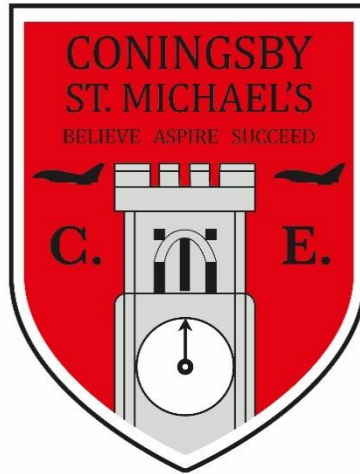


Coningsby St Michael's Primary School



BELIEVE. ASPIRE. SUCCEED.

As Jesus welcomes and values children, we at St Michael's **aspire** to welcome and value all members of our community. We **believe** that this welcome and value provides opportunities for all to **succeed**. Matthew 18: v.2-5

Behaviour Policy

| | |
|------------------|--|
| Review frequency | Annually |
| Checked by | Governing Body |
| Next review due | July 2026 (Amendment 27 01 26 relating to mobile phones and Trust's Restrictive Intervention Policy April 2026) |

Be Safe, Be Ready, Be Respectful.



Excellence, Exploration and Encouragement powered by Equity

The LAAT window allows us to see:

- The past, on which we build
- The present, for us and for others
- The future we seek to become.

Grounded in faith, we seek to see and understand all in our diverse communities and beyond.

Every pupil has the right to flourish; academically, physically, emotionally, and spiritually, through an educational experience based on Excellence, Exploration and Encouragement.

Every pupil has the right to receive what they need. And every child will need different things at different times. Providing this, is Equity at work.



”

Be Safe, Be Ready, Be Respectful.

Overarching Policy Aims:**This policy aims to:**

- Outline how pupils are expected to behave
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and consequences
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Legislation and statutory requirements:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Head of Schools and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) School suspensions and permanent exclusions

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Statement of intent:

Coningsby St Michael's Primary School believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries
- an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour
- the application of an **Unconditional Positive Regard** for all pupils, acknowledging and addressing any inappropriate behaviours which may arise
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social, emotional aspects of learning.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Encouraging positive relationships with parents.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Challenging and managing misbehaviour.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

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Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

What is Unconditional Positive Regard?

Unconditional positive regard in schools, rooted in Carl Rogers's work, means teachers accepting and valuing students without any conditions or limitations on their worth as individuals. This approach fosters a safe and supportive environment where students feel free to express themselves, learn from mistakes, and build positive relationships with teachers and peers. It encourages teachers to separate the behaviour from the child, focusing on supporting the student's emotional well-being while addressing inappropriate actions.

Unconditional positive regard involves:

- Respecting students
- Being nonjudgemental
- Accepting each student as a unique individual
- Accepting students' experiences
- Accepting of students' views, opinions and beliefs
- Caring for students and being conscious of their needs
- Reframing behaviour by understanding the communicative intent
- Being compassionate and understanding
- Seeing students through a positive light regardless of the situation
- Understanding developmental pathways
- Seeing the whole child
- Separating students from their behaviour

Behaviour curriculum:

Positive behaviour will be taught to all pupils as part of the **Behaviour Curriculum** (Appendix 1), to enable them to understand what behaviour is expected and encouraged, and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Be Safe, Be Ready, Be Respectful.

We have three school rules, **Be Ready, Be Safe and Be Respectful** (Appendix 2). Children will be explicitly taught what these mean and how they should behave in school.

Routines will be used to teach and reinforce the expected behaviours of all pupils. They will be practised and constantly revisited. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Rewards:

In addition to praise, we use rewards to reinforce positive behaviour. For rewards to be effective, they need to be:

- Immediate: Given right after the good behaviour occurs.
- Consistent: Applied consistently to encourage the behaviour.
- Achievable: Realistic and attainable to keep students motivated.
- Fair: Distributed fairly among all students.

