA officer, and other invited attendees.
- Take into account the Equality Act 2010, ensuring no unlawful discrimination has occurred.
- Consider whether the school's policies were applied fairly, proportionately, and consistently.

After considering the case, the panel may:

- Uphold the suspension/exclusion; or
- Direct the reinstatement of the pupil, either immediately or from a specified date.

The panel will not reinvestigate the incident but will focus on whether the decision was lawful, reasonable, and procedurally fair.

Communication of Decision

- The Clerk will write to parents/carers, the Principal, and the Local Authority within 24 hours of the meeting to confirm:
 - The decision of the panel and its reasoning.
 - The outcome (upheld or reinstated).



- Parents' right to request an independent review panel (IRP) if a permanent exclusion is upheld.
- How to apply for an IRP and the deadline for doing so (15 school days).

Monitoring and Oversight

The Trust Board will monitor suspensions and exclusions termly to:

- Identify any patterns (by pupil group, SEND, protected characteristic).
- Ensure compliance with statutory guidance.
- Take action to reduce unnecessary suspensions and exclusions.

EQUALITY AND SEND

All decisions will take into account the Equality Act 2010.

Reasonable adjustments will be made where appropriate, including:

- Considering whether behaviour was related to disability or unmet need
- Adjusting sanctions where necessary
- Reviewing support, interventions, and risk assessments

REINTEGRATION

A reintegration meeting will be held after every suspension to:

- Review the incident
- Agree support strategies and a behaviour plan
- Restore relationships through a restorative conversation
- Set clear expectations going forward

The Trust Board monitors all suspensions and exclusions to identify trends, ensure fairness, and reduce unnecessary exclusions.

REINTEGRATION AFTER SUSPENSION, REMOVAL, OR ALTERNATIVE PROVISION

St Michael's is committed to helping pupils successfully re-engage with learning after any removal from the classroom, suspension, time in a pupil support unit, or period of off-site direction.

Reintegration Meeting:

- Held as soon as possible after the pupil's return
- Involves the pupil, parents/carers, key school staff (and external agencies if appropriate)
- Reviews the incident and identifies strategies to support improvement
- Produces a behaviour plan or reintegration plan with clear expectations
- Includes planned review points to monitor progress
- Always involves a restorative conversation to repair relationships and restore trust



- Reintegration plans will be shared with all relevant staff so that support and expectations are consistent.
- Reintegration review meetings will be scheduled and recorded.

Where necessary, additional support may include:

- Pastoral mentoring
- SEN assessment or intervention
- Early Help or multi-agency support
- Adjustments to curriculum, timetable, or environment

SEARCHING, SCREENING AND CONFISCATION

Creating a safe environment is essential for learning. Staff have the power to search, screen, and confiscate property where it is lawful to do so, in line with Searching, Screening and Confiscation (DfE, 2022).

Key Principles:

- Searches and confiscations are used proportionately and respectfully.
- Staff consider the pupil's age, SEND, and safeguarding context before acting.
- Any confiscated items are recorded and stored safely; parents may be informed.
- Any prohibited or illegal items discovered will be handled according to safeguarding and police guidance.

BEHAVIOUR OUTSIDE SCHOOL PREMISES

The school's behaviour expectations apply beyond the school gates where behaviour could impact:

- The safety or wellbeing of other pupils or staff
- The orderly running of the school
- The reputation of the school

This includes behaviour:

- On journeys to and from school
- When wearing school uniform or identifiable as a pupil
- During school trips, clubs, and events
- Online, where conduct impacts other members of the school community

Sanctions will be proportionate, lawful, and consistent with this policy.

BEHAVIOUR INCIDENTS ONLINE

The same standards of respect and conduct apply online as in person. Online behaviour such as bullying, harassment, hate speech, or the sharing of inappropriate images will be addressed under the Behaviour Policy and Child Protection & Safeguarding Policy.

Where online behaviour:



- Causes harm to another pupil
- Poses a threat to staff or the school's reputation
- Amounts to criminal behaviour

The school will take action which may include sanctions, contacting parents/carers, and referring to the police or children's social care.

Staff follow statutory guidance including:

- Keeping Children Safe in Education (KCSIE)
- Sharing Nudes and Semi-Nudes (UKCIS)
- The school's Online Safety Policy

CHILD-ON-CHILD SEXUAL VIOLENCE AND HARASSMENT

The school takes a zero-tolerance approach to sexual violence, harassment, and harmful sexual behaviour.

Our approach:

- Each incident is considered case by case under KCSIE Part 5.
- Initial response and decision-making led by the DSL (or Deputy DSL).
- Victims are supported in line with safeguarding best practice.
- All inappropriate language or behaviour is challenged and recorded.
- Incidents may be referred to police and/or children's social care where necessary.
- Sanctions may still apply while investigations are ongoing, provided they do not compromise safeguarding processes.

Staff are trained to challenge inappropriate behaviour and model respectful relationships, creating a culture where harassment is never normalised or excused.

SUSPECTED CRIMINAL BEHAVIOUR (PUPILS)

Where a pupil's behaviour may amount to a criminal offence:

- The Principal (with DSL input) will gather only enough information to establish the basic facts.
- A decision will be made whether to report to the police and/or children's social care.
- The school will cooperate fully with any police investigation and avoid compromising evidence.
- School sanctions may still be applied once there is sufficient evidence, provided this does not interfere with police action.

(Note: Allegations against staff are handled separately under the Managing Allegations section of the Safeguarding Policy.)

Racial Incidents

The school has a zero-tolerance approach to racism and is committed to promoting equality.

