



# St Michael's Academy

<b>St. Michael's Academy</b>  Behaviour Policy	Date signed off:  Autumn 2020
	Review Date:  Summer Term 2022

The school strives to create a positive and caring environment with high expectations for children's learning and behaviour. The school aims to build a pastoral structure which encourages the development of the relationships between pupils and teachers based on trust gained through mutual respect and understanding. This in turn creates an ethos of selfdiscipline and responsibility towards others within and beyond the school structure. A relevant and appropriate curriculum, as well as a varied and motivating delivery, matched with pupil involvement, are important elements of promoting good behaviour.

Pupils should be taught what is expected of them in terms of work and behaviour and there should be a shared responsibility by all adults in the school towards the setting and maintaining of such standards in consultation with the governors, parents and pupils. These standards need to be clearly understood and accepted by staff who should recognise the shared responsibility for dealing with difficulties.

There must also be a clear communication of expectations to both children and parents who must see that standards set, sanctions and rewards are fairly and consistently applied. Relevant information concerning pupils should be recorded and communicated at the earliest opportunity to all involved, including the parents.

# Contents

1. Rewards
2. Discipline/Sanctions
3. Exclusions
4. Protocol for the SIMS points system in accordance with the Behaviour Policy
5. Individual Behaviour Plan (IBP)
6. Appendices

## 1 Rewards

Praise is a powerful motivation for children. This can be given in many ways, for example:

- Verbal praise or encouraging body language.
- Written praise or use of stickers, stamps, charts, Class Dojo.
- Praise through the use of Better Learner Skill certificates and Head Teachers Award certificates.
- Sharing success with other teachers, classes or in assembly.
- Giving some special responsibility as a direct result of, or to encourage good behaviour.
- Communicating praise to parents.

### 1.1

Class Dojo Points Children gain Class Dojo points for Independent Enquiring, Reflective Learning, Creative Thinking, Self-Managing and Team Working. A child can also gain a Head Teachers Award certificate, nominated by their class teacher, if they have achieved something of note that week.

### 1.2

#### PHSE

The children take part in at least 30 minutes of PSHE time a week. PSHE time is used to reinforce positive behaviour. At St Michael's Academy, we are committed to improving children's emotional and social skills with the aim of increasing their confidence to learn.

## 2 Discipline/Sanctions

We expect children to show high standards of self-discipline in their work, behaviour and attitude throughout the school. Occasionally, children let their standards slip. The behaviour is dealt with in a firm, fair and consistent way in accordance to the behaviour procedure, with the behaviour not the child criticised.

Inappropriate behaviour may result in loss of a break or lunchtime play, which is spent in the HIVE in order for the child to reflect on their behaviour and have the emotional support from a member of staff to assist them in developing social and emotional strategies.

### 2.1 The Hive

---

Signed by Chair of

Governors:..... Date:.....

The Hive is a support room which is staffed all day by our behaviour specialist. The room is available for pupils who may be finding it a challenge to be in the classroom for reasons such as: behaviour, social/emotional needs or noise. The Hive provides a quiet working environment and the emotional support for individuals. It is the responsibility of the Hive staff to monitor the behaviour within the school and provide data to the Head Teacher and class teachers who use the Hive and the reasons why.

If children are persistent or serious offenders, parents will be notified in accordance to the school's behaviour procedure to encourage a team approach to solve the problem. Negative behaviour is recorded on SIMS in order to establish sufficient evidence for placing the child on the code of practice or the involvement of other agencies such as behaviour support, EWB, or psychological services. A copy of the SIMS points system is available for parent/carers to see at any time.

## 2.2 Low Level Behaviour

- The discussion of issues concerning individual and groups of children should normally form a part of staff and year group meetings to inform communication.
- A record of specific behaviour is kept on SIMS in order behaviour can be record and monitored by all staff.
- Lunch time behavioural issues are dealt with on the playground, by class teachers or in the HIVE.

## 2.3 Racist and Homophobic Behaviour

- Racist and homophobic behaviour is dealt with firmly by the head teacher. Each incident is recorded on SIMS by the relevant member of staff and reported to the board of governors at FGM.

