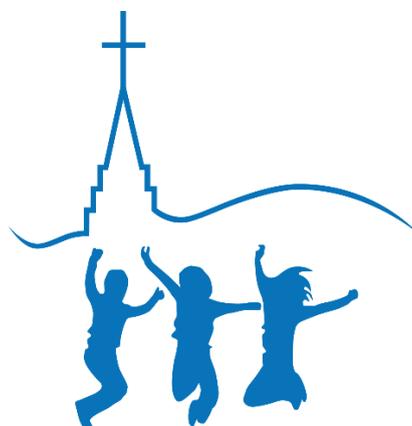


A St. Michael's CE (VA) Junior School Policy



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Our Vision

At St Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

By God's love, we all flourish together

BEHAVIOUR and RELATIONSHIPS POLICY

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|----------------------------------|---------------|
| Reviewed by Headteacher: | November 2022 |
| Ratified by Full Governing Body: | 30.11.22 |
| To be reviewed: | December 2024 |

See also:

Managing Allegations against other Pupils Policy

Antibullying Policy

Safeguarding including Child Protection Policy

Positive handling Including Restraint Policy

Rationale:

It is a core value 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 community, whose values are built on mutual trust and respect for all. This 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 and able to learn.

We believe that good behaviour and discipline are essential to successful teaching, learning and everyone's achievement and wellbeing. As a Church school, appropriate behaviour that follows the example and teaching of Christ, on which our values are based, is core to our mission and ethos. In addition, we believe that Christ's message of the forgiveness of others is a critical part of our restorative justice practise.

Consequently, all curriculum documentation and other policies should pay due regard to the aims and objectives of the behaviour policy. It is important to have high expectations of behaviour from everyone in the school community. Parents are partners with staff in the establishment of good behaviour and discipline. Our management of behaviour is designed to preserve and enhance the self-esteem of our pupils and encourage everyone to take ownership and responsibility for his or her actions.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Aims & Objectives:

Our school ensures that pupils can learn in a calm, safe and supportive environment which protects them from disruption.

The school has a positive approach to discipline that rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed primarily to promote good behaviour, rather than merely to deter unacceptable behaviour. As a school we reward good behaviours through specific praise and recognition and rewards.

We believe that if children have clear understanding of the expectations of acceptable behaviour, they will grow to understand the difference between right and wrong. The school promotes respect, for all people and their property, and every member of the school community is expected to behave in a considerate way towards others, modelling a good example.

We treat all children fairly and apply this behaviour policy in a consistent way. We believe that relentless consistency is required for good behaviour to prevail across the school.

Principles:

At St Michael's, there are **three basic rights** for all adults and children:

- The right to feel and be safe.
- The right to learn.
- The right to be treated with respect.
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As a UN Right's Respecting School, our basic right's also stem from the following articles:

Article 12 - the right to express their views, feelings and wishes in all matters

affecting them and to have their views considered and taken seriously.

Article 13 – the right to express their thoughts and opinions if they are within the law.

Article 15 – the right to choose friends and groups of friends if this does not stop other people from enjoying their rights.

Article 19 – the right to be protected from hurt and mistreatment in body or mind.

Article 29 – the right to an education that helps you develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people

Article 37 - no one is allowed to punish you in a cruel or harmful way

All rules (whole school and those agreed by each class) are designed to protect these rights.

- Everyone has a responsibility to protect these rights through their own behaviour and actions. All paid members of staff are authorised to deal with behaviour issues.
- All adults remain calm and positive when correcting behaviour. They plan what they will say and are conscious of their own self- management.
- Adults are not distracted into arguments or debates with children. They concentrate on the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later. Care is taken when dealing with children with Special Educational Needs.
- Severe consequences do not make children behave well. It is the certainty that they will be held to account for their actions that encourages personal responsibility. Consequences are planned and well thought out so that they are in proportion with the misbehaviour.

We believe that if conflict or harm does occur, to move on, the needs of both parties are similar. It is not about apportioning blame, as we recognise that it is not always possible to identify at the outset of an enquiry who is the harmed/harmer. We therefore ask staff dealing with a situation where harm or conflict has occurred to ask **both** parties the following questions (based on restorative justice principles):

- What happened? (Not 'Why')
- What were your *thoughts* at the time?
- What were your *feelings* at the time?
- Who has been *affected* and how?
- What are your *thoughts* now?
- What are your *feelings* now?
- What do *you* need to move on/feel better?

Solving the problem is then handed over to the parties to agree using this question which encourages the pupil to identify the need for apology and forgiveness.

- What needs to happen now to put things right?

Behaviour Expectations

We expect all children to behave well in school to safeguard the 'three rights' and in particular, the right to learn.

Positive Behaviour Management strategies are used consistently across the school (see appendix 1- Positive Behaviour Management Strategies). If the behaviour continues, the following are followed:

1. Early indications of disruptive/unacceptable behaviour – give a verbal warning and deal, if possible, with any underlying causes to give the child the best chance

to succeed in their learning.

2. If unacceptable behaviour continues, give a second (and final) warning and record the child's name (Erase at the end of session). The child will need reminding of the appropriate, expected behaviour. This is usually sufficient to curb low-level disruption. The child may need the opportunity to work separately within the classroom.
3. If disruptive behaviour continues or is more serious: verbal or physical (e.g. swearing, interfering with other children or their belongings, disturbing other children's learning opportunities, threatening language, hitting or rudeness towards children and/or adults) the child must be removed from the class and sent initially to the partner classroom to have 'time out'. The purpose of 'Time Out' is to allow the child time to calm down and reflect on what behaviour needs to change. (See appendices 2 & 3 - Time Out Procedures and Time Out Slips.)
4. When he/she has calmed down, he/she can return and resume their work. There should be an expectation that the learning activity will be completed and, if it is not, the teacher will identify a time when the work should be finished. At the next appropriate time, the teacher will discuss the behaviour with the child and ensure they are clear of what is expected and decide if any further consequence is needed. The pupil will take their completed Time Out slip to Mrs Prigg/Mrs Cullen at the next break/lunchtime for the Time Out to be recorded.
5. If there is a repeat of the behaviour, the child should be sent to the Head teacher or the Pastoral Care Manager (with an LSA escort if possible). Usually, a lunchtime suspension or internal suspension will occur. The child's parents will be informed and if necessary, invited to a meeting to discuss the behaviour and ways all parties can support the child in improving their behaviour. The Head teacher may make the decision to suspend the child from school for a fixed period.

Children who have Special Educational Needs or Social, Emotional and mental health difficulties (SEMH) may need an adapted approach (e.g. supported 'time out' as determined by their 5 step management plan or one plan) although the behaviour principles remain the same to ensure equity.

The class teacher, with the involvement of the Pastoral Care Manager and Headteacher, follows up serious behaviour incidents. Where patterns of poor behaviour develop or there are sudden changes, parents/carers will be contacted to discuss the situation and establish possible ways forward.

Rewards

We praise and reward our children for good behaviour in a variety of ways:

- All staff congratulate children using specific praise
- All staff may award house points when children 'do the right thing' – i.e. positive learning behaviours, good manners, taking positive initiative.
- All staff may award lunch points for positive behaviour specifically in the dining hall and playground.
- Children are encouraged to reflect on their learning behaviours. Children who show exemplary conduct in these areas are awarded 'Star of the Week' with a certificate, sticker and congratulations in assembly.
- As a school we acknowledge and celebrate the efforts and achievements of our children, both in and out of school in each class and especially via our Celebration Worship

Bullying Definition

'Bullying is the repetitive, intentional hurting of one person or group by another

person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti-bullying Alliance 2022)

Forms of Bullying

Bullying can take many forms:

Physical: e.g. Hitting, kicking, taking belongings, intimidation – invasion of space

Verbal: e.g. Name calling, insults, racist remarks, threats, taunting, homophobic comments

Indirect: Spreading rumours, suspension from social groups

Online Bullying: any form of bullying that is carried out through the use of electronic media devices, such as mobile phones, computers, laptops, tablets, or gaming consoles.

Bullying can occur in any place at any time in places such as:

- playground
- classroom
- lunchtime
- toilets
- to/from school
- online bullying

All forms of bullying allegation are always considered extremely seriously. It will be dealt with firmly with due consideration to the victim and the perpetrator. Where necessary, parents will be fully involved.

HARMFUL SEXUAL BEHAVIOUR

CYP can experience harmful sexual behaviour in various settings. This includes at school, at home (or at another home), in public places, and online. At school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when CYP are travelling home.

How we seek to minimise the risk of harmful sexual behaviour

The principle aim of our approach is to foster the conditions in which our pupils can aspire to and realise safe and healthy relationships, at school and as they continue in life. We work to a culture in which the voice of our CYP is central, where pupils feel able to share their concerns openly, knowing that they will be listened to, and that they will not be judged.

Children and young people

We use relationships, sex and health education (RE, PSHE/RSE and Health Education curriculum) to help our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. We teach them the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. We also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a CYP is abused, it is never their fault.

We help our pupils to develop the skills to understand:

- what constitutes harmful sexual behaviour;
- that such behaviour is not acceptable;
- the possible reasons for such behaviour and vulnerability of perpetrators;

- that they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable – and must tell a trusted adult if they witness such behaviour towards others.

We understand our pupils may not always feel able to talk to adults about child-on-child sexual abuse. To help them, we will encourage them to share their thoughts and opinions, respond to their concerns, and respect and listen to them. We want our pupils to feel confident that any concerns they raise will be responded to appropriately.

Parents and carers

It is important that parents and carers understand what is meant by harmful sexual behaviour and reinforce key messages from school at home. We work in partnership with parents to support our pupils and want to help them keep their child/ren safe. Parents and carers should understand:

- the nature of harmful sexual behaviour;
- the effects of harmful sexual behaviour on CYP;
- the likely indicators that such behaviour may be taking place;
- what to do if it is suspected that child on child sexual abuse has occurred;

Further information to support parents and carers in relation to harmful sexual behaviour is available online, including on the [NSPCC](#) and [Lucy Faithfull Foundation](#) websites.

Staff

Our staff undertake annual safeguarding training where the different types of abuse and neglect are discussed; this includes information about harmful sexual behaviour and our expectations for staff vigilance about this and other potential types of abuse. Staff also receive updates on safeguarding issues throughout the school year, including about the nature and prevalence of harmful sexual behaviour, where appropriate. Importantly, the training also ensures that our staff know what to do if they receive a report that harmful sexual behaviour may have occurred, including how to support CYP.

Our response to an incident / allegation

The wellbeing of our pupils is always central to our response to an allegation or incident of harmful sexual behaviour. Any CYP reporting a concern will be treated respectfully. We will reassure them that they are being taken seriously and that they will be supported and kept safe; no CYP will be given the impression that they are creating a problem by reporting abuse or made to feel ashamed.

Our staff will never promise confidentiality to the CYP as the concern will need to be shared further. The school's Designated Safeguarding Lead will need to be informed as soon as possible of any incident and the details may also need to be shared with Children's Social Care / the police and other specialist agencies. We have in place effective working relationships with our safeguarding partners, which are essential to ensuring that concerns are appropriately managed.

We will explain next steps to the CYP so they understand what will happen, including who will be informed. Where the CYP already has Social Care involvement, such as a Looked After Child, a Child In Need or a child with a Child Protection Plan, we will inform the child's Social Worker and work in partnership with them as appropriate.

Whilst we establish the facts of the case and start the process of liaising with other agencies as appropriate, we will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises, and where applicable, on transport to and from the school.

Where an incident includes an online element, we will always work in accordance with appropriate guidance, taking advice from other partners as necessary. Our staff will not view an indecent image of a CYP unless necessary, nor forward it for any reason.

Recording

It is essential that information relating to allegations about harmful sexual behaviour are recorded within our school, as with any other child protection concern – and in line with our Child Protection Policy. The record may form part of a statutory assessment by Children’s Social Care or by another agency.

Any member of staff receiving a disclosure of harmful sexual behaviour or noticing signs or indicators of this, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. The facts will be recorded as the CYP presents them. Staff will record information on CPOM’s or a pink safeguarding concern form.

The record will then be presented to the Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record this accordingly.

If a CYP is at immediate risk of harm, staff will speak with the Designated Safeguarding Lead or Deputy first, and deal with recording as soon as possible afterwards.

All related concerns, discussions, decisions, and reasons for decisions will be dated and signed and will include the action taken.

Investigation

The Designated Safeguarding Lead will be responsible for leading investigations, and for liaising with other agencies as appropriate, for example Children’s Social Care and the police. They will also be the main point of contact for parents and carers. The Designated Lead will ensure there are accurate records of each stage of the investigation and that any supporting information is included in the Child Protection files.

Risk Assessment

We will complete a risk assessment following a report of harmful sexual behaviour, considering all CYP involved in an incident. We will also consider all other pupils at our school and any actions that may be appropriate to protect them.

Risk assessments will be regularly reviewed to ensure they remain relevant and fit for purpose. Where appropriate, the affected CYP and their parents and carers will be invited to contribute to the completion and review of the risk assessment.

Guiding principles

The safety of our pupils is paramount. We will use a proportionate approach, basing our actions on the principle that harmful sexual behaviour is not acceptable and will not be tolerated.

All concerns will be considered carefully and on a case-by-case basis, underpinned by robust risk assessments. Our actions will not be judgemental about the guilt of the alleged perpetrator and will always be taken in the interests of all CYP concerned.

Our approach will help us to ensure that all pupils are protected and supported appropriately. The following principles will guide us:

- the wishes of the CYP in terms of how they want to proceed – the victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including whether a crime may have been committed;
- the ages and developmental stages of all CYP involved;
- consideration of any power imbalance between the CYP – for example, is the alleged perpetrator significantly older, more mature, or more confident / does the victim have a disability or learning difficulty;

- consideration of whether the alleged incident a one-off or a sustained pattern of abuse;
- consideration of any ongoing risks to the victim, other CYP, or staff;
- consideration of any other related issues and wider context.

Supporting the CYP who has allegedly experienced harmful sexual behaviour

We will assess what short-term and long-term support a CYP may need to help them manage the immediate aftermath of an incident, and to recover from what they have experienced. The CYP's existing support network will be central to this work; we will work with other partners as appropriate and in accordance with the CYP's wishes and, wherever appropriate, in discussion with parents / carers.

We will consider what is necessary to support the CYP straightaway, for example by making adaptations to their timetable and in-school support and taking steps to protect them from attention or peer pressure they may experience due to making a report. This work will be guided by a robust risk assessment process and we will ensure that the CYP and their parents / carers have an opportunity to contribute. We will also ensure there is regular review of arrangements to be confident they meet the needs of all involved.

It may be necessary to make requests for support to mental health and wellbeing services or for therapeutic intervention. We may also need to link with other agencies to remove inappropriate material from the Internet, such as the [Internet Watch Foundation](#).

Supporting the CYP who has allegedly displayed harmful sexual behaviour

We have a duty of care to all pupils and we will protect and support CYP who have displayed abusive or harmful sexual behaviour. We will do this through considering the needs of the CYP, any risks to their safety and what multi-agency responses are needed to support them and their family. This work will be guided by a robust risk assessment process and we will ensure that the CYP and their parents / carers have an opportunity to contribute. We will also ensure there is regular review of arrangements to be confident they meet the needs of all involved.

Some CYP may not realise they have behaved abusively. We will avoid using language that may make them feel judged or criminalised and ensure that any intervention will be at the least intrusive level required to effectively address the behaviour.

We will consider appropriate sanctions using our behaviour policy, and work with the CYP and their support network to consider measures that may help to address the CYP's behaviour.

Investigation outcomes

Our investigation of an allegation or incident as set out in this policy will enable us to determine the outcome, working with our safeguarding partners as appropriate. We will always seek to ensure that the outcome of an investigation is appropriate and proportionate to the circumstances in relation to the report. Various options are open to us, as set out below:

Manage internally

In some cases, for example, one-off incidents, we may take the view that the CYP concerned are not in need of early help or statutory intervention. In these cases, we will follow our other school policies in addressing matters, for example our behaviour / anti-bullying policies.

We will also consider what support the CYP involved may need going forward - for example, pastoral support, counselling services, and ensuring that there is a trusted adult for those affected to speak with if they wish to. We will also consider whether any intervention or support is required as part of a whole setting approach or with the wider school community.

Early Help

Where statutory intervention is not required or agreed, we may use early help instead. This means providing support as soon as a problem emerges, at any point in a CYP's life. We will work with parents and carers and other relevant partners when following this approach, which can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation.

Requests for support to Children's Social Care

Where a CYP has been harmed, is at risk of harm, or is in immediate danger, we will make a request for support to Children's Social Care. We will generally inform parents and carers of this unless to do so may put a CYP at additional risk. We will seek advice from other partners on such matters.

If we make a request for support, Children's Social Care will consider whether the CYP involved need protection or other services. Where statutory assessments are appropriate, the school will work with Children's Social Care and other agencies as appropriate. Partnership working helps to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other CYP that require support.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. If a statutory assessment is not considered appropriate by Children's Social Care, we will consider what other support may be required. We will make further requests for support to Children's Social Care if we consider that a CYP remains in immediate danger or at risk of harm.

Reporting to the police

Where a report of rape or assault by penetration is made we will report it to the police. Reports of alleged sexual assault may be reported to the police. We will generally inform parents or carers about reports of sexual abuse, unless to do so may put a CYP at additional risk. We will seek advice from other partners in individual cases.

In circumstances where parents or carers have not been informed, we will ensure that we support the CYP in any decision we take. This is likely to be with the support of Children's Social Care and any appropriate specialist agencies.

Where we have made a report to the police, we will consult with them and agree what information can be disclosed to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the police and other agencies as appropriate to support all CYP involved (including potential witnesses). This will help to ensure that any actions we take do not jeopardise a police investigation. Sometimes the police will decide that further action is not required. In these circumstances we will continue to engage with other agencies to support the CYP involved.

Use of Force to Control or Restrain

All members of staff are aware of and follow our policy on the use of force to control or restrain and only trained staff intervene physically to prevent injury to a child or to prevent a child from hurting themselves, others, or school property.
(See separate Policy – “Positive handling Including Restraint Policy”)

Searching with consent : (*Linked to Government advice DFE-0056-2011*) School teaching staff (including HLTAs) are permitted to search pupils with their consent for any item, which is banned by the school rules. Items banned are:
- items prohibited by law (knives, weapons, alcohol, illegal items and stolen items)

In practice, this will mean staff asking pupils to turn out pockets, open their bags etc. Any items found will be confiscated, placed in a secure place and returned to the child/parent at the end of a school day. A prohibited item will be dealt with in accordance with government guidance (see below) if a child refuses to cooperate, detentions will be applied and the parents contacted.

Searching without consent

The law allows searching without consent relates to the items listed below:
- Knives, weapons, alcohol, illegal drugs and stolen items

Such searches will take place where there are reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item.

Searching without consent is limited to the Headteacher, Deputy Headteacher, Upper School Leader and Pastoral Care Manager. The member of staff must be the same sex as the child and will be witnessed by a further member of staff (if possible, the same gender as the child)

The extent of searches is limited to clothes, possessions and personal storage places (e.g. trays)

The power to search without consent enables a personal search, involving the removal of outer clothing and searching of pockets. (Searches that are more extensive can only be carried out by the police.) Reasonable force is permitted in line with established government guidance.

A prohibited item will be dealt with in accordance with government guidance and where necessary, the police will be contacted.

Parents will be informed if a prohibited item is found unless it is judged inappropriate to do so.

Mobile Phones

Mobile phones brought to school must be handed in to the HT's office for safe keeping and may be collected once the pupil has been dismissed by their

class teacher. Once collected at the end of the day, the phone must not be used until the child is off the school site.

If phones are found on the child, during the day, they will be confiscated and parents contacted. The phones will remain at school until the parents can collect them. Mobile phones can only be brought in by year 5 and 6 pupils.

Roles & Responsibilities:

i) The role of the Class Teacher (or other members of staff leading learning)

It is the responsibility of the class teacher to teach children the correct way to behave and to ensure that the school rules are upheld in their class, that the pupils discuss and agree appropriate rules for their classroom and that the pupils in their class always behave in a responsible manner. (All rules are designed to ensure that the 3 Rights are met).

The class teachers in our school have high expectations of all children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Where children fail to work hard, teachers will make a judgement as to whether a lunchtime 'time out' for 'catch up' is required.

The class teacher treats each child fairly and enforces the class/school rules consistently. The teacher treats all children in their class with respect, dignity and understanding and models forgiveness for poor choices.

Agreed Positive Behaviour Management procedures are followed consistently to create high expectations for children. Children are recognised and rewarded for making good choices.

The class teacher liaises with the Headteacher/Deputy Headteacher/Pastoral Care Manager/SENCO as appropriate regarding behaviour concerns; this may also involve contact with external agencies, to support and guide the progress of each child. Children with specific behavioural needs have individual management plans to assist with this process.

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. This should be done proactively and supportively, with a problem-solving approach.

ii) The role of the Headteacher (or Deputy Headteacher)

It is the responsibility of the Headteacher (or Deputy Headteacher in the Headteacher's absence), under the School Standards 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 head teacher to ensure the health, safety and welfare of all children in the school.

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. The Headteacher is also responsible for arranging any necessary training to enable the staff to fulfil the behaviour policy.

The Headteacher and Pastoral Care Manager oversee the record keeping of all reported serious incidents of misbehaviour.

iii) **The role of Support Staff and Midday Staff**

It is the role of support staff to ensure school rules are upheld and that the children in their care behave responsibly in school and on the playground in line with the behaviour policy (see appendix- Positive Behaviour Management Strategies)

The support staff in our school are expected to treat each child fairly, with respect and understanding and to follow the school policy on behaviour and discipline.

The same is expected of mid-day staff. (see appendix 4– MDA Positive Management Strategies)

Midday time out slips must be completed and handed to the class teacher. At the next break/lunchtime the pupil will take the slip to Mrs Prigg/Mrs Cullen for the timeout to be recorded.

iv) **The role of the Pupils**

Each pupil in our school is expected to always follow rules of the school/class so that the 'three rights' can be upheld.

Therefore, each pupil in our school should always behave responsibly and show respect for adults and other pupils.

v) **The role of the Parents**

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

The school Behaviour and Discipline Policy is available to all parents on the school website, or a hard copy can be obtained at the school office. This is reinforced in the Parent and Pupil Handbook and in the Home/School Agreement, which is sent home to parents at the beginning of each school year.

We expect parents to support their child's learning and to co-operate with school. We try to build a supportive dialogue between the home and the school and we inform the parents immediately if we have concerns about their child's welfare or behaviour as well as being proactive about reporting significant achievements.

If the school must use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way

their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Headteacher. If they still have concerns, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

vi) **The role of the Governors**

The Governing Body has the responsibility, in conjunction with the Headteacher, 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.

The Headteacher has delegated management of the day-to-day implementation of the school behaviour and discipline policy, but governors may be called upon to give advice. The Head teacher must consider this when making decisions about matters of behaviour.

Behaviour outside of school

The DfE Behaviour in Schools (September 2022) gives Headteachers the ability to ensure that pupils

behave when they are not on school premises or under the lawful control of school staff. We will investigate, if appropriate, and act on any reported incidents of poor behaviour or bullying that takes place outside of school or encourage parents to report any concerns to the relevant agencies. Although online bullying is most likely to happen outside of the school, the school will support and liaise with parents, children and if necessary the police and other agencies to manage incidents successfully.

Fixed term suspensions and permanent suspensions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent suspension in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The government supports headteachers in using suspension and permanent suspension as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent suspension are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The Headteacher has the responsibility for giving fixed-term suspension to individual children for serious acts of misbehaviour including anti-social behaviour. For repeated or very serious acts of misbehaviour or anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are taken before the school governors have been notified. The Chair of Governors is notified immediately after the parents have been informed, by letter.

Only the Head teacher (or Deputy Head teacher in the Head teacher's absence) has the power to suspend a pupil from school. They may do so for one or more fixed periods, for up to 45 days in one school year. The Headteacher may also exclude a child permanently. The law does not allow for extending a suspension or 'converting' a suspension into a permanent suspension. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent suspension may be issued to begin immediately after the end of the suspension.

If the Head teacher suspends or excludes a pupil, she informs the parents immediately, giving reasons for the suspension or suspension. This is followed up in writing giving details of the conditions of the suspension or suspensions and appeals process.

The Head teacher informs the governing body and the LEA about any permanent suspension, and about any fixed-term suspensions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher. The Chair of Governors receives a copy of the parent's notification of any suspension.

The Governing Body has a discipline committee, which is made up of between three and five members, which considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider suspension, they consider the circumstances, in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupils should be re-instated. If re-instatement is agreed, the Headteacher must comply with this ruling.

The Headteacher and Senior Leaders monitor the effectiveness of this policy on a regular basis. The Headteacher reports on this to the governing body and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

- Time out slips are passed on to the Head teacher/Deputy Head teacher/Pastoral Care Manager (including Playground Behaviour Slips) slips to monitor behaviour who will log the time out.
- More serious incidents of behaviour will be noted on CPOM's including Internal Suspensions.
- A log is kept of children who have had a lunchtime or classroom time out.
- The Headteacher keeps a record of any pupil who is externally suspended for a fixed term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rates of suspensions and to ensure that the school policy is administered fairly and consistently.

Policy Statement:

At St Michael's CE Junior School our approach to behaviour and discipline is summed up through the three rights and these inter-related policies: -

- Behaviour & Discipline policy
- Positive Handling including Restraint Policy
- Anti-bullying policy

The rationale and the aims and objectives of all these policies are related and as such, the policies are not applied in suspension. Each of these policies also link to **DFE Guidance Use of Reasonable Force July 2013**

Other documents taken into consideration:

Behaviour in Schools – DFE Advice September 2022

Suspensions and suspensions in from schools – DFE September 2022

Preventing and Tackling Bullying – DFE July 2017

Members of staff have also taken part in a training session on the use of positive handling strategies for children with severe behaviour difficulties. All staff are familiar with the policy and adhere to it, frequent reviews take place, amendments are made as, and when required to ensure the needs of all are fully met.

The Governing Body reviews this policy every two years. They may, however, review it earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Appendices

1. Positive Behaviour Management Strategies
2. Time Out Procedures
3. MDA Positive Behaviour Management Strategies

Appendix 1. Positive Behaviour Management Strategies

| Levels of behaviour | Examples | Strategies | Examples of language/signs |
|---------------------|---|---|---|
| Low | <p>Calling out Distracting others Making noises Wandering around the classroom Fiddling Talking over adult or peer Not on task/Chatting</p> | <p>Tactically ignore (TI) (with proximity praise)</p> <p>Non verbal signals for appropriate behaviour</p> <p>Non verbal signals to stop inappropriate behaviour</p> <p>Positive rule reminder</p> <p>Proximity praise of children around displaying positive behaviour</p> <p>Praise when child back on track</p> <p>Positive intervention with children not doing what you want.</p> <p>Use questions that make a child take responsibility for his/her behaviour</p> <p>Offer choice and give take up time</p> <p>Agreed compliance</p> <p>Give first verbal warning at your discretion</p> | <p>It is good to see your hand up Bill</p> <p>Thumbs up</p> <p>Finger to the lips/miming writing</p> <p>Can someone remind me of the rule about calling out?</p> <p>Sarah, you have lined up quietly and sensibly- well done/ it is good to see you working so hard Joe.</p> <p>Well done, Jane- I can see you really concentrating.</p> <p>How are you getting on with this? /See if you can get that question finished in two minutes and I will be over.</p> <p>Where should you be working Ben/what should you be doing/How should we move through the hall Sam?</p> <p>Finish your work now or at break time Adam.</p> <p>Jack, face the front thank you.</p> <p>Jack you are still turning around – first warning</p> |
| Medium | <p>Repeating the above Hurting another child e.g. barging past / knocking with chair</p> <p>Scribbling on/ screwing up their own work</p> <p>Refusing to work</p> | <p>Move child within classroom</p> <p>Verbal reminder of what behaviour is expected</p> <p>First warning verbal</p> <p>Second warning- initials recorded</p> | <p>I have asked you to sit down and finish your work.</p> <p>Anne you are still talking- first warning</p> <p>Anne you are still talking- (initial on board)</p> <p>Anne –take a Time Out slip and go to ____ class</p> |

| | | | |
|--------|--|---|--|
| | | At third time of unacceptable behaviour Time Out in partner class. | NB If a child has had Time Out at the next break time the adult responsible needs to talk through the behaviour with the child and allow them to identify other choices they could have made. If the adult's decision is that the child did not complete enough work, they may <u>also</u> get the child to work for part of their next break time. Retain slips for record. |
| High | <p>Deliberately hurting another child e.g. hitting/kicking/fighting</p> <p>Answering back / rudeness to teacher</p> <p>Defacing someone else's work</p> <p>Provoking another child to becoming angry/upset</p> <p>Throwing/ Breaking small items of equipment</p> <p>Bullying (as defined by the anti-bullying policy)</p> | <p>Immediate Time Out in partner class</p> <p>Internal Suspension</p> <p>Fixed Term Suspension</p> <p>NB. always the adult responsible for the class needs to use their professional judgement as to whether the behaviour warrants an immediate Time Out or a warning.</p> | <p>That is unacceptable behaviour Joe – take a Time Out slip and go to _____ class.</p> <p>NB If a child has had Time Out at the next break time the adult responsible needs to talk through the behaviour with the child and allow them to identify other choices they could have made. If the adult's decision is that the child did not complete enough work, they may <u>also</u> get the child to work for part of their next break time.</p> <p>If the child refuses to leave the class, then a sensible child should be sent to ask Mrs Prigg/ Mrs Dines/Mrs Cullen to come to class.</p> |
| High + | <p>Repetition of above including persistent incidents over several days or weeks.</p> <p>Deliberate destruction of school property. Destroying displays of children's work.</p> <p>Injury to a child or adult.</p> <p>Premeditated actions leading to the harm of another child/children.</p> | Internal suspension, Fixed term suspension, Permanent suspension. | SLT or Mrs Cullen alerted immediately. |

Appendix 2 - Time Out Procedures – Updated February 2022

All staff are responsible for addressing pupil's poor behaviour as per the school Behaviour and Relationships Policy. Please find below clarification of the Time Out Procedures.

There will be occasions when children will be asked by an adult to take 'Time Out' after two warnings (one verbal and one name on board). The children should be made aware what the warning is for (each time) for them to try to change that behaviour. The name on board will last for one session (for PPA – each lesson is a session. Any other day – before break, before lunch and the afternoon are the sessions). Occasionally a child may need an immediate time out as decided by the class teacher (guidelines in behaviour policy). The following procedures still apply.

'Time Out' is to be used to give the child a chance to calm down and reflect on how they have been behaving and identify what they need to do differently once back in class. It is the class teacher's responsibility to ensure all children know that the following procedures should be followed.

- The adult (following the Behaviour Policy) will ask the child to take 'Time Out'.
- The child will take a 'Time Out' slip and go to their partner class (see below).
- In the exceptional circumstance that a child refuses to leave class please alert Mrs Prigg/Mrs Dines/Mrs Watts or Mrs Cullen immediately.
- The receiving class will give the child a place to complete their slip and after 5 mins will ask the child to go back to class. They may ask the child why they have been sent for time out, but please do this discreetly, not in front of your own class.
- At the next break/lunch time the adult will talk through the slip with the child and decide whether a further consequence is needed (this could be if the adult feels more work needs to be completed or the behaviour displayed warrants it.) The adult will write on the back of the time out slip any further information, including further consequences, that the adults recording the Time Out need to be aware of.
- The adult MUST sign the Time Out Slip.
- At break time/lunchtime the child will be asked to take the slip to Mrs Prigg/Mrs Dines/Mrs Watts or Mrs Cullen so the time out can be logged into the behaviour book and any further consequence can be completed. The child must go to Mrs Prigg's or Mrs Cullen's office to find them. If both offices are empty the child must knock on the staffroom door to be seen.
- On a day that the class teacher is not there e.g.PPA day, the adult taking the class must ensure the Time Out slip is fully completed. The slip can then be left on the teacher's desk for them to give to the pupil the next day. The covering adult must have spoken to the child about the Time Out.

Partner classes:

| | |
|----|-----|
| 3M | 3R |
| 4A | 4MB |
| 5D | 5J |
| 6O | 6S |

Appendix 3. MDA Positive Behaviour Management Strategies

| Levels | Examples | Strategies | Examples of Language |
|--------|---|---|---|
| Low | <p>Being noisy in dining hall</p> <p>Pushing in line</p> <p>Using gym trails on wrong day</p> <p>Using equipment incorrectly Rough Play</p> | <p>Non verbal signals for appropriate behaviour</p> <p>Non verbal signals to stop inappropriate behaviour</p> <p>Proximity praise of child displaying positive behaviour</p> <p>Positive rule reminder</p> <p>Praise when child back on track</p> | <p>Thumbs up Finger to lips</p> <p>Well done, Bill- you are eating sensibly and quietly (give lunch point) Mike – you're lining sensibly (give lunch point)</p> <p>Sally- what's the rule about voices used in the dining hall? Dan- How should we join the line? Whose day is it on the gym trail John? What should that skipping rope be used for Clive? What games should we be playing Joe?</p> |
| Medium | <p>Repeating the above</p> <p>Hurting another child e.g. barging past/hitting with a ball or other equipment accidentally/barging in line</p> <p>Refusing to do as asked Being rude to a peer/adult</p> | <p>Verbal reminder of what behaviour is expected</p> <p>Find out what happened- accident- apology deliberate – apology & 5mins online NB use your judgement if incident warrants child being sent inside to Mrs Prigg/Mrs Dines/Mrs Cullen</p> <p>Verbal Warning</p> | <p>Dan- I've asked you to move to the back of the line- Thank you (agreed compliance) Joe- that's not an appropriate game, choose something else.</p> |
| | | <p>Find out what happened-- apology & 5mins on line NB use your judgement if incident warrants child being sent inside to Mrs Prigg/Mrs Dines/Mrs Cullen</p> <p>NB If a child has 5 minutes on the line this needs to be recorded and the class teacher informed.</p> | <p>Bill, I've asked you to come off the gym trail- if you choose not to you will need to see Mrs Prigg/MS Dines/Mrs Cullen</p> |
| High | <p>Further repetition of above</p> <p>Targeted swearing/Extreme bad language</p> <p>Fighting</p> | <p>Send child/children into Mrs Prigg/Mrs Dines/Mrs Cullen</p> <p>NB If a child refuses to come into the school to</p> | <p>NB : Lunchtime Behaviour Slips</p> <p>The midday team will complete a 'Playground Behaviour Slip' if necessary and hand it to the class teacher at the end of lunchtime. The slip will indicate</p> |

| | | | |
|--|---|---|---|
| | <p>Deliberate/targeted hurting of another child</p> <p>Extreme rudeness to an adult (shouting at an adult, mickey taking)</p> | <p>Mrs/Prigg/Mrs Cullen then a sensible child should be sent to ask them to come to the playground.</p> | <p>if the situation is resolved, or the class teacher needs to take further action. At the next break time/lunchtime, the child will take the slip to the Headteacher/Deputy Headteacher/Pastoral Care Manager for it to be recorded in the behaviour book.</p> |
|--|---|---|---|