



Behaviour Policy September 2021

The policy was agreed by the Governing Body in September 2021 and will be reviewed annually unless legislation or guidance requires a review before this date.

Introduction

The school policy reflects the consensus of opinion of the whole school community and has been drawn up with support from:

- Lincolnshire Ladder of Behaviour Intervention (Lincolnshire County Council 2019)
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, DfE September 2017 (updated September 2021)
- Pastoral Support Programme (Lincolnshire County Council)

Behaviour at the School

Learning and teaching affects children's life chances. It is the right of all children and all staff, teaching and non-teaching, to work in an environment which is conducive to learning. Everyone has the right to feel safe in school. **It is therefore essential that we create an ethos of good behaviour and that this is actively promoted so that effective learning and teaching can take place. This culture extends beyond the classroom to corridors, the dining hall, the playground and beyond the school gates, including travel to and from school.**

At St Michael's Church of England Primary School, we expect positive behaviour to be the norm and believe that positive re-enforcement is more effective than punitive sanctions. This includes behaviour at school as well as during any school-organised or school-related activity.

This policy aims to set out the expected behaviour of everyone in school and to define our methods of discouraging negative behaviour within the school with Church school values in mind.

Who is involved?

The development of positive behaviour is the responsibility of everyone involved with the school. This includes children, governors, staff, parents, outside agencies and members of the local community.

Parents/carers should be informed of any concerns regarding a child's behaviour as soon as possible in order to address any issues promptly.

Defining Acceptable behaviour

Acceptable behaviour depends on the example we all set. Everyone has a positive contribution to make:

- We all expect to be treated with respect, be listened to when talking, answered when we question and treated as an individual.
- We all expect to be spoken to politely, be taken seriously and helped when needed.
- In any incident it is essential that adults and children communicate and listen to each other with respect.
- We all expect the views, thoughts and beliefs of others to be respected. We should all conduct ourselves in a quiet, calm and caring manner. We all expect to be able to work and play without fear or intimidation.

- We should all respect our school, our property and that of people around us.
- Staff expect instructions and directions to be followed.

Measures to Encourage Acceptable Behaviour

All staff encourage high standards of behaviour at our school. This is achieved through the following:

- Expect high standards of behaviour, work, honesty and respect
- Be consistent
- Be positive and build relationships
- Know each pupil as an individual
- Listen to children when they share concerns as well as when resolving conflicts
- Explain and demonstrate the behaviour we wish to see
- Give praise often for good behaviour
- Celebrate good behaviour
- Keep calm
- Ensure that criticism is constructive and related to aims and targets
- Consistently apply the behaviour policy and any rewards/consequences

Measures to Prevent Bullying

Children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and adults in our school community, to keep them safe and to practise in a way that protects them.

- Staff will receive appropriate training to recognise and manage any forms of bullying, including cyber bullying, prejudice-based and discriminatory bullying.
- Staff will proactively report any issues of bullying using CPOMS, so that intelligence is gathered about issues between pupils that might cause conflict.
- Action will be taken quickly to support children following any incident of bullying.
- Involve pupils and parents to ensure that they understand the school's policy on bullying.
- Children will be taught about difference, healthy relationships and bullying through PSHE lessons.

Rewards

Class teachers and staff utilise a range of appropriate age-related strategies to encourage and reward all children in taking responsibility for their own actions

Rewards in place at St Michael's Church of England Primary School are as follows:

- Praise for acceptable behaviour and high standards of work and effort
- Recognition in front of a group, class or whole school
- Head Teacher informed of good behaviour and individual work achievements - stickers, postcards to go home awarded on an individual basis
- Class rewards/stickers given for good examples of behaviour and acts of kindness
- Consistently across the whole school, children may be awarded a 'School Bee' token for any of the Bee Rules and these are placed into the school's 'Bee Hive' (KS2 Juniors) or

'Honey Pot' (EYFS & KS1 Infants) for a weekly prize draw which takes place each week. The whole school takes part in celebration Worship, and all children are eligible for Teacher/Head Teacher's praise and certificates.

- Extra responsibilities or duties, displaying the need for trust, awards; including helper/school council representative/team or house captain.

Core Values and Classroom Rules

At the beginning of the year, each class will agree a set of class rules. These rules will be in a series of positive statements and will link to our school's core values. Appropriate reference is made to the positive values for behaviour and learning which should be displayed in each classroom and around the school. Values are modelled by adults and children and we consistently reinforce and praise values when exhibited by children. We promote positive values through whole school, class and community worship, PSHE, circle time, role play, and throughout the curriculum.

Our Whole School 'Bee' Rules:

The 'School Bee' Rules have been developed by children and staff to reflect the values of the Church of England approach. There is a visual reminder of our rules in every learning environment, and children are regularly taught about the value of the rules and human dignity during class teaching time and daily Worship. Our School Bee rules are:

1. Be Safe: on the playground; on the Internet; around school
2. Be Caring: be kind and not hurt each other; be a friend
3. Be Respectful to all; my community and surroundings
4. Be Proud: of your work; of your appearance; of representing the school
5. Be Your Best: always try your hardest

Sanctions

Sanctions are avoided as far as possible and a warning given before any sanction is imposed (in most cases). They should be appropriate and as a consequence of an inappropriate behaviour.

A hierarchy of sanctions will be applied. It is expected that this hierarchy will be followed with the next level of sanctions being applied only if the previous has failed.

Staff are expected to use their professional judgement to decide which level sanctions will begin at. This will depend upon the seriousness of the behaviour displayed and also previous sanctions applied for the same or similar offences (See Appendix 1).

Regular discussions (including weekly staff briefings) will take place to ensure that sanctions and levels are being applied consistently by all staff and that negative behaviours/incidents are being recorded on CPOMs consistently by all staff and in a timely manner. The procedure is:

- Reminded of acceptable behaviour
- Warning (non-verbal and verbal)
- Verbal reprimand
- Isolation within the classroom
- Time out in lesson time. CHILDREN SHOULD NEVER BE SENT OUT OF THE CLASSROOM AND LEFT ALONE.
- Loss of playtime/lunchtime. Class Teacher to contact the parent/carer regarding the behaviour and sanction
- Report to a member of the Senior Leadership Team/ Head Teacher
- Head Teacher in contact with parents/carers
- Pastoral Support Plan agreed and Ladder of Intervention begun
- Outside agencies informed and involved
- Fixed Term suspension
- Permanent exclusion

Recording

Each incident of unacceptable behaviour is recorded on CPOMs. This will allow us to see trends and be able to communicate between staff effectively. This must be consistently used across the school irrelevant of the age or ability of the child concerned and class teachers and the Head Teacher should be informed of all unacceptable behaviour logged through CPOMS. Any further actions should also be logged accordingly on CPOMS for future reference.

It is the responsibility of every staff member to use the recording system consistently and to record accurately.

Playground and Midday Sanctions

All of the above will apply at these times and action will depend on the nature of the incident. For example, following inappropriate behaviour over lunchtime a child would:

- Be spoken to by midday supervisor and reminder given about acceptable behaviour
- Consequence - time out
- If the behaviour is repeated / more serious offence happens - removal of lunchtime/playtime privilege (Parents/Carers informed)
- Monitored on return (if behaviour deteriorates then a meeting with parents/carers at the discretion of the Head Teacher).
- The sanction of exclusion from lunchtime may be used at the discretion of the Head Teacher/ Acting Head teacher. A member of the Senior Leadership Team is available over lunchtime should other intervention be required.

The Lincolnshire Ladder of Intervention

The St Michael's Church of England Primary School staff team are committed to using the Lincolnshire Ladder of Behaviour Intervention (LLBI) to address persistent misconduct/negative behaviour. By moving through the steps of the ladder and exhausting all other avenues prior to exclusion (the requirement of Lincolnshire County Council), the school will indeed demonstrate that exclusion is a last resort. Copies of the LLBI are available online at <http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article>. Any child on the LLBI will have a Pastoral Support Plan used as a tool to monitor and evaluate support and strategies using small achievable targets to measure progress. Some children may have a Behaviour Management Plan incorporating positive handling; this must be agreed with the Head Teacher in consultation with the Parent/Carer. As part of a child's Pastoral Support Plan, we may consider differentiated discipline and this will be shared with all adults working with them.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Where there are serious or persistent breaches of the school's behaviour policy, or where allowing the pupil to remain in school will significantly harm the education or welfare of others in the school, this will result in fixed term suspension or permanent exclusion. Our school has adopted the guidance '*Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, DFE 2017*' (updated 10.09.21)

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

A decision to exclude a pupil permanently would only be taken:

- *in response to a serious breach or persistent breaches of the above behaviour policy;*

and

- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and

about any fixed-term exclusions, completing the required paperwork and submitting it to the "Out of Education Team" and when beyond five days in any one term this triggers a meeting of the Disciplinary Committee regardless of parental appeal.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. 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. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA.

Reintegration strategies are planned for supporting pupils that return to school following a fixed period exclusion/suspension and for managing future behaviours. This may be supported by the Behaviour Outreach Support Service and/or the Pupil Reintegration Team.

Special Educational Needs

There are occasions when the above sanctions may need to be modified, dis-applied or changed in sequence. Some of these reasons might be that the child has special educational needs or disability or may be experiencing exceptional circumstances. The Head Teacher will always be consulted when exceptions for differentiated discipline are made.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Some of our staff have been trained by a licensed provider for Positive Handling (see Positive Handling Policy 2020).

Review

The Head Teacher and staff will review this policy in the light of any alterations to statutory orders. Consultation will be sought with parents/carers and pupils. Any suggested amendments will be presented to the Governing Board at their first meeting after the review.

Closing Statement

As a Church of England School we believe that bad experiences, behaviour and wrongdoing need not have the last word. There are resources for healing, repair and renewal; repentance, forgiveness, truth and reconciliation are possible; and meaning trust, generosity, compassion and hope are fundamental. We always strive to achieve the best outcomes for all our pupils, these are rarely achieved by school alone, but when school and family work together to support each other.

If you have any concerns or require support, firstly speak to your child's class teacher, and in some instances, support from the SENCO or Head Teacher may also be appropriate.

This St Michael's C of E Behaviour Policy has been written using the following documents:

Equality Act 2010

Keeping Children Safe in Education 2021

SEND Code of Practice 2015

The Church of England Vision for Education. Deeply Christian, Serving the Common Good, Autumn 2016.

Lincolnshire Ladder of Behavioural Intervention, 2019

Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, DFE 2017

This policy should be read alongside the SEND Policy 2021, Anti-Bullying Policy 2021, Positive Handling Policy 2021 and Child Protection and Safeguarding Policy 2021.

This policy is available on our school website www.st-michaels.lincs.sch.uk. A paper copy of this policy can also be made available upon request from the school office.

Appendix 1

Graduated Approach to Negative Behaviour	In Class / During Teaching	Playground / Dining Hall
Step 1	Verbal reprimand <i>Note: If significant physical violence- HT called first (instant removal, parent informed and sanction applied, possible fixed term exclusion).</i>	Verbal reprimand <i>Note: If significant physical violence HT called (instant removal, parent informed and sanction applied possible fixed term exclusion).</i>
Step 2	Moved within CLASS GROUP	(in) Moved to another table (out) Time out
Step 3	Time out- Loss of playtime (supervised by a class adult or agreed time with Pastoral Lead)	(in) moved to separate table/bench in hall where they remain supervised (out) Time out
Step 4	Moved to another class/group/area for an appropriate short period of time. Class Teacher to speak to parent/carer. Possible further sanctions e.g. missed break (supervised by class adult).	SLT or Pastoral Leader removes child and parent/carer informed. Options: missed break (supervised length of time to be specified). If deemed persistent misconduct- Ladder of Behaviour Intervention followed.
Step 5	Sent to a member of SLT. Parents informed and sanctions agreed in line with policy.	
Step 6	Sent to HT/ST Parental discussion, sanction agreed. If deemed persistent misconduct then PSP, Ladder of Intervention will be followed and a 'plan, do, review' model adopted for the child.	
Step 7	Decision from HT to exclude in line with DfE guidance. Following a FTE, Head Teacher to ensure that a reintegration plan is implemented with Class Teacher, parent and child. This could include the implementation of a	

	reduced timetable and gradual reintegration.	
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*Significant Physical Violence - Head Teacher called (instant removal, parent informed and sanction applied- possible fixed term exclusion).

**Racial, homophobic or religious intolerant language must be reported on a Behaviour Incident Report immediately. The Head Teacher, or Designated Safeguarding Lead in their absence, will be informed and will follow LCC protocol.