## 2.4 Severe Behaviour

The following behaviour constitutes 'severe behaviour':

- Racial abuse
- Verbal abuse
- Physical or verbal bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour (e.g. violence, running away from school, vandalism)
- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of other pupils ☒ Any behaviour that requires the immediate attention of the teacher

Following an initial incident of severe behaviour, and any further incidents, the following special educational and behavioural support sanctions will be implemented:

- The pupil involved must be sent to the head teacher immediately, or, in their absence, the most senior member of staff. The head teacher will investigate the incident and decide whether or not it constitutes severe behaviour. The incident will be recorded on the SIMS points system.
- If the head teacher deems the behaviour to be severe, the child will be kept inside at break and lunch time.
- The head teacher will inform the pupil's parents/carers, and invite them to discuss the incident. Parents/carers will be made aware that a repeat offence will result in the pupil being monitored with a behaviour report.
- Victims of any severe behaviour will be allowed the opportunity for counselling from an appropriate member of staff.

Following a second incident of severe behaviour:

- The pupil's behaviour will be monitored, using a Behaviour Report Card (BRC), for a specified period of time proportionate to the incident.
- If the pupil demonstrates any unacceptable behaviour during this time, the class teacher should make a comment on the pupil's BRC.
- The pupil must present their BRC to their responsible member of staff at the end of each session for a comment and signature.
- At the end of the specified period, the pupil must present their BRC to the head teacher for a comment and signature.
- If the head teacher is not satisfied with the pupil's behaviour during the specified period, the BRC may be extended.
- Parents/carers will be informed that the pupil is on behaviour report, and that any further severe behaviour may result in exclusion.

---

Signed by Chair of

Governors:..... Date:.....

## 2.6 Physical Intervention.

St Michael's Academy draws a distinction between physical intervention (e.g. restraint/use of reasonable force) and other forms of appropriate physical contact such as guidance and prompting

All members of staff have the legal authority to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and complies with the DfE's guidance on when it is permissible to use reasonable force.

Physical intervention will only be used, in line with St Michael's Academy Physical Restraint and Use of Reasonable Force Policy, as a last resort and only as a method of restraint. Staff members must use their professional judgement of the circumstance to decide whether physical intervention is necessary. If possible, staff should ensure that a second member of staff is present.

Following an instance of physical intervention, the pupil should immediately be taken to the head teacher and the pupil's parents/carers should be contacted and may be asked to take the pupil home for the rest of the day. Any such incident must be immediately reported to the Head teacher and a signed and dated report of the incident written on SIMS. A record of the restraint is also recorded in the **BOUND BOOK**. Teachers should not intervene if their personal safety is at risk or where they believe intervention might lead to an accusation of assault or abuse. It is unlawful to use any degree of physical contact which is deliberately intended to punish pupils.

At St Michael's Academy reasonable force must only be used to:

- Remove a disruptive child from the classroom when they have refused an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom, if leaving would put their own safety or others at risk, or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

## 3 Exclusions

---

Signed by Chair of  
Governors:..... Date:.....

It is the school's policy only to exclude a child as a final resort if all other avenues of behaviour management have been explored or as a result of extreme bad behaviour. This process can only be initiated by the Head teacher or by the Deputy Head teacher in the Head Teacher's absence and must exactly follow the process as set out within this policy.

The Head teacher may decide to exclude pupils for:

- Actual or potential physical violence by the pupil towards other pupils or adults in the school community;
- Seriously disruptive behaviour such as might prevent the proper conduct of a class or classes, seriously interfere with the learning opportunities of others or lead to a breakdown in school discipline;
- Conduct which would endanger other pupils;
- Racial abuse or harassment, sexual abuse or harassment; intimidation or verbal abuse of staff or pupils.

### **Types of exclusion**

3.2 Fixed Term The Head teacher may exclude a pupil for up to 45 days in any school year. The exclusion should be regarded as a "cooling off period" during which time reports on the pupil and meetings with parents can be arranged with the intention of the child returning to school. On return to school a meeting will take place with the Head Teacher, teacher, parents/carers, Pupil and other staff involved with the pupil.

3.3 Permanent Exclusion This will be used when the Head teacher decides the pupil should not return to school. This sanction is the last resort and will be used when allowing the pupil to remain at school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Parents have a right to make representation to the School Governors whenever their child is excluded.

3.4 Internal Exclusion (Isolation) In incidents of extreme inappropriate behaviour or when the Head teacher decides that it would not be beneficial to the pupil to be out of school for an exclusion, the pupil will work in another room with an adult. The parents/carers will be informed by the head teacher. The pupil will continue to complete the class work set by the teacher but their break times will be separate to other children.

Following return to class, a blue report card will be issued for 1 week and the class teacher will monitor the behaviour. If the reason for the exclusion is 60+ points then the school return to **school exclusion meeting** will take place, in accordance to the behaviour policy.

---

Signed by Chair of  
Governors:..... Date:.....

### 3.5 School exclusion meeting (see Appendix 1)

## 4 Protocol for the SIMS points system in accordance with the Behaviour Policy

When a pupil has accumulated points the following actions will take place:

- **15 points** – The class teacher will make contact with the parent/carer to inform them of their child’s behaviour. A discussion will take place in relation to interventions that are needed to change the behaviour.
- **20 points** –A report card will be issued to the child. This will have specific targets on for the child to achieve each day. The teacher will sign if the targets are met and this will also be recorded on SIMS. The parent/carers will sign and comment each day. This is the start of a home/school behaviour intervention. At this point the PFSA will be informed.
- **35 points** – If the pupil reaches 35 despite the above interventions then the Head teacher will arrange a meeting with the parents/carers, teacher and pupil. A yellow report card will be issued to the pupil and signed each lesson. The parents/carers will be informed of the protocol if the pupil reaches 60 points. It will be at the teacher’s discretion when the report card will stop. Data will be collated to ascertain where the problem areas/times/lessons are to enable interventions to be put in place.
- **60 points** – Three day external/internal exclusion. On return to school/class there will be a return to school exclusion meeting and the **BEHAVIOUR INTERVENTION PLAN (BIP)** will commence.

## 5 Individual Behaviour Plan (IBP)

---

Signed by Chair of  
Governors:..... Date:.....



It is important to provide support for pupils with particular behavioural and emotional problems in the same way we expect to support children with educational difficulties. Such children may be placed on an individual behaviour plan (IBP) appendix drawn up by the SENCo. Targets should be established by the class teacher in conjunction with set teachers and Head/Deputy/SENCo as necessary. They need to be specific and achievable.

5.1 The following is a list of possible categories on which to base IBPs:

- Focusing on tasks - getting started
- Working independently - remaining on task
- Relationships with adults
- Co-operation with peers
- Building confidence and self-esteem
- Social/personal skills
- Organisation skills
- Approach to learning (class and homework)
- Controlling aggression
- Behaviour in classroom
- Behaviour at break/lunchtimes
- Behaviour in dining hall

5.2 Teachers should meet with the pupils/parents/staff in accordance to the behaviour procedure plan to agree targets. Once the general areas and specific statements have been selected, the IBP can be printed by the SENCO. The IBP is periodically reviewed as with IEPs.

## 6 Appendices

## Appendix 1

### **Exclusion return to school meeting**

Prior to the return the class teacher will have completed a Behaviour Intervention Plan to highlight specific areas so that the Individual Behaviour Intervention plan can be generated Supporting documents- **Behaviour intervention plan/contract/report card/minutes from previous meetings.**

Minutes of the meeting to be taken and filed.

- Discussion about why the pupil was excluded. What behaviour was exhibited?
- Discuss the interventions that were in place prior to the exclusion and what the school can offer to help the pupil on their return to school.
- **Pastoral Support Plan** to be discussed. (SENCo will produce this.)
- Discuss with the pupil and parent/carer what the school feels are achievable targets. Explain how the **report card** (see appendix 2) will work.
- Discuss the **consequences** if they are not met.
- Explain that the report card can last as long as it needs to but the shortest length is 3 weeks. **1 week on a red card, 1 week on yellow and 1 week on green.** Each colour can be extended if the targets are not met. New targets are discussed between the teacher and the pupil as to when the pupil moves onto the next colour.
- The **pupil must report to a member of the SLT** at the end of each day for the card to be signed and then taken home for parents to sign.
- It is the responsibility of the pupil to present the card to school each day. **Parents must support this.** If not, it may result in being on a report card a further week.
- A pre- written contract (see Appendix 3) will be agreed and signed by head, parents and pupil.
- On a **Monday morning the pupil will come to the Hive** to collect the report card for that week. The Hive will collate all data and report back to the SLT.

# My Behaviour Contract

Name \_\_\_\_\_ Date \_\_\_\_\_

These are my agreed targets.

1. \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

I will give my report card to the teacher in my lessons. It is my responsibility to look after the card.

I will ensure that my teachers and my parent/carer signs the card each day.

My contract will be reviewed in 2 and 4 weeks. If I have met my targets each week I will then no longer need a report card after 3 weeks.

Review date \_\_\_\_\_

Signed by Head teacher \_\_\_\_\_

Pupil \_\_\_\_\_

Parent/Carer \_\_\_\_\_