



Positive Behaviour Policy

This policy is supported by the Governing Body Statement of Behaviour Principles.

Approved:
7th December, 2022

Next review:
December, 2023

OUR VISION

Our vision at St. Michael's is that every child receives an excellent education and feels valued for who they are. We want to lay a foundation of curiosity, tapping into children's natural inquisitiveness about the world around them, and to foster their ambition by recognizing and responding to their talents and individuality. We seek to treat everyone in our community with love, honesty, forgiveness and respect, rooted in the principle of 'do to others as you would have them do to you' (Luke 6:31).

OUR VALUES

Love – Honesty – Forgiveness – Respect

These values promote fundamental British values of democracy, the rules of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

OUR GOLDEN RULE

**'Do to others as you would have them do to you'
(Luke 6:31).**

At St. Michael's we flood the school with positivity and to this end we introduce our "Positive Behaviour Policy" with clear steps towards rewards for effort, behaviour, learning and collaboration. This is underpinned by our Golden Rule model which highlights the importance of treating others as we would wish to be treated by demonstrating love, honesty, forgiveness and respect in all aspects of school life.

Our school has a positive behaviour management approach. We believe that positive experiences create positive feelings and positive feelings create positive behaviours.

Consequently, there is a consistent approach to the celebration of these behaviours throughout the school.

WHOLE-SCHOOL CELEBRATION STATIONS

To underpin our whole school focus on positive attitudes, our Christian values and the overarching Golden Rule, each classroom has a Celebration Station. This area is dedicated to celebrating the positive behaviours of the children in the class, as well as providing a reminder of our Golden Rule and what each class is working towards. Each Celebration Station will display the following:

- The Golden Rule
- The class marble jar and the associated 'treat' that the class is currently working together to achieve
- A Dojo Dynamite board for recording the name(s) of those who have achieved it each day

POSITIVE BEHAVIOUR REWARDS

We reward* and incentivise positive behaviour through:

- Headteacher Certificates - celebrating outstanding work or effort in Celebration Worship.
- Good Citizen Certificates - celebrating contributions to the wellbeing of the school (linked to our RSHE curriculum objectives)
- Christian Value awards, nominated by their peers, for demonstrating our school Christian values.
- Attendance certificates – good and improved attendance is celebrated and rewarded. Each week the class with the best overall attendance receives the Attendance Ted and earns a 'coin' for our Bank of Attendance display in the hall.
- House Dojos – awarded for behaviours that uphold our Golden Rule model. Each week the house with the highest number of weekly house dojos receives the House Ted.
- Dojo Dynamite! – 5 house dojos awarded and a Dojo Dynamite sticker given when a child does something exceptional; this could be an academic achievement or linked to behaviour and/or attitudes.
- Whole class treats – the class work collaboratively to earn marbles to fill their jar and achieve a mutually agreed treat.
- Verbal and visual praise (stickers).

**Additional rewards may be used at the teacher's discretion.*

At St. Michael's we recognise that our pupils need a consistent approach to behaviour with clear boundaries and expectations. We implement a hierarchical response should a child exhibit behaviours which are not aligned with our Golden Rule model.

We will always:

- Use positive reinforcement
- Actively reward positive behaviours
- Model the school Christian values and use the Golden Rule language consistently.

STAGED RESPONSE TO NEGATIVE BEHAVIOURS

Stage 1: Statement of reality – acknowledge the behaviour that is not acceptable and explain the behaviour we would like to see.

Stage 2: Warning – if the unacceptable behaviour continues, inform the child that if they continue, they will lose 5 minutes of their next play time. The child's name will go on the board as a visual reminder of this verbal warning.

Stage 3: Consequence – if the unacceptable behaviour continues, inform the child that they have now lost 5 minutes of their next play time*. Place a tick next to the child's name on the board.

Stage 4: Intervention – if the unacceptable behaviour continues, the child sees the Headteacher or visits a different classroom (same Key Stage)** and parents are informed.

**In EYFS only, this would be an instant 'Time Out' for 5 minutes.*

***The length of time will be determined by the class teacher, at their discretion*

In all instances where a child has reached Stage 3 or Stage 4, a member of staff will have a structured conversation with the child so that the consequence is a learning opportunity; a logical action to support the child to understand their behaviour and learn new skills if needed.

There are times when certain behaviours require an immediate move to a Stage 3 or Stage 4 sanction, dependent on the severity of the action. This is determined by the class teacher based on an assessment of the transgression.