- All incidents are recorded on CPOMS and flagged as racist incidents.



- Parents/carers are informed promptly.
- Appropriate sanctions and restorative actions are applied.
- Data is monitored by SLT and the Trust Board to address patterns and inform practice.

HOME-SCHOOL PARTNERSHIP

Positive behaviour is a shared responsibility. The school works with parents to promote respectful relationships and consistent expectations.

- The Positive Behaviour Policy is introduced at induction, included in the prospectus, home-school agreement, and published on the website.
- Parents are encouraged to discuss behaviour concerns with the class teacher first, before escalation to pastoral staff, Inclusion Lead, or SLT.

EQUAL OPPORTUNITIES

The school ensures that:

- Every pupil is treated fairly regardless of SEND, disability, sex, race, religion, gender reassignment, or social background.
- Consequences are based on behaviour, not personal characteristics.
- Adjustments are made for pupils with SEND or other needs to ensure equality of access to sanctions and rewards.

BULLYING

The school's Anti-Bullying Policy sets out how incidents are prevented, reported, and addressed.

- All bullying concerns are logged, investigated, and outcomes communicated to parents.
- Pupils are taught how to recognise, report, and resist bullying through PSHE, assemblies, and class discussions.
- A whole-school culture of kindness, cooperation, and respect is actively promoted.

STAFF ROLES, INDUCTION AND SUPPORT

All staff share responsibility for promoting and modelling positive behaviour.

- New staff receive an induction including training in behaviour expectations, positive handling, and safeguarding.
- Ongoing CPD is provided to support staff in managing behaviour effectively, including for pupils with additional needs.
- SLT provide guidance, coaching, and emotional support following serious incidents.

PARTNERSHIP WITH OTHER AGENCIES

The school works proactively with:

- The Trust Board



- Local Authority education and behaviour support teams
- Social care, health, and mental health services
- Police and other safeguarding partners

This ensures that interventions are well-coordinated and that vulnerable pupils receive the right support at the right time.

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'
- Positive Handling policy

This policy complies with the requirements set out in:

- Education and Inspections Act 2006
- Equality Act 2010
- DfE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (Sept 2023)
- Searching, Screening and Confiscation: Advice for Schools (2022)
- Keeping Children Safe in Education (2023)

CURRENT POSITIONS OF STAFF IN SCHOOL

Mrs Kate Jackson	Principal
Mrs Helen-Marie Navratil	Vice Principal
Mr Adam Millichip	Assistant Principal for Inclusion and The Ark Unit Lead
Mrs Liz Morton	Assistant Principal for Teaching and Learning
Miss Amii Peers	SENDCO
Mrs Kate Luscombe	Anti-bullying Lead
Mrs Rachel Vann	TA with Pastoral responsibility
Mrs Hayley Wilkes	TA with Pastoral responsibility



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

Behaviour	What might happen
- 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	- 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
- 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	- 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
- 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 - Sexualised language - Any bullying of other children	You must talk about this with an adult (logged on CPOMS) - 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(adult), 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
- 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 - Continued use of sexualised language - Continued bullying of other children	Staff will make all the decisions now (logged on CPOMS) Racism logged as Safeguarding concern - 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 • Permanent exclusion
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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'



PLAYTIME RESPONSE LADDER	
Behaviour	What might happen
• 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	• Non-verbal warning • A reminder of how to play safely • Supported to make a better choice
• 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)	• 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)
• 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 • Sexualised language • Any bullying of other children	You must talk about this with an adult • 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/or inform a member of staff know to log on CPOMS • Pastoral lead informed through CPOMS • Parents/carers informed • Restorative conversation when appropriate • Respectful restraint – reasonable force as appropriate.
• 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 • Continued use of sexualised language • Continued bullying of other children	Staff will make all the decisions now • Logged on CPOMS • Racism logged as Safeguarding concern • Thinking and calming time away from the playground – invited to speak when ready • SLT involvement • Respectful restraint – positive handling as appropriate. • Change of face(adult) 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 - Permanent exclusion
MAIN SCHOOL RESPONSE LADDER	
Behaviour	What might happen
- Not on task or avoiding work - No attempt to complete work - Disrupting others e.g. Shouting out, walking around without permission, talking at the wrong time - Derogatory comments to peers - Not following instructions - Answering back	- 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
- 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	- 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 as and when appropriate
- 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 - Sexualised language - Any bullying of other children	You must talk about this with an adult 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(adult) as necessary or appropriate - Parents/Carers informed - Restorative conversation when ready - Loss of playtime/lunchtime and work completed - Respectful restraint – reasonable force as appropriate. - Early Help offered to parents if appropriate - Zones of regulation plan - Removed to another room to complete work
- 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 peer - Continued use of sexualised language - Continued bullying of other children	An adult will make all the decisions now Logged on CPOMS Racism logged as Safeguarding concern - Thinking and calming time in a different room – invited to speak when ready - SLT involvement and parents informed - Respectful restraint – reasonable force as appropriate. - Change of face or environment as necessary - Parent/Carer asked to attend a meeting - 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



THE ARK RESPONSE LADDER	
Behaviour	What might happen
• 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	• 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
• 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	• 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
• 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 • Sexualised language • Any bullying of other children	You must talk about this with an adult (logged on CPOMS) • 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(adult), 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
• 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 • Continued use of sexualised language • Continued bullying of other children	Staff will make all the decisions now (logged on CPOMS) • Racism logged as Safeguarding concern • 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(adult), 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



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| | <ul style="list-style-type: none">• Consideration of a Specialised, Personalised Learning Plan (SPLP)• Suspension• Permanent exclusion |
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