



BEHAVIOUR POLICY

SCOPE: This policy applies to the whole school, including the Early Years Foundation Stage.

POLICY REVIEW

Latest Review Date	Reason for review	Reviewed by	Formally adopted by the Governors
September 2020	Annual review	D Webb / SMT / Full Governing Body	30 th November 2020

Period of review	Annually
Review date	September 2021

PERSONNEL WITH RESPONSIBILITY FOR BEHAVIOUR (INCLUDING FOR EYFS)

OVERALL RESPONSIBILITY	POLICY IMPLEMENTATION & MONITORING	PRE-PREP	FOUNDATION STAGE
Mr James Mobbs (Headmaster)	Mr David Webb (Pastoral Lead)	Mrs Kate Perry (Head of Pre-Prep)	Mrs Kate Willis (Foundation Stage Coordinator)

The Pastoral Lead is responsible for co-ordinating the School's Behaviour policy, along with the School's Anti-Bullying Policy, and for ensuring that it is understood and implemented by all concerned.

This policy is to be read in conjunction with the COVID-19 Behaviour Policy Annex. This Annex gave significant guidance to the application of the Behaviour Policy at St Michael's School under COVID-19 conditions, especially concerning protective measures. The COVID-19 Behaviour Policy Annex will be further updated as Government policy dictates the gradual return to school of pupils.

ASSOCIATED POLICIES

This policy should be used in conjunction with the following school policies:

- Anti-Bullying Policy,
- Use of Physical Restraint Policy
- Discipline and Exclusions Policy
- Safeguarding Policy
- SEN policy
- Equal Opportunities for Pupils Policy
- Curriculum Policy
- PSHE Policy

- Health and Safety Policy
- First Aid Policy
- E-safety policy
- Acceptable use of technologies policy
- Acceptable use of telephone, emails and internet policy
- Complaints Policy

CONTENTS

	PAGE
THE VISION, CORE VALUES AND AIMS OF THE SCHOOL	3
INTRODUCTION	4
SECTION A THE PROMOTION OF GOOD BEHAVIOUR AMONGST PUPILS	5
SECTION B THE MANAGEMENT OF UNACCEPTABLE PUPIL BEHAVIOUR	8
SECTION C EYFS	13
SECTION D STAFFING ISSUES	13
SECTION E POLICY INTO ACTION	15
CONTACT INFORMATION FOR PARENTS	16
APPENDIX 1 SCHOOL RULES	17
APPENDIX 2 USE OF PHYSICAL RESTRAINT (USE OF REASONABLE FORCE) POLICY	18
APPENDIX 3 HOW TO EARN HOUSE POINTS	22

INTRODUCTION

The Government guidance *Behaviour and discipline in schools (2016)* and *Mental health and behaviour in Schools Nov (2018)* has been used to develop this policy. In accordance with this guidance the School notes the following key points in formulating and implementing this Behaviour Policy:

- Teachers have a responsibility to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- The Governing body has a duty to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

AIMS

This policy sets out measures which aim to:

- Uphold and promote the School's vision, core values and aims
- To promote the expectation of high standards of behaviour, self-discipline and respect throughout the School
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils, including the management of unacceptable behaviour and to aid in the development of their own *self-regulation*
- Ensure that all staff respond to any kind of behaviour with a consistent approach
- Make sure that all staff and children are aware of the sanctions and consequences given to unacceptable or good behaviour and the processes of reporting such behaviour
- To contribute toward the creation and monitoring of a culture of safety, equality, restoration and protection.

SCHOOL COMMITMENT

St Michael's School is committed to promoting high standards of behaviour, self-discipline and respect in all of its pupils. Each pupil's welfare and learning is of paramount importance. We will continually strive to make a corporate response to dealing with pupils' behaviour which includes appropriate rewards and consequences, a behaviour strategy, the teaching of good behaviour and staff development activities and the education of pupils concerning their behaviour.

We will always take a considered and sensitive approach in order that we can support all of our pupils. We acknowledge our duties under the Equality Act 2010 including

issues relating to safeguarding, children with Mental Health conditions and in respect of SEND pupils and we make reasonable adjustments for these pupils, where required, in the implementation of this policy.