We offer a variety of rewards, including:

- Social Rewards: Verbal praise and positive communication with parents.
- Prefect Roles: Assigning roles such as Prefects to recognise responsible behaviour.
- Friday Mention Certificates: Awarded weekly to children who consistently follow our school rules—Be Ready, Be Safe, Be Respectful.
- Values Champions: Nominated termly by teachers for children who demonstrate our core values—Friendship, Respect, Responsibility, Honesty, Forgiveness, and Thankfulness.
- Teams: Given for positive behaviour aligned with school rules. Team totals are celebrated weekly with special recognition at the end of each term.
- Head of School Stickers: Given for exceptional work or behaviour.

By combining immediate and sincere praise with a structured rewards system, we aim to create an encouraging and motivating environment for all students.

Classroom rules and routines:

The school has an established set of clear, comprehensive and enforceable classroom rules which define what acceptable behaviour is and what the consequences are if rules are not

Be Safe, Be Ready, Be Respectful.

adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers are requested to walk the line at the start of the day greeting each pupil individually to build positive relationships. Teachers check that pupils are ready to enter school in a positive manner. At these times teachers also check that the children have the correct school uniform, no trainers and that T-shirts are tucked in. Teachers always lead the children along corridors on the left encouraging children to walk sensibly and quietly. The number of children using lockers or toilets are limited and monitored. During registers all children are expected to give eye contact and respond politely saying, ‘Good Morning/Afternoon’ and using the class teacher’s name.

The Head of School ensures all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers support pupils to understand and follow the school rules and routines. Teachers follow the Behaviour Curriculum (Appendix 1) and where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. displaying posters of the school rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Children will be asked to:

- To follow our school rules: Be Ready, Be Safe and Be Respectful.
- To work to the best of their abilities and allow others to do the same.
- To have the highest standard of politeness and courtesy.
- To get on well with each other, listening to other viewpoints and helping each other whenever possible.

Be Safe, Be Ready, Be Respectful.

- To respect all members of the school community, their beliefs and values.
- To take care of property and the school environment both inside and outside. Following classroom charters and procedures and not disrupting the learning of other pupils.
- To follow instructions given by staff and other adults without arguing.
- To be an ambassador for our school.

Parents will be asked to:

- To sign and adhere to our Home School Agreement
- To encourage and supporting their child in adhering to the school rules.
- To inform the school of any changes in circumstances which may affect their child's behaviour.
- To encouraging their children to have high standards of behaviour in and out of school.
- To support the school's policies, strategies, and guidelines for behaviour.
- To work with school staff to help their child accept responsibility for their behaviour and actions.
- To support the school in its use of rewards and consequences.
- To have responsibility for the behaviour of their child.

Staff will be asked to:

- To use Unconditional Positive Regard at all times.
- To build positive relationships and treat all children with care.
- To not shout at or humiliate children.
- To be the role model, reinforcing positive behaviour.
- To relate to children and each other in a calm and quiet manner.
- To raise children's self-esteem, independence and resilience.
- To trust, listen and respect every member of the school community.
- To create a safe environment, physically and emotionally.
- To ensure that the planned lesson supports all learners.
- To use expectations, rewards and consequences consistently and fairly.
- To recognise children's fears and individual challenges they may face and seek advice or support when needed.
- To teach expected behaviours and routines.

The Head of School will be asked to:

Be Safe, Be Ready, Be Respectful.

- Monitor and implement this policy and oversee the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- To ensure that high expectations of pupils' conduct and behaviour are established and implementing measures to achieve this. Ensuring that it is consistent at all times.
- To engage parents in reviews on behaviour through surveys and discussion.

Pastoral Support:

Coningsby St Michael's Primary School has a dedicated Pastoral Team to support pupils' wellbeing and mental health.

Pastoral Manager: Vicky Wise ~ Level 3 Unconditional Positive Regard Trainer, Deputy Designated Safeguarding Lead, Drawing and Talk Therapy and Sand Therapy.

Learning Mentor: Natalie Williams ~ Mental Health Lead, ELSA trained, Drawing and Talk Therapy and Sand Therapy.

The team can guide and signpost staff and parents to further outside agency support when appropriate.

SENDCO:

Mrs B Louth is the SENDCO and has responsibility for:

- Collaborating with the Governing Body and the Pastoral Support Manager, and as part of the SLT, determining the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and Mental Health and Well Being policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Preventative measures for pupils with SEND:

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

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The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Reasonable adjustment to enable children to access the learning
- Training for staff in understanding autism and other conditions.

SEND HUB:

The SEN Hub provides a supportive, restorative space within the school where pupils with Special Educational Needs and Disabilities can access targeted intervention designed to help them regulate, reflect, and re-engage with learning. As part of our behaviour approach, the Hub offers a calm environment where students can take part in personalised restorative conversations, process incidents safely, and work with trusted adults to rebuild relationships and repair harm. It is not a punitive space, but a proactive and inclusive provision that helps pupils develop self-regulation, understand the impact of their behaviour, and return to lessons ready to participate positively. The SEN Hub works in partnership with classroom staff to ensure that behaviour support is consistent, relational, and rooted in the principles of restorative practice.

Staff Training:

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Supply teachers are issued with a Class Passport giving detailed information about the school's behaviour systems and pupil information.

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Managing behaviour:

When instances of unacceptable behaviour occur, they are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral team will monitor records of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need for help or protection.

The SENDCO will also be involved to ensure that there are no unmet learning needs.

We believe that children deserve a "fresh start" every day and that consequences incurred during one day should not, where possible, be carried over to the next day. However, we acknowledge this might not always be viable. For example, if an incident occurs during an afternoon session, the consequence could take place the following day. Teachers will remind the whole class regularly that every day is a new day and a chance to do even better than the day before.

Definitions of "low-level unacceptable behaviour" behaviour:

- For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Rudeness or being unkind to others, pupils and staff
- Swearing
- Unruly behaviour
- Use of mobile phones without permission

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity and frequency of the behaviour.

Definitions of "serious unacceptable behaviour" behaviour:

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For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – against ‘**Protected Characteristics**’ by not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Leaving the classroom without permission
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting, physical attack and aggression
- Persistent disruption to the learning of other children
- Persistent disobedience or destructive behaviour
- Assaulting a member of staff
- Extreme behaviour, such as violence and serious vandalism
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Mobile Phones and Personal Devices (Pupils)

Rationale:

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To maintain a calm, safe and focused learning environment, the school operates a phone-free school day. This supports pupil wellbeing, positive behaviour, safeguarding and the school's online safety and RSHE curriculum.

Bringing Mobile Phones to School:

- Some Upper Key Stage Two pupils (Years 5 and 6) may bring a mobile phone to school where this is necessary to support independent travel arrangements.
- Mobile phones are not required for learning and should only be brought to school where there is a clear need.

Non-Use and Not-Seen Expectations:

- The school operates a “non-use and not-seen” approach to mobile phones.
- Pupils must not use, access, display or handle mobile phones at any point during the school day.
- Phones must be:
 - Switched off or set to silent (not vibrate) on arrival at school.
 - Handed immediately to the class teacher and stored securely in a locked cupboard.
- Mobile phones will remain under teacher supervision until the end of the school day and may only be accessed once pupils have left the school site.

Safeguarding, Online Safety and RSHE Links:

- This policy supports the school's Online Safety Policy and the RSHE curriculum, which explicitly teaches pupils about:
 - Responsible and safe use of technology
 - Risks associated with mobile devices, social media and online communication
 - Cyberbullying, exploitation and digital wellbeing
- Any misuse of mobile phones, including online activity linked to school, will be addressed in line with the Behaviour Policy, Online Safety Policy and Anti-Bullying Policy.

Searching and Confiscation:

- In line with the Behaviour Policy and statutory guidance, the school reserves the right to:
 - Search pupils where there is reasonable suspicion that a mobile phone is being used or concealed in breach of school rules.
 - Confiscate mobile phones where policy expectations are not followed.
- Confiscated devices will be returned in accordance with behaviour procedures and may require parental involvement.

Staff Conduct and Modelling:

- To support a consistent, phone-free culture:

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- Staff must not leave personal devices in public view during the school day.
- Personal mobile phones should not be used in front of pupils except where required for professional purposes in line with school policy.
- This reinforces clear expectations and models appropriate behaviour to pupils.

Reasonable Adjustments:

- The school recognises that reasonable adjustments may be required for some pupils, including those with SEND, medical needs or safeguarding considerations.
- Any adjustments will:
 - Be agreed in advance with senior leaders
 - Be documented and reviewed regularly
 - Be implemented in line with the SEND Policy, Behaviour Policy and relevant individual plans (e.g. EHCPs, risk assessments)

Liability:

- Teachers and the school cannot accept responsibility for any loss or damage to mobile phones while travelling to or from school.
- Parents and pupils bring devices onto the school site at their own risk.

Consequences for unacceptable behaviour:

ALL staff follow the Ladder of Consequences see **Appendix Three**.

This ladder is shared with parents and pupils, and is displayed in every classroom.

STAGE ONE:

Staff always use the principles of Unconditional Positive Regard drawing on their knowledge of the pupils and focussing on positive relationships. They seek to identify the reason for the behaviour, reassuring the pupil and offering support through restorative conversations.

Restorative Practice is not a consequence but may result in an immediate consequence dependent on the severity of the unwanted behaviour. In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no consequence may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance.

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

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A phone call with parents, and inquiries into circumstances outside of school by the Pastoral Team, Head of School or DSL, may be provided alongside the use of consequences to prevent the misbehaviour recurring.

Following repeated incidents of unacceptable behaviour, children who are constantly being given “warnings” may need a pastoral support and/or a behaviour plan to address a particular behavioural problem. Teachers are asked to seek advice and support from the Head of School, Pastoral Support Manager or SENDCO should this happen. Wherever possible, staff at Coningsby St Michael’s Primary School will always endeavour to make the necessary reasonable adjustments. When managing children on the Special Education Needs Register, the staff will extra take care in monitoring and administering reasonable adjustments in order for the children to reach their full potential.

Children may be given an internal exclusion where they work in another classroom for a reset, this will always be communicated to parents.

STAGE TWO:

Fixed Term Suspension

Where a pupil’s misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the Head of School immediately or, in the Head of School’s absence, the most senior member of staff.
- The Head of School will investigate the incident and decide whether it constitutes unacceptable behaviour.
- The Head of School will consider whether the pupil should be suspended, in line with the [Trust’s Suspension and Permanent Exclusions Policy](#), and will determine the length of the suspension.

Fixed Term Suspensions may be issued for:

- Persistent disruptive behaviour.
- Serious single event involving verbal and/or physical assault on another children or an adult.
- A single event usually where the physical or emotional safety of other children or staff is a concern.
- Evidence of bullying.

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- Evidence of cyberbullying.
- Evidence of behaviours of a homophobic or racist nature.

Fixed term Suspensions could lead to permanent exclusions following reviews of evidence and advice taken. For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head of School.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

STAGE THREE:

Permanent exclusion:

In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school, the school may issue a permanent exclusion. Only the Executive Headteacher, or Head of School can exclude a pupil.

The school will apply the civil standard of proof, i.e. 'on the balance of probabilities' when making judgements in relation to suspensions and exclusions.

For all suspensions and exclusions, the school leadership will notify the Local Authority, Governing Body and Lincoln Anglican Academy Trust. Please refer to the [Trust's Suspension and Permanent Exclusions Policy](#),

Initial interventions:

The Incredible 5-Point Scale

At our school, the Incredible 5-Point Scale is a key strategy used to support pupils in developing emotional awareness and self-regulation. This simple, visual tool helps children identify and communicate how they are feeling by assigning a number to their emotional intensity, with 1 representing calm and 5 indicating extreme distress. Staff introduce the scale during calm moments and embed it into everyday practice through morning check-ins, personalised versions, and clear links to coping strategies. The scale promotes objectivity, reduces anxiety, and empowers children to recognise their emotions early, