St. Michael & All Angels Primary School

Behaviour for Learning Policy

This policy was adopted on	Date January 2022 Reviewed Sept 2022
By Name:	**Fr A Rowlands**
Position:	**Chair of Governors**
Signature:	**on behalf of St. Michael & All Angels Primary School**
This Policy was updated in January 2022 & will be reviewed or replaced no later than September 2022 Version 8	

Mission Statement

Believe-Achieve- Belong...together with Christ.

In the light of St Michael, the Archangel, we strive to be Champions of all Christians and to the Church itself.

Christ Centred Aim- Believe

- *to live the Gospel Values and live life to the full with, forgiveness, love, respect and kindness for all.*

Teaching and Learning Aim- Achieve

- *to learn, grow and inspire as we act as role models, when we care for others, the world and the environment*

Community Aim- Belong

- *to be messengers of Christ opening a door to the Church for the community to share it's Gospel Values both locally and globally.*

We pray that our patron, St Michael the Archangel protects our school, community and Church.

KCSIE Sept 2022 is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

[Keeping children safe in education 2022 (publishing.service.gov.uk)](#)

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1 Aims

1.1 Introduction

The policy is the responsibility of all paid employees at St Michael and All Angels School.

1.1.1 At St Michael and All Angels our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where collaboration and partnership ensure the quality of learning is of the highest standard.

1.1.2 We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

1.1.3 This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Michael and All Angels. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to support events that occur.

1.1.4 The policy is designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

1.2 Aims

1.2.1 The aims of this policy are to:

a) To provide a holistic environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits.

b) Through collaboration encourage a stimulating and purposeful learning environment where all children thrive and flourish.

c) To foster caring and tolerant attitudes which celebrate diversity and achievements in all areas.

d) To encourage increasing independence, self-awareness and positive health and well-being.

e) To ensure staff understand that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence

First: We must help the child to **regulate** and calm their fight/flight/freeze responses.

Second: We must **relate** and connect with the child through an attuned and sensitive relationship.

Third: We can support the child to **reflect**, learn, remember, articulate, and become self-assured.

Fourth: We must support the child **repair** harm to victims and reconnect individuals to the school community.

To ensure staff understand heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

2 KEY PRINCIPLES

2.1 Curriculum

2.1.1 Engaging children with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports children's health and well-being. We use a wide range of strategies to increase pupil engagement such as collaborative learning activities, promoting oracy in lessons and enabling children to shape and lead their learning.

2.2 Environment

2.2.1 The environment gives clear messages to children about the extent to which they and their efforts are valued. At St Michael and All Angels, we have set expectations of our environment in order to ensure practice is consistent.

2.2.2 Within the environment children should be able to view the class charter and the school values (Mission Statement), as both will act as a reminder for the expected standards.

2.3 Values

2.3.1 Believe-Achieve-Belong

2.3.2 Our values underpin our approach to behaviour. Conversations about behaviour with children and staff should always refer back to the values. We focus our communication on efforts and values shown as opposed to achievements.

2.4 Relationships

2.4.1 Positive relationships are key. Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to ensure that children are using the school grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.

2.4.2 When dealing with poor behaviour, we keep relationships intact by focussing on the behaviour and not the child.

2.5 Consistency

2.5.1 Consistent adult behaviours will lead to pupils consistently conforming to our expectations.

2.5.2 A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.

2.5.3 At St Michael and All Angels school we model consistency through:

a) Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour (see copy of our school script Appendix 1).

b) Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Never passing problems up the line without taking action first. Teachers will take responsibility for behaviour interventions, seeking support but never delegating.

c) Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

2.6 Motivation

2.6.1 The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

2.6.2 Ways in which we recognise positive behaviour include:

a) Weekly certificates - Gold Award

b) Phone calls home

c) Sharing excellent learning with others

d) Celebrate good news in the newsletter
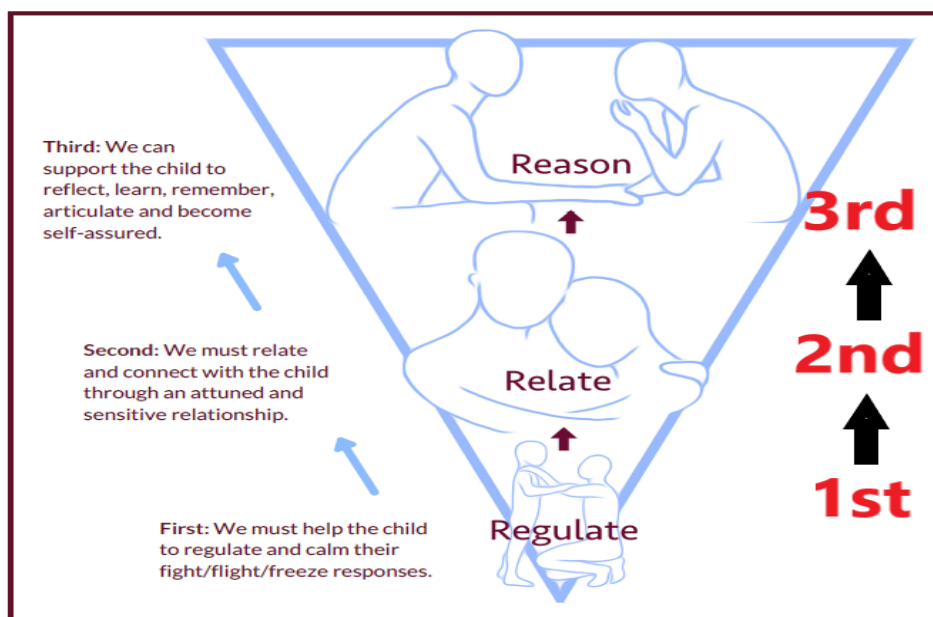
e) Open Afternoon and Meet The Teacher Meetings

2.6.3 The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

2.6.4 For a minority of children, they may need more incentive and support to behave well. In these circumstances individual reward charts may be used. With a focus on earning a reward for behaving appropriately.

2.7 De-escalation

2.7.1 De-escalation of inappropriate student behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed

2.7.2 When students are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the student can get back on track without giving attention to the negative behaviour.

Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Second: We must relate and connect with the child through an attuned and sensitive relationship.

First: We must help the child to regulate and calm their fight/flight/freeze responses.

Reason — 3rd

Relate — 2nd

Regulate — 1st

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

2.7.3 At St Michael and All Angels school we use a range of strategies including:

a) Re-direction

b) Distraction

c) Humour

d) Non-verbal cues

e) Remaining calm, consistent and fair

f) Paying attention to the right behaviours

2.8 Language

2.8.1 At St Michael and All Angels School, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

2.8.2 Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.

2.8.3 Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences.

2.9 Routines

2.9.1 At St Michael and All Angels, we teach the behaviours we want to see and practice these regularly with the children, so they are clear about the expectations of them.

2.9.2 Core routines at our school include:

a) How we walk around school

b) Movement during transition periods e.g. carpet to tables, playground to classroom etc.

c) Whole school hand signal for regaining class/group attention/small table- top bell

2.10 Prevention

2.10.1 At St Michael and All Angels, we aim to put measures in place to prevent bullying, including cyber bullying, prejudice-based and discriminatory bullying, these include:

- A well- planned curriculum
- Mission Statement
- Nurture Support
- Policies and Action Plans for Staff e.g. Accessibility and Equality Documents
- Website information
- Workshops and visiting external professionals and agencies
- Class Expectations (shared with families)

3 RESPONSIBILITIES

3.1 School Staff

3.1.1 All school staff must:

a) Smile and be welcoming to all

b) Deliberately and persistently catch children doing the right thing and praise them

c) Know their classes well but also develop positive relationships with all children

d) Use these relationships to create a safe and stimulating learning environment that inspires children's interests and learning and supports our Mission Statement (Believe-Achieve-Belong).

e) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning

f) Relentlessly work to build mutual respect

g) Remain calm and keep their emotion for when it is most appreciated by children

h) Demonstrate unconditional care and compassion

i) Be a positive role model through the school values and creating an ethos of high expectations for all

3.2 Headteacher and the Senior Leadership Team

3.2.1 The Head teacher and the Senior Leadership Team will:

a) Be a visible presence around the school

b) Regularly celebrate staff and children whose efforts go above and beyond expectations

c) Encourage use of positive praise, phone calls/notes home/certificates

d) Ensure staff training needs are identified and met

e) Use behaviour records to target and assess interventions

f) Support teachers in managing children with more complex or challenging behaviours

3.3 Children

3.3.1 All children must:

a) Consistently model the school values and enable a positive climate for learning by following the school expectations and showing good learning behaviours

b) Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice and fulfilling the Mission Statement Believe-Achieve-Belong.

3.4 Parent, carers and guardians

3.4.1 All parents, carers and guardians must:

a) Help their child understand appropriate behaviours, school values and expectations

b) Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements

c) Through positive relationships within the school community, support a safe environment that prepares and ensures that children are ready for learning everyday

4 GRADUATED RESPONSE

4.1 Outline

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, calm approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

4.2 Response to behaviour

4.2.1 Classroom behaviours Step Possible scenarios/behaviours

Response Reminder

Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind

De-escalation tactics e.g., move into the child's view, use non-verbal cues

Rule reminders

Continuous growth words/improper use of equipment/disturbing learning/ refusal

Praise those who are doing the right thing

Re-engage through re-direction

Provide take up time I noticed you chose to . . .

This is a reminder that we need to . . . (refer to class rule or value)

Make a better choice please

Thank you

Warning Behaviours continue

Continue with de-escalation tactics and provide take up time I noticed you chose to . . .

If you choose to continue then....

Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.

I know you can make the right choice.

Thank you.

Action Behaviours continue

Class adult will choose the appropriate action to take based on the needs of the child and behaviour exhibited.

Examples of appropriate actions include:

a short period of reflection time, a restorative conversation, missed playtime, moving position in classroom. I noticed you . . . You now need to . . . We can then speak in 5 minutes. Thank you for…

Regular occurrences:

 ● Discussion with Phase Lead and/or SENCO/Pastoral Team: consider Behaviour Intervention and/or additional support.

● Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

 ● Parents contacted by teacher to inform them that behaviour is a cause for concern.

Further action Behaviours escalate

● Offensive vocabulary

● Repeatedly disturbing the learning for many

● High levels of aggression/emotion

Class adult will discuss with leadership and decide upon the appropriate action to take based on the needs of the child and behaviour exhibited. This could now include learning outside of the classroom.

I noticed you . . .

You will now need to learn away from our classroom I will speak to you about this . . .

For regular occurrences:

   Discussion with Key Stage Lead / SENCO / Learning Mentor/Head Teacher as appropriate.

   Parents informed of withdrawal by teacher or Key Stage Lead / SLT depending on nature of incident.

4.3 Removal

4.3.1

Removal may be used as a response to serious misbehaviour;

a) reasons that may lead to pupils being removed are transparent and known to all staff and pupils within class/year group expectations.;

b) length of time that it is appropriate for a pupil to be in removal or nurture intervention is in place may vary from 10 mins to half a day dependent on the needs of the child

c) removal location may be in the "Quiet Room" or a member of the SMT's office. They are in an appropriate area of the school and stocked with appropriate resources, is a suitable place to reflect, learn and refocus, and is supervised by trained members of staff;

d) a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so

   Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside child, reduced school day, etc.

● Consider referral to multi agencies i.e., Behaviour Support / Ed Psych, etc.

4.4 Repair Follow up using restorative questions (Flow Chart Appendix 2)

● What happened?

● What were you feeling at the time?

● How do you feel now?

● How did this make other people feel?

● Who has been affected?

● What should we do to put things right?

● How can we do things differently?

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. Some behaviours may result in an immediate need for follow up**.

A sanction must be a proportionate and fair response that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all 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. Therefore, before applying sanctions, consideration will be given to any underlying factors which may be affecting the child's behaviour.

At St Michael and All Angels school, these behaviours include:

• Causing damage to school property
• Hurting someone else
• Inappropriate or discriminatory language
• Self-exiting or unsafe behaviours

4.4.1 Playground Behaviours

Step Possible scenarios/behaviours

Response Reminder

Not listening to instructions, improper use of equipment, disrupting others' play, unkind words, refusal

De-escalation tactics e.g. move into the child's view, use non-verbal cues

Rule reminders – use script

Praise those who are doing the right thing

Re-engage through re-direction

Provide take up time I noticed you chose to . . .

This is a reminder that we need to . . . (refer to class rule or value)

Make a better choice please

Thank you

Warning

Behaviours continue

Continue with de-escalation tactics and provide take up time

I noticed you chose to . . .

If you choose to continue then ...

Do you remember when you (give an example of previous positive behaviour) behaviour I expect from you.

I know you can make the right choice.

Thank you.

Action Behaviours continue

Adult will choose the appropriate action to take based on the needs of the child and behaviour exhibited.

Examples of appropriate actions include:

a short period of reflection time, a restorative conversation, being asked to play a different game I noticed you . . . You now need to . . . We can then speak in 5 minutes. Thank you

For regular occurrences:

● Discussion with Class Teacher/Key Stage Lead and/or SENCO/Learning Mentor: consider Behaviour Intervention and/or additional support.

● Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

● Parents contacted by teacher to inform them that behaviour is a cause for concern.

Further action

- Behaviours escalate
- Offensive vocabulary
- Repeatedly disturbing the play for many
- High levels of aggression/emotion

Adult will discuss with leadership and decide upon the appropriate action to take based on the needs of the child and behaviour exhibited. This could now include coming off the playground.

I noticed you . . .

You will now need to come off the playground I will speak to you about this . . .

For regular occurrences:

   Discussion with Class Teacher/Key Stage Lead / SENCO / Learning Mentor/Head Teacher as appropriate.

   Parents informed of withdrawal by teacher or Key Stage Lead / SLT depending on nature of incident.

   Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside child, reduced school day, etc.

 ● Consider referral to multi agencies i.e.

 Behaviour Support / Ed Psych, etc.

Repair Follow up using restorative questions

 ● What happened?

● What were you feeling at the time?

● How do you feel now?

● How did this make other people feel?

● Who has been affected?

● What should we do to put things right?

● How can we do things differently?

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Some behaviours may result in an immediate need for follow up. At St Michael and All Angels school, these behaviours on the playground include:

● Hurting someone else

● Causing damage to school property

● Inappropriate or discriminatory language

4.5 Repeated or persistent misbehaviour

4.5.1 At St Michael and All Angels school, we are aware that there are experiences in school that can trigger off pupil patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.

4.5.2 Therefore, we record inappropriate behaviours on CPOMs, so we can:

a) Increase our awareness and identify patterns

b) Recognise potentially disruptive situations and attempt to minimise them

c) Target key children for the appropriate intervention

4.5.3 Behaviours that are required to be recorded are:

o Use of inappropriate or discriminatory language

o Use of hands and feet to hurt others

o Any repeated/persistent behaviours within the classroom that disrupts others' learning

o Self-exiting or unsafe behaviours

o Any change in behaviour

4.5.4 Senior leaders in the school will regularly analyse data linked to behaviour to inform their actions across the school.

4.6 Serious incidents

4.6.1 Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system to be dealt with more quickly by a member of staff. A focused meeting to discuss what happened will be arranged for staff.

4.6.2 However, it is important to maintain that all adults can deal with these types of behaviour.

4.6.3 We have the right to take measures to keep pupils and staff safe. These measures include:

a) The legal right to confiscate inappropriate items from pupils such as mobile phones.

b) Statutory powers to discipline pupils who behave poorly outside of school.

c) Greater scope and flexibility in giving pupils detentions, which may include afterschool detentions. If the school feels after-school detention is an appropriate consequence,

parental agreement will be sought. However, under the new guidelines pupils can receive detention outside school hours without parental consent, although 24 hours' notice to parents is necessary.

 d) The Head teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.

e) A legal duty on schools to make provision to tackle all forms of bullying.

4.7 Searching, Screening and Confiscation of Items

4.7.1 Searching

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for:

The list of prohibited items is includes:

 • knives and weapons;

• alcohol;

• illegal drugs;

• stolen items;

• any article that the member of staff reasonably suspects has been, or is likely to be used:

 • to commit an offence, or

• to cause personal injury to, or damage to property of; any person (including the pupil).

• tobacco and cigarette papers;

• fireworks;

• pornographic images.

4.7.2

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

4.7.3 The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk

Schools are encouraged to include in the record of each search:
• the date, time and location of the search;
• which pupil was searched;
• who conducted the search and any other adults or pupils present;
• what was being searched for;
• the reason for searching;
• what items, if any, were found;
• what follow-up action was taken as a consequence of the search

4.7.4 Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

4.8 Screening

There are no screening machines at St Michael and All Angels

4.9 Confiscation

4.9.1 Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

• poses a risk to staff or pupils;

• is prohibited, or identified in the school rules for which a search can be made; or

• is evidence in relation to an offence.

Please see the Government Guidance for Searching, Screening and Confiscation Sept 2022.

Searching, Screening and Confiscation (publishing.service.gov.uk)

4.9.2 Every serious incident will be assessed individually on a case- by- case basis and the ultimate decision and discretion regarding the consequence lies with the Headteacher. This includes the ability to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

4.10 Child On Child Abuse

4.10.1 Measures to prevent bullying, including cyber bullying, prejudice-based and discriminatory bullying, Child on Child Abuse include:

- Robust curriculum plan
- Workshops provided skills professionals
- Parent information
- Safeguarding Polices
- Staff Awareness and Training

4.10.2 Whether this was a one-off incident, or longer in duration. It is important to deal with a situation of Child On Child Abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

4.10.3 Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive, or irresponsible in dealing with such sensitive matters.

Staff will:

- ❖ Report the issue without delay to the Safeguarding Team on a reporting form who will then:

- ❖ Always take complaints seriously

- ❖ Gain a statement of facts from the pupil(s)

- ❖ Assess needs of victim and alleged perpetrator

- ❖ Consider referral to Police or Social Care

- ❖ Contribute to multi-agency assessments

- ❖ Convene a risk management meeting

- ❖ Record all incidents and all action taken. When recording sexualised behaviour:

  - ❖ Be clear, explicit, and non-avoidant, and avoid vague statements or euphemisms.

  - ❖ Record as soon as possible, as you can quickly forget or confuse detail

  - ❖ Follow the prompts on your safeguarding and child protection recording form

  - ❖ Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.

❖ Note where and when the incident happened and whether anyone else was around.

❖ Gather the Facts by speaking to all the young people involved separately,

❖ Gain a statement of facts from them and use consistent language and open questions for each account.

❖ Ask the young people to tell you what happened by using open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

4.10.3 Child On Child Abuse Response

a) Staff Will Consider the Intent

b) Has this been a deliberate or contrived situation for a young person to be able to harm another?

c) If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy. If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken.

4.10.4 Racism

a) In line with the school's Mission Statement and Equal Opportunities Policy, at St Michael & All Angels we are working to establish positive relationships and a happy and secure learning environment, and therefore racial harassment of any kind will not be tolerated. A record will be made via a Racism Recording Template Form.

b) Consequences, will be given in line with the degree of the misdemeanours. Our RSHE and SMSC curriculum will also support teaching children with racist attitudes; any racism will be reported to the SENCO & Head Teacher. A report will be made and filed with the SENCO.

4.11 Consequences

4.11.1 Sanctions should:

a) Be reasonable (section 91 of the Education and Inspections Act 2006) and linked to the behaviour and be proportionate to the action

b) Make it clear that unacceptable behaviour affects others and is taken seriously

c) Not apply to a whole group for the activities of individuals

d) Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

4.12 Restorative practice

4.12.1 A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

4.12.2 The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.

4.12.3 Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate.

4.12.4 This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

4.12.5 Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

a) What happened and why they made the choice to behave like that?

b) Who was affected by their behaviour?

c) What could have been done differently, what would they do to avoid the same situation happening again?

d) What you could the other party have done differently?

e) Agree strategies, goals, targets for the future.

4.13 Exclusions

4.13.1 Fixed term

St Michael and All Angels School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, the Headteacher may take the decision to exclude for a fixed period. In extreme cases school may use temporary fixed term or permanent exclusion.

 If this decision is taken, Government Guidance for Exclusions will be followed (Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion Sept 2017)

4.13.2 Permanent

Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils.

If this decision is taken, Guidance for permanent exclusions will be followed (Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion Sept 2017)

4.14 Positive handling

4.14.1 Some children exhibit behaviours based on early childhood experiences and family circumstances. We recognise that their behaviour is a way of communicating their emotions. When dealing with an episode of extreme behaviour, a child may need to be restrained. Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. There is no legal definition of legal force. However, there are legal justifications for the use of force. These include if the child is in danger of hurting themselves, endangering the safety of others, are disrupting the good order of the classroom or are destroying property. The use of force can only be reasonable if the circumstances to the incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.

4.14.2 Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log- book kept in the leadership folders. All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the school day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to pupils or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

4.14.3 Pupils should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed.

For any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log- book.

4.14.4 All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a child has been restrained a 'positive handling plan' will be written to support future behaviour.

4.15 Inclusion

4.15.1 Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children.

4.15.2 Children with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi-professional approach within schools.

5 CONCLUSIONS

5.1 Monitoring arrangements

5.1.1 The Head teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

5.1.2 The Head teacher/SLT and Governors will arrange training for all staff on a regular basis to ensure the effectiveness of the policy, support staff in managing behaviour and to support staff at differing stages in their careers development.

5.1.3 The policy is reviewed every 12 months, in consultation with key stakeholders.

6 Dealing with False Allegations

6.1 Pastoral Support

6.1.2. A member of staff who has been accused of misconduct, pending an investigation should not be automatically suspended. The governing body should instruct the Head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance/policy when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

6.1.2 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

6.1.3 Where a Parent has made a deliberately invented or malicious allegation the Head teacher will consider whether to require that further action is taken as they have treated the St Michael and All Angels School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence. The St Michael and All Angels School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation. The St Michael and All Angels School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

APPENDIX 1

Behaviour Script Reminder:

I noticed you chose to . . .

This is a reminder that we need to . . . (refer to class rule or value)

At St Michael and All Angels School, we... (describe positive behaviour choice)

Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.

I know you can make the right choice.

Thank you.

Warning:

I noticed you chose to . . . (describe behaviour)

At St Michael and All Angels School, we ... (describe positive behaviour choice)

This is your first warning. Should you choose to (describe behaviour) you will need to ... (refer to action to support behaviour e.g. move to another table, complete learning at another time, go to the reflection area)

Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.

I know you can make the right choice.

Thank you.

Action:

You have chosen not to follow our rules/values ... (describe)

At St Michael and All Angels School, we ... (describe positive behaviour)

As a consequence, you will need to ... (refer to action to support behaviour)

Appendix 2

Restorative Flow Chart

Reflect

Repair

Rebuild