If a protective consequence is needed to ensure safety, this is only ever alongside a learning consequence so that the freedom can be returned to the child as soon as possible.

PROTECTIVE CONSEQUENCES

Behaviour Plans or Pastoral Support Plans (PSP):

The school acknowledges that a small minority of children, e.g., those with particular SEN or additional needs, may sometimes lack the maturity or self-discipline to manage their own behaviour. For these children, our typical responses to negative behaviour may be insufficient to support them or protect other children from their actions. In these

exceptional circumstances the school will make every effort to avoid exclusion by producing a Behaviour Plan or PSP. These may include additional interventions such as:

- Behavioural management support - Tiny, easy targets need to be agreed by the pupil and need to be made more challenging as each is reached. These form the basis of PSPs and '1,2,3' behaviour sheets. The secret of the success lies in the agreed privileges which accompanies reaching the target.
- Risk Assessments – These are put in place for those children whose behaviour is a safety risk, both to themselves and others. Risk assessments are reviewed monthly.
- Therapeutic help - Children benefit from opportunities to attend small therapeutic circles of support or nurture groups. Some children may need one to one support.
- Specialist help and advice – Support from the Educational Psychology Service, Behaviour Support Service or CAMHS may be necessary. Should behaviour become a consistent concern, affecting a child's ability to access learning, a School Based Plan will be initiated.

The Inclusion and Special Education Needs and Disability (SEND) Policy will be followed to ensure inclusion for all.

Physical restraint

This should only be used in exceptional circumstances, usually where a pupil is at risk. Physical restraint of any kind should only be used by those staff who have received the relevant handling training, and who are designated to do so. While there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc. shouting should also only be used in a situation where a pupil is at risk, not as a management technique.

STAFF RESPONSIBILITIES, TRAINING AND INDUCTION

All members of staff at St Michael's have a shared responsibility for ensuring this policy is modelled and consistently upheld across all aspects of school life. To support this, training opportunities relating to behaviour and behaviour management are actively sought out and accessed by staff members, where appropriate.

In order to support a smooth transition into the working life of the school, all new members of staff are given this document as part of their induction pack.

This policy is underpinned by our Child Protection and Safeguarding Policy and Procedure and our Online Safety Policy which outlines procedures around child-on-child sexual abuse, online behaviour incidents, use of mobile phones and criminal behaviour.

APPENDIX:

This is generic and for information only; not every area herein applies to pupils at St. Michael's.

What the Law Allows

DISCIPLINE IN SCHOOLS: TEACHERS' POWERS

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Dealing with Poor Behaviour

What the law allows:

1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
2. To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - a. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 - b. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
 - c. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
3. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

4. The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
5. Corporal punishment is illegal in all circumstances.
6. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

PUPIL'S CONDUCT OUTSIDE THE SCHOOL GATES: TEACHERS' POWERS

What the law allows:

1. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
2. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
3. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- a. taking part in any school-organised or school-related activity or
- b. travelling to or from school or
- c. wearing school uniform or
- d. in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- e. could have repercussions for the orderly running of the school or
- f. poses a threat to another pupil or member of the public or
- g. could adversely affect the reputation of the school.

DETENTION

What the law allows:

1. Teachers have a legal power to put pupils (**aged under 18**) in detention.
2. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is outside

school hours they must give parents 24 hours notice, in writing.¹ They do not have to give 24 hours notice for a lunchtime detention.

3. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - h. any school day where the pupil does not have permission to be absent;
 - i. weekends - except the weekend preceding or following the half term break;
 - j. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
4. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions:

1. Parental consent is not required for detentions.
2. The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
3. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

CONFISCATION OF INAPPROPRIATE ITEMS

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** (as described in the bullets following paragraph 12 above) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out
2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')². The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Searching, Screening and Confiscation – guidance

¹ A clause in the Education Bill currently before Parliament proposes to remove the requirement in England to give parents 24 hours notice of a detention. If Parliament approves this change we will update this guidance accordingly.

² The Government announced their intention to make regulations to add pornography, fireworks, cigarettes and other tobacco products to the list of prohibited items. Subject to Parliamentary approval, we will update this section of the guidance in due course.

for school leaders, staff and governing bodies' (DfE, July 2022).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

3. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

POWER TO USE REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with 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. Separate advice is available in 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies' (DfE, July 2013).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>