ROLE OF PARENTS

The School values the relationships it enjoys with parents in promoting high quality learning and development and in providing excellent pastoral care for all of its pupils. The School believes that effective behaviour management can only be achieved by working in partnership with parents to provide pupils with consistency in approach in regard to their behaviour at school and at home. The School's expectations for children's behaviour are outlined in the Parents' Handbook, the Year Group booklets and in the Terms and Conditions which forms part of the Parent Contract. Parents are expected to support the School's behavioural standards and behaviour policy. In return, the School will inform parents as early as possible if it has any concerns about their child's learning, behaviour or welfare. Parents will be informed when consequential actions have been imposed for serious poor behaviour or for repeated poor behaviour and will be asked to support and explain the action of the School with their child. Where a parent feels that the School has not treated their child fairly, they should raise their concern, initially, with the member of staff concerned. If the concern cannot be resolved in this way, then the parent will be asked to follow the School's Complaints Procedure (available on the School website or from the school office).

SECTION A THE PROMOTION OF GOOD BEHAVIOUR AMONGST PUPILS

STANDARDS

It is important that all staff within the School have the same high expectations of the standard of behaviour and are consistent in their demand for these from the pupils. It is the corporate responsibility of everyone in the School to ensure that high standards are upheld. Form teachers have a particular responsibility to ensure that the children within their class know what the expectations are and that these are understood. Consistent standards of behaviour should also be expected when children are out of school on educational visits.

EXPECTATIONS FOR GOOD BEHAVIOUR

As there is a wide age range within the School it is understood that the expectations may be different for the younger pupils. However, the general underlying principles are as follows:

- It is expected that pupils will treat everyone, including peers, members of staff and visitors with respect
- It is expected that pupils will treat all property, including their own, others and the School's with respect
- Good manners are to be encouraged in **all** pupils

- Pupils are expected to contribute positively to all lessons and activities to aid learning
- Quiet and sensible conduct is expected as children move around the School, keeping to the left-hand side of the corridors and stairs wherever possible
- School policies are to be upheld.

These underlying principles are the basis of the Golden Rules (see Appendix 1) which form the School rules and are made known to pupils and parents, and which apply to all pupils when they are on the School premises, in the care of school (on or off site), wearing school uniform or representing the School.

Wherever possible, examples of good behaviour are praised and reinforced, and singled out as examples to others. Members of staff should lead by setting a good example and by challenging inappropriate behaviour whenever it is observed.

HOW THE SCHOOL PROMOTES GOOD BEHAVIOUR

The School promotes good behaviour in every aspect of school life and pupils are continually reminded of the high standards of behaviour expected of them by all staff.

Expectations

The presentations in chapel and assemblies stress, in an inclusive way, the importance of good and charitable behaviour as part of the deep Christian Ethos of the School, whilst respecting any religious requirements of pupils from different faiths.

The School Rules are displayed around the School and all children (as appropriate to their age) are expected to be familiar with them and follow them. Rules displayed in individual classrooms are regularly revisited with the children by form teachers.

Expectations for Independence, Personal Organisation and Self-Discipline are highlighted for children and their parents in the appropriate Year Group Booklet; these are discussed with the children at the start of each year and periodically by form teachers.

Teaching and Learning

Appropriate classroom management strategies are used by staff to ensure good behaviour in lessons and a calm and purposeful learning environment.

All children are taught what behaviour is acceptable and what is unacceptable from Nursery across every subject in the curriculum and about the School during the day. Staff use opportunities for reinforcing good behaviour; this can most usefully be done during Form time, PSHE, Assemblies and other lessons as the opportunity arises. The zones of regulation are used by the School as a visual system of self-regulation. This is supplemented by the Girls Onboard programme used from Year 4 onwards.

All staff are acutely aware of the expected standards of behaviour and Senior Management rigorously monitor standards that are demanded by staff both in and outside the classroom.

Rewards

Awarding house points can reinforce examples of good behaviour and promote loyalty to their respective houses.

A variety of other rewards are used to promote good behaviour.

REWARDS

Every opportunity is taken to praise and positively reinforce good behaviour in the classroom, in the playground and around the School.

In Pre-Prep

A variety of methods are used to promote good behaviour, depending on the age of the children. These include:

- Verbal praise - obviously an excellent way of reinforcing positive behaviour and should be used whenever possible.
- Stickers and star charts
- Star of the day awards
- Choosing or Golden time awards
- House points - awarded from Reception
- Headteacher stickers – for excellent work or effort
- Anne Greenslade Award – awarded to a Pre-Prep child for loyalty and friendship at the end of year Pre-Prep Celebration of the Year

In the Prep Department

A range of rewards are given in response to good behaviour. These include:

- Verbal praise - obviously an excellent way of reinforcing positive behaviour and should be used whenever possible.
- House points - see below
- Merits– awarded for academic (including PSHE) work or effort of a very high standard, leading to the award of Bronze, Silver, Gold and Platinum merit badges
- Headmaster stickers – for excellent work or effort
- Anne Greenslade Award – awarded to a Prep child for loyalty and friendship at the end of year Thanksgiving and Prizegiving.

In both the Pre-Prep and Prep departments teachers may introduce short-term, specifically designed incentive/reward schemes for individual children in response to particular behavioural needs. These schemes are designed to complement other school rewards (as outlined above) and are introduced in discussion with parents and colleagues. Reasonable adjustments are made for pupils with special education needs/disabilities.

House points

House points are awarded for particular politeness, courtesy, helpfulness, kindness, selflessness, organisation, cooperation etc. (see Appendix 3). House points are written on a chart and displayed in the classroom. These are collected by house captains on Fridays and are totalled weekly. The house point cup is awarded each week in assembly with a final presentation of the cup made at Final Assembly on the last day of the Summer term to the House that gains the most house points during the school year.

SECTION B THE MANAGEMENT OF UNACCEPTABLE PUPIL BEHAVIOUR

DEFINITION

Any behaviour that shows disrespect, upsets, offends, disrupts others or puts people and/or school property at risk is unacceptable. Behaviour that is considered to be “bullying” is outlined in the School’s Anti-Bullying Policy, along with measures to deal effectively with this in school and appropriate consequential actions.

TEACHERS’ RESPONSIBILITY

- 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 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher 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 in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers can confiscate pupils’ property.

TEACHERS’ POWERS OUTSIDE SCHOOL GATES.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the School
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the School or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the School.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Behaviour and discipline in schools (2016)

MANAGING UNACCEPTABLE BEHAVIOUR

It is important for schools to be calm and disciplined environments, where everyone follows the rules. Consequences for not maintaining acceptable behaviour shall be followed by appropriate responses as later detailed

In managing incidents of unacceptable behaviour, the School's aim is to always deal with behavioural issues at the earliest possible stage to prevent situations from escalating. The School uses a levelling structure Years 1-5 detailing the various levels of misbehaviours and consequences. This gives an informed yet flexible approach so that the consequences used are appropriate to the situation. It is expected that only in exceptional cases the management of unacceptable behaviour would proceed beyond step 3 in the stepped approach outlined on page 10. Incidents dealt with at step 4 or above are defined as 'serious misbehaviour'. Records of meetings with parents should be kept. Any complaints received by the School will be dealt with in accordance with the School's Complaints Procedure.

SANCTIONS

The decision to impose a consequential action will be made by a paid member of school staff authorised by the Headmaster. The consequential action itself will be made on the School premises or while the pupil is under the charge of the member of staff.

Consequential actions (as set out above) will be considered in the light of the nature of the unacceptable behaviour, the age of the child, the context and the previous history to ensure that they are reasonable. The imposition of any consequential action will also be in accordance with relevant legislation in respect of disability, special educational needs, those children with Mental Health conditions, other inequalities and human rights. Staff will ensure that the consequential action is appropriate to the poor behaviour and the needs/disabilities/IEP of the pupil, and reasonable adjustments will be made to take account of their needs.

Corporal punishment is not used or threatened at St. Michael's School.

Detention outside of school hours will not be issued as a consequential action. With lunchtime detentions children will be allowed reasonable time to eat, drink and use the toilet.

The School's Discipline and Exclusion Policy may need to be invoked for persistent severe or extreme incidents (stages 4 and 5 of the stepped approach) and/or persistent severe or extreme breaches of the Behaviour and/or Anti-Bullying policies.

EDUCATION AND SUPPORT OF PUPILS

The education of pupils after a behaviour incident is integral to the educational aims of the School. Behaviour is seen as a communication and the School tries to look behind the behaviour and to offer education so that the behaviour is not repeated and so that the pupil or pupils learn from the incident and become more self-regulated. Specific education is generally offered from level 2 on - persistent minor.

When managing instances of poor behaviour, the aim is always to stop the poor behaviour and to remediate the effects of that behaviour through education and support. In addition to the procedures for managing poor behaviour (above) staff will continue to provide support and education for both the *perpetrator(s)* of and those affected by poor behaviour – *victim(s) and bystander(s)*. The **form teacher** plays a **key role** in this support and will work with colleagues, pupils and their parents (as appropriate) to monitor on-going behaviour. Support is available from the Pastoral Director in this area, though the form teacher's role should essentially remain key. This may take the form of:

- Informal monitoring (including observation of pupils at play during break times)
- Asking other staff to monitor pupils and keep the form teacher informed
- One to one discussions and PSHE sessions with pupils
- Social skills groups
- Encouraging pupils to take responsibility for their behaviour – e.g. use of reflection sheets to reflect on the impact of behaviour and to consider future behaviour
- Use of report cards to monitor behaviour and to praise good behaviour
- Individual pupil behavioural target setting
- Class discussions during form time or PSHE lessons (or in other lessons as required) arising from individual concerns or arising from any behavioural incidents
- Meetings with parents
- Transition meeting with the next form teacher
- School focus weeks/events (e.g. Anti-bullying week)

LEVEL	CRITERIA (EXAMPLES)	CONSEQUENTIAL ACTIONS	RESPONSIBILITY
1 Minor	<p>General misdemeanours such as:</p> <ul style="list-style-type: none"> Unacceptable behaviour at lunch and unruly behaviour on the playground and around school. Unacceptable behaviour in lessons/clubs Homework not done. Unacceptable language Minor misuse of IT 	<p>Member of staff deals with issue on the spot and gives the consequential actions.</p> <p>This may include:</p> <ul style="list-style-type: none"> Verbal Warning Missed break time (supervised) Cooling off in the glass corridor/vestibule outside RP/office Sent to another classroom Note in the Homework diary Completing work/repeating unacceptable work Loss of house points/privileges <p>The Form Teacher will be made aware.</p>	<p>Class teacher/ Form teacher/ Member of staff on duty in the playground at the time of the incident</p>
2 Persistent Minor	<p>Repeats minor behaviour on more than one occasion within a short time frame.</p>	<p>Member of staff dealing with issue:</p> <ul style="list-style-type: none"> Records on Behavioural Management (on SIMS) or My Concern and informs the Form teacher and in the case of 3, a senior member of staff: <p>The pupil may, where appropriate:</p> <ul style="list-style-type: none"> Complete a reflection sheet Write a letter of apology 	<p>Form Teacher in liaison with Pastoral Director/Head of Pre-Prep/Foundation Stage Co-ordinator (where appropriate)</p>
3 Severe	<p>More severe incidents (inc on-line) including:</p> <ul style="list-style-type: none"> Disrespectful and abusive language and gestures Deliberate minor damage to property Deliberate defiance of authority Anti-social behaviour towards other pupils Repetition or escalation of minor offences Racist comments 	<ul style="list-style-type: none"> Have their position of responsibility suspended Report to a senior member of staff Isolation(supervised) Supervised lunchtime detention with a senior member of staff Be excluded from break/lunchtime play Suspension of IT account or use Be issued with a daily/weekly report card 1-1 PSHE session Parents will be informed 	<p>Pastoral Director/ Head of Pre-Prep</p>
4 Persistent Severe	<p>Repeats severe behaviour on more than one occasion.</p>	<p>Member of staff dealing with issue:</p> <ul style="list-style-type: none"> Notes on SIMS and informs the Form teacher Matter referred to Pastoral Director/Deputy Head and they will issue appropriate consequential actions. <p>Parents will be informed.</p>	<p>Pastoral Director/ Deputy Head in liaison with Headmaster</p>
5 Extreme	<p>Extreme incidents including:</p> <ul style="list-style-type: none"> Physical violence Bullying all forms (inc cyber bullying) Deliberate serious damage to, defacing of or stealing property. False allegations against staff. 	<p>Member of staff dealing with issue:</p> <ul style="list-style-type: none"> Notes on SIMS or My Concern and informs the Form teacher Matter referred to Headmaster and appropriate consequential actions issued. Consult the Anti-Bullying Policy <p>Parental involvement. Temporary fixed term exclusion or in extreme cases, permanent exclusion, may follow.</p>	<p>Headmaster The Headmaster will follow the procedures outlined in the Discipline and Exclusion Policy.</p>

CONFISCATION OF INAPPROPRIATE ITEMS

The Headmaster, and staff authorised by him, has the statutory authority to confiscate, retain or dispose of a pupil's property as a punishment, as long as it is reasonable in the circumstances. Items which may be confiscated are:

- items that pose a threat to the individual or others
- Items that distract the individual or others from learning
- Items that are not in accordance with the School uniform or equipment requirements (e.g. inappropriate jewellery or unauthorised mobile devices)
- Items that pose a health and safety threat to others
- Items which the School suspects may be stolen

If the member of staff decides to return the item, this will be returned to the pupil's parent along with an explanation of why the item was confiscated. Any confiscated weapons, knives or pornographic material will always be handed over to the police and the parent will be informed.

USE OF PHYSICAL RESTRAINT (REASONABLE FORCE)

Members of school staff have the legal power to physically restrain a pupil to prevent them from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. The procedures to be followed in these instances can be found in the *Use of Physical restraint (Use of reasonable force) policy* in Appendix B.

CCTV

Close Circuit cameras operate on the School premises for the safety of all in school and for the security of the building. Cameras are located in both playgrounds, in all Foundation Stage classrooms, the lobby outside the changing rooms, the Hall, the refectory, on all entrances and in the School car park. Signs are clearly displayed to inform of the presence of the cameras. CCTV footage may be used to gather evidence when investigating an incident involving pupils.

RECORD KEEPING

Records of incidents are kept electronically using the Behaviour Management section on SIMS (School Information Management System) and on My Concern. A paper record of extreme incidents (stage 5) will also be kept on the pupil's file.

SAFEGUARDING AND OTHER AGENCIES

Consideration will be given as to 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 the School's safeguarding policy will be followed. Consideration will also be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs, such as mental health, safeguarding or socio-economic issues. At this point, consideration will be given as to whether multi-agency advice or/and assessment is necessary.

PUPIL TRANSITIONS

In support of the aim to provide consistency in our approach to behaviour management pupils' behavioural history and needs will be discussed before the beginning of each school year at a transition meeting between the previous form teacher and the new form teacher. The new form teacher will also familiarise themselves with any previous incidents and behavioural management records. Should there be a change of form teacher at any other time during the school year a transition meeting will take place before the new form teacher takes on responsibility for the class.

Supply teachers taking temporary responsibility for a class will be made aware of any behavioural issues that they should be aware of by the Head of Pre-Prep (for Pre-Prep classes) or the Pastoral Director (for Prep classes).

Where possible and with the permission of the parents, children entering the Foundation Stage will be visited at a Pre-School setting (or their home where this is not possible) by a member of the Foundation Stage staff before they attend their familiarisation visits. As well as making an initial contact with the child, this visit allows the child to be seen in a familiar setting with other children and provides an opportunity for school staff to discuss any issues relating to learning, behaviour or welfare with staff from the pre-school setting.

For children entering the School at other points, references are taken up from the sending school which seek information including the child's academic performance, attitudes to learning, behaviour and welfare. The Headmaster may contact the sending school to confirm any information contained in the reference. Where possible, all prospective pupils attend two familiarisation visits before being offered a place; the pupil's ability to relate to peers is observed during these visits.

The School complies with legal requirements to send a Common Transfer File (or information in hard copy form where a school does not have an electronic information management system) to another school when a child leaves St Michael's. The School also provides relevant information about pupils, including behaviour, as requested on a reference form from another school that a parent is considering for their child. Where teachers from secondary schools visit, they are welcomed as part of the transition of Year 6 pupils to secondary schools; any behavioural or welfare issues are raised with the visiting teacher by the Form teacher or Headmaster.

SECTION C MANAGING BEHAVIOUR IN THE EYFS

Whilst the principles and practices of this policy apply to all the pupils in the School, including those in the EYFS, special consideration is given to the young age of the children in the EYFS in promoting good behaviour and in imposing sanctions in the event of poor behaviour.

The EYFS at St. Michael's School comprises the Nursery and Reception classes.

LEAD PRACTITIONER

As outlined above the EYFS practitioner with responsibility for behaviour management is Foundation Stage Coordinator, Mrs Kate Willis. In cases of persistent minor poor behaviour or severe behaviour in the EYFS, advice and support are available from the Head of Pre-Prep, Mrs Kate Perry or the Pastoral Director, Mr David Webb.

CONTACTING THE LEAD PRACTITIONER

Mrs Willis (Foundation Stage Co-ordinator) can be contacted by email through the school office (office@stmichaelschool.com) or by telephone (01702 478719).

CORPORAL PUNISHMENT

Corporal punishment is not used or threatened in the EYFS or any other department at St. Michael's School.

USE OF PHYSICAL RESTRAINT (REASONABLE FORCE)

Members of school staff have the legal power to physically restrain a child to prevent them from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. The procedures to be followed in these instances can be found in the *Use of Physical restraint (Use of reasonable force) policy* in Appendix B.

SECTION D STAFFING ISSUES

STAFF DEVELOPMENT

All staff will be made aware of this policy through staff meetings and will be able to access a copy on the Google Drive. All staff are expected to comply fully with its requirements. Staff will be involved in and informed of any revisions. Opportunities for professional development in respect to managing pupil behaviour will be sought from time to time as whole school training or as required on an individual basis as the need arises. Training will also be provided for staff in the use of SIMS and My Concern for recording and accessing behaviour management records.

FALSE/MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

The School recognises the damaging effect that a false or malicious accusation against a member of staff has on that individual. Whilst every allegation against a member of staff will be properly investigated in line with the School's safeguarding policy, the School will take action against pupils who make accusations that after proper investigation are found to be deliberately false or malicious. In making a deliberately false or malicious accusation it is likely that a pupil will have seriously breached the School rules and their behaviour in so doing will be considered to be extreme. The response that will be imposed will be appropriate to managing extreme behaviour (see Managing Unacceptable Behaviour). Appropriate pastoral care is provided for staff accused of misconduct.

SECTION E POLICY INTO ACTION

IMPLEMENTATION

All staff are involved in the implementation of this policy and are expected to follow the procedures outlined in the policy for promoting good behaviour and managing incidents of unacceptable behaviour. All staff are expected to record behavioural incidents accurately and in a timely manner.

The policy is made available to parents on the School website (and parents will be advised of the amended policy through the School Newsletter). Parents are informed that they are able to request a paper copy of the policy from the school office.

MONITORING AND EVALUATION

The Pastoral Lead, in liaison with the Senior Management Team and the Headmaster, will monitor the effectiveness of the policy. Amendments will be made to the policy in the light of feedback received from staff, pupils, parents or governors and changes to regulatory requirements.

The Pastoral Director will monitor behaviour management records on a regular basis (at least half termly) to identify:

- patterns of poor behaviour in pupils
- persistent misbehaviour by individuals
- the nature and impact of the consequential action imposed
- any patterns in staff imposing consequential action

and to monitor the efficiency in which the incidents have been recorded by staff.

The Pastoral Lead will also evaluate the consequential actions imposed for reasonableness and in accordance with the need for any adjustments, additional parent involvement, other agencies or safeguarding measures.

Results of the monitoring will be discussed with the Headmaster on a half-termly basis (or more frequently if required). The results will be evaluated against the School's

success in keeping pupil behaviour at a very high standard and instances of poor behaviour infrequent and managed at the lowest levels of consequential actions possible.

CONTACT INFORMATION FOR PARENTS:

<u>To contact</u> <ul style="list-style-type: none">• Your child's form teacher• The Pastoral Lead (Mr David Webb)• The Head of Pre-Prep (Mrs Kate Perry)• The EYFS Co-ordinator (Mrs Kate Willis)	Tel: (01702) 478719 Email: office@stmichaelschool.com
<u>To contact</u> <ul style="list-style-type: none">• The Headmaster (Mr James Mobbs)	Tel: (01702) 478719 Email: headsqa@stmichaelschool.co.uk

APPENDICES

APPENDIX 1 SCHOOL RULES

APPENDIX 2 USE OF PHYSICAL RESTRAINT (USE OF REASONABLE FORCE) POLICY

APPENDIX 3 HOW TO EARN HOUSE POINTS

APPROVAL

The policy and its appendices was reviewed by the School's Board of Governors against the Independent Schools Standards Regulations on ? and was approved for full adoption and implementation.

APPENDIX 1

SCHOOL RULES

The School Rules are expressed simply through the Golden Rules.

For Pre-Prep

- Do** be gentle
- Do** be kind and helpful
- Do** work hard
- Do** look after property
- Do** listen to people
- Do** be honest

For Prep

- | | |
|-------------------------------|--|
| Do be gentle | Do not hurt anybody |
| Do be kind and helpful | Do not hurt other people's feelings |
| Do work hard | Do not waste your time or other people's time |
| Do look after property | Do not waste or damage things |
| Do listen to people | Do not interrupt |
| Do be honest | Do not cover up the truth |

APPENDIX 2

USE OF PHYSICAL RESTRAINT (REASONABLE FORCE) POLICY

SCOPE: This policy applies to the whole school, including the EYFS.

This policy is written based on – DfE non-statutory guidance for schools *Use of reasonable force Advice for headteachers, staff and governing bodies* (2013). Although the need to use physical force is unlikely at St. Michael’s because of the culture of high expectations and good behaviour, it is good practice for everyone to know in what circumstances it may be necessary to use force, how this action should be taken and how it should be followed up.

Aims

- To help to understand what the law means in practical terms
- To provide advice on good practice
- To help to protect staff and pupils and to prevent serious damage or disruption in school
- To reduce the likelihood of actions by staff being successfully challenged in the courts

Understanding the law

Section 93 of the Education and Inspections Act 2006 allows all members of school staff to use such force as is reasonable in the circumstances to prevent pupils from committing an offence, hurting themselves or others, damaging property, or from causing disorder. Reasonable force can be used for two purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Reasonable force is allowed in the following circumstances to: (non-exhaustive list)

- remove disruptive children from the classroom where they have refused to
- follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety 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 and
- restrain a pupil at risk of harming themselves through physical outbursts
- conduct a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

This policy applies to any teacher who works at the School or any other person whom the Headmaster has authorised to have charge of pupils e.g. Nursery Nurses, MDAs etc. It can also include adults to whom the Headmaster has given temporary authorisation to have control or charge of pupils such as members of staff whose job does not normally involve supervising pupils and unpaid volunteers e.g. parents accompanying pupils on educational visits.

The power may be used where the pupil is on school premises or elsewhere in the lawful control or charge of a member of staff e.g. an educational visit.

Reasonable force should be in proportion to the outcome for which it is intended. The degree of force used will be the minimum needed to achieve the desired result. It will not be used to prevent trivial misbehaviour.

Those exercising the power to use force must make reasonable adjustments for disabled children, children with Mental Health conditions and children with special educational needs.

It is always unlawful to use force as a punishment. Corporal punishment is not to be used or threatened at St. Michael's School (see Behaviour and Anti-bullying Policies).

Good Practice

Details about the use of physical contact, as opposed to reasonable force, are found at Appendix A of the School's Safeguarding Policy. All staff are aware of these guidelines as they form part of the Induction Programme.

The use of physical restraint or reasonable force at St. Michael's will generally be used only as an emergency, for the reasons listed in the section above. If any pupil needs to be restrained on a regular basis, a risk assessment will be undertaken, and this will be agreed with the parents and the Headmaster and be in line with the child's Individual Education Plan. The plan will detail situations that may provoke difficult behaviour, preventive strategies and de-escalation techniques. It will also detail what is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force. It will also state if physical intervention is likely to be needed, any specific strategies and techniques that have been agreed by staff, pupils and parents concerned.

Protecting Staff and Pupils

The School recognises the importance of reducing the likelihood of situations arising where the power to use reasonable force may be exercised. This will be done in the following ways:

- Create a calm, orderly and supportive school climate that minimises the risk and threat of physical violence of any kind
- Develop effective relationships between pupils and staff

- Use of the curriculum to promote positive self-esteem etc through PSHE, Citizenship, SMSC
- Implement appropriate professional development for staff
- Follow school policies
- Warn a child, wherever practicable, that reasonable force may have to be used, before using it.

There are times when it would be inappropriate to intervene in a situation without help. Help may be needed in dealing with a situation involving an older pupil, a large pupil, more than one pupil or if the member of staff believes that he or she may be at risk of injury. Help can be summoned using the internal telephone system or the red card system. In such circumstances it may be appropriate to remove the other children who might be at risk and summon assistance. In an extreme situation, it may be necessary to phone the police.

Using reasonable force

Before using reasonable force, staff will, wherever practicable, talk to the pupil and where necessary tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and will make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result).

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Staff Training

All staff need to be aware of the policy on the use of physical restraint. Some staff may need to receive specific training on the use of restrictive holds if it has been agreed that this may be necessary with a particular pupil as part of his or her IEP.

Recording and Reporting Incidents

If there has been an incident where reasonable force has been used as a restraint a written record of the incident will be made. This will be recorded on the usual Behaviour Management records on SIMS or My Concern (a separate Incident form may be required). This will provide a record of what led up to the incident, what happened, who was involved and what action was taken.

The member of staff involved in an incident is usually best placed to complete the record. Differing accounts of the same incident should be recorded. This should be passed to the Headmaster. The parents will be informed, on the same day (or as soon as reasonably practicable), of the situation and that reasonable force has been used. Any injuries or disciplinary issues will be dealt with in accordance with usual school policies. Any incident involving reasonable force will be reported to the Governing Body, by the Headmaster in the termly Headmaster's Report.

Schools will retain records of such incidents until the member of staff involved has reached normal retirement age or for 10 years from the date of the incident if that is longer.

Post-incident support

People involved in an incident should be given immediate support, such as first aid, if required. They should also be given emotional support as necessary. It may be necessary to involve outside agencies to provide appropriate support.

If a pupil is responsible for an incident they will be held to account for their actions. School policies will be followed in terms of consequences detailed and, if necessary, use of the Discipline and Exclusion Policy.

It may be necessary to put in place measures to prevent such an incident recurring and specific staff training may be required.

Dealing with complaints and allegations

Parents and pupils have a right to complain about actions taken by school staff. Complaints should be dealt with in line with the School's Complaints Procedure. However, if an allegation is made against a member of staff, specific guidance is available in *Use of Reasonable Force – advice for headteachers, staff and governing bodies (2013)* and *Dealing with allegations of abuse against teachers and other staff (2012)*.

Reviewed by D Webb
Pastoral Lead

September 2020

APPENDIX 3

HOW TO EARN HOUSE POINTS

The house system is a school initiative to give pupils a shared community, a chance to work with their peers and staff, interacting with others and developing new and stronger relationships. Below is a table of what pupils could be awarded points for, as you will see some have a higher weighting than others and are therefore more valuable and harder to be awarded.

How to Earn House Points	Number of House Points
Excellent Participation	One
Excellent Classwork	One
Kindness	One
Contribution to Form	One
Positive Role Model	One
Sharing	One
Creativity	One
Perseverance	Two
Self-Motivation	Two
Demonstrate BLP	Two
Target Met	Three
Sustained Improvement/Term	Three
Excellent punctuality/Term	Three
Contribution to Open Day	Five
100% Attendance/Term	Five
Head of House Award	Five
Headteacher Award	Ten