Behaviour Policy

School Mission Statement

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:
Learning our faith.
Living our faith.
Loving our faith.

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

1 Aims and expectations

1.1 It is a primary aim and mission of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, Christian community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our Catholic ethos by aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Expectations

Our expectations are:

That this is our school and we look after it and the people inside it. That we are considerate, caring and tolerant of each other and our differences, just as Christ taught us. That we treat others as we want them to treat us. That we look after other people's property and environment carefully that we accept responsibility for our own behaviour.

2.1 Expectations of Adults- teaching and non-teaching:

To provide a role model to have high expectations of themselves and the children to emphasise and reward positive behaviour to inform and involve parents of all aspects of this policy

2.2 Expectations of Pupils:

To understand that they are a valued part of the community to understand and know what is acceptable behaviour. To be responsible for behaving in an appropriate manner

2.3 Expectations of Standard Routines for Staff:

• Collect your class on time

• Insist upon an orderly entry to and exit from the classroom or school building

• Remind pupils about quiet, calm behaviour in communal areas e.g. corridor, hall, toilets

• Check basic expectations i.e. - punctuality, relevant equipment and conduct in each lesson and address any issues that arise

• Refer frequently to the school's code of conduct and expectations and the class rules, in order to maintain a calm working atmosphere

• Good behaviour needs to be taught. Therefore teach and regularly reinforce the desired and necessary behaviour and routines for your lessons

• Model the behaviour that you would like to see from pupils

• Plan lessons thoroughly using appropriate teaching and learning styles and resources to inspire, motivate and extend pupils. Interesting lessons set at the appropriate level and with appropriate challenge have a positive effect upon behaviour. Similarly, boredom and poorly

planned lessons can lead to misbehaviour.

• Make sure that work is marked regularly and feedback given to pupils

• Act to resolve issues at an early stage to avoid escalation using a tiered approach to the delivery of positive or negative consequences so that sanctions or rewards are appropriate, consistent and fair at all times

• Be prepared to de-personalise negative behaviour, correct and re-teach it where necessary and re-build relationships with pupils

3 Rewards and punishments

3.1 We reinforce good behaviour in a variety of ways:

• By using descriptive praise- both private praise and public praise, individually or to groups or classes;

• By non-verbal acknowledgement and encouragement

• By giving positive feedback;

• By rewards, eg house points; golden coins; Headteacher awards for outstanding effort or acts of kindness in school;

• All classes have an opportunity to lead an assembly where they are able to show examples of their best work and reinforce the school's ethos and expectations.

• We acknowledge the children's efforts and achievements both in and out of school eg-the Achievement Assembly every week.

• Attendance Certificates

• Positive messages and notes sent home

3.2 We aim to ensure that:

Rewards act as positive incentives for the pupils There are clear criteria for issuing a reward They are issued fairly where possible to all when the set criteria are met Once issued rewards cannot be taken away They are available to groups as well as individuals They are used as a motivator, not as a bribe. We try to issue more positive than negative comments or consequences in a lesson or school day.

3.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

EPRAISE

Epraise is an online rewards and behaviour monitoring system that we use from Year 1 to 6. The initiative aims to both motivate students and enable parents/carers to actively engage with various aspects of the children's school life.

The system rewards individuals but also encourages a collaborative, team approach for positive behaviours but also allows children to reflect and learn from disruptive or sanctioned behaviour.

Via the epraise website or, via the epraise app, students can:

- See the Praise Points they are rewarded
- Spend the epraise Points on a variety of items.
- See the Demerits they are given
- Sign up to Enrichment Activities
- View their timetables

Parents/carers can also login online and are able to:

- Track the Praise Points and Demerits their children have
- Monitor attendance and punctuality
- Sign up their children to Enrichment Activities

The individual Points children earn are then fed into a Whole School House Point System, where each child is part of 1 of 4 House Teams.

Weekly, the winning house receives 10 minutes extra play on a Friday at the end of Morning Break.

At the end of each term, the winning house will take part in a 'House Treat'.

LOWER KEY STAGE HOUSE POINT TOKENS

We use reward system for the lower key-stage classes that is both fun and interactive. We feel that using a token-based reward system has real benefits on student motivation, and is a fantastic tool for getting students involved in class activities. The token reward system is used to feed in to our House Points rewards system so children learn to work collaboratively, as part of a team.

The results of this system are celebrated in our weekly 'Achievement Assembly' and the winning house receive 10-mins extra play on a Friday.

3.4 Class Teacher action may include:

• Discussion with and counselling of pupil

• Reminder of class rules and school expectations

• Lunchtime or playtime detention of an appropriate amount of time

• Written /verbal contact with parent/carer

• Circle Time

• Removal to adjacent class for brief period to allow cooling off [after consultation with other class teacher]

• Personal contracts/ charts

• Referral to SLT/DH

3.5 Deputy Headteacher action may include:

• Support/ counselling to pupil

• Support/counselling to class teacher

• Review risk assessment

•Interview/meeting with parents/carers with additional, follow-up meetings

•Referral to SENCo

•Referral to/ engagement of additional multi-agency support eg CAMHS, Speech & Lang; Behaviour Therapist; EWO

• Advice on Individual Behaviour Management Plan

3.6 Head Teacher action may include:

- Parental meeting
- Review pupil placement or temporarily reduce timetable
- Temporarily reduce pupil's access if a risk to health and safety of pupil or others eg taken off-site at lunchtimes; not taken on residential trips.
- Fixed term exclusion
- Permanent exclusion
- School transfer
- Co-ordination of governors disciplinary /final warning panel
- If staff or pupils are felt to be in danger or there is serious risk to property, police may be called

3.7 Actions listed below are inappropriate and unacceptable and should not be employed as negative consequences:

- Physical reprimand or punishments
- Standing a pupil unsupervised outside a classroom or in a corridor or in isolation for long periods
- Detention after school
- Whole class punishment should be avoided unless EVERY pupil has behaved unacceptably otherwise innocent and well-behaved pupils can become de-motivated.
- Inappropriate use of curriculum as a punishment eg extra maths
- Exclusion of a pupil from a curriculum activity [missing art or PE] unless on the grounds of health and safety
- Issuing statements that you as a teacher are not able to carry out

3.8 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

3.9 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The school has a Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence and peer on peer abuse are met with a suitable response, and never ignored.

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

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- After all incidents (e.g. involving parents)
- Only after serious incidents (e.g. involving the police)

We will consider the following sanctions:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- Removal from classroom (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

How to decide what sanction is appropriate

The response to each incident should be proportionate. We will address a 'lower-level' incident such as a sexist comment through our PSHCE curriculum and our school values.

We will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s) by considering:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Paragraph 464 of KCSIE (2023).

We will use exclusion from school only in the most severe cases, for example upon police recommendation after an incident.

As well as focusing on what's inappropriate, we aim to help pupils understand what good and healthy sexual behaviour means, our RSE/RE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Please refer to our Child Protection and Safeguarding Policy which can be found on the Safeguarding page on the school website.

4 The role of adults at St Michael & St Martin School

4.1 It is the responsibility of each member of staff to ensure that the school's expectations and behaviour codes are consistently and persistently applied.

4.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

4.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are taken in consultation with the school governors and with the LA, where appropriate.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

7.5 The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Recording / Monitoring of behaviour incidents and of this Policy

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents and follow up actions taken. The Headteacher records those incidents where a child is sent to him/her on account of inappropriate or unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime staff keep Lunchtime Supervisor informed of serious or repeated behaviour that is unacceptable. The Supervisor consults with SLT who deal with follow up actions and record details on CPOMs.

8.3 For more serious incidents of behaviour staff and pupils may be expected to provide a more detailed statement of events. Completion of LA Accident/ Incident forms may also be needed

8.4 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

8.5 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

8.6 The governor responsible for behaviour is Remie Antao

9 Review

9.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Agreed and Approved by Governing Body :

Date : 07.10.26

Review Date : October 2027

Person Responsible : Nicola Duggan / Sabina Bell

Appendix 1

Restrictive Interventions, Reasonable Force and Seclusion

1. Our commitment

Every child deserves dignity, compassion and safety. Our Catholic ethos guides staff to respond calmly and understand the needs underlying behaviour.

This appendix applies to all staff, including supply staff and volunteers, and should be read alongside our Safeguarding, SEND and Behaviour Policies.

2. Prevention and support

Staff will prioritise positive relationships, early support and de-escalation. Responses must take account of age, communication, SEND, medical needs and previous trauma. Reasonable adjustments and individual support plans will be developed where appropriate.

The Headteacher will identify staff training needs and ensure relevant pupil support information is shared securely.

3. Reasonable force

Staff may use reasonable force within their legal powers to prevent injury, criminal offences, damage to property or disorder.

Any intervention must be necessary and proportionate, using the least restriction for the shortest necessary time. Force must never be used as punishment. Staff must avoid practices that compromise breathing or circulation.

4. Seclusion and calming spaces

Seclusion means confining a pupil away from others and preventing them from leaving, including through blocking, securing an exit or making them believe leaving will lead to punishment.

Seclusion is only a safety measure to protect others from harm during high levels of dysregulation. It must not be imposed through threats of punishment. The space must be safe, the pupil continuously supervised and the intervention ended once the immediate risk reduces.

A voluntary calming space where a pupil remains free to leave is different from seclusion.

5. Recording and reporting

Staff must notify the Headteacher or DSL promptly following an incident.

Every significant use of force and every seclusion or restraint incident must be recorded in writing as soon as practicable. Staff should endeavour to complete this on the same day.

The school's incident record will include:

- The pupil, staff involved and any witnesses.

- Date, time, location and duration.
- Relevant pupil needs and circumstances.
- Events leading to the incident and alternatives attempted.
- The intervention used and why it was necessary.
- Injuries, treatment and support provided.
- The pupil's account, when they are able to give it.
- Parent notification and follow-up actions.

Each parent must receive the required report as soon as practicable, aiming for the same day. For seclusion or restraint, the school will supply a copy of the written record. Prior parental agreement within a support plan does not remove these duties.

Information must not be supplied to a parent where doing so would be likely to cause significant harm to the pupil. Staff must consult the DSL promptly. If no parent can safely receive it, the required report or record must be supplied to the local authority where the pupil ordinarily lives. Decisions and reasons will be documented.

An incident meeting both reporting requirements need not be reported twice.

6. Review, safeguarding and oversight

The Headteacher will arrange a review, hear the child's views and agree support with staff and parents. Individual plans will be reconsidered following incidents.

Governors will receive anonymised information to review frequency, patterns, pupil groups and actions to reduce interventions.

Complaints follow the Complaints Policy. Concerns about staff conduct follow safeguarding procedures, including referral to the LADO where appropriate.

This appendix will be reviewed alongside the Behaviour Policy and sooner following relevant changes in guidance or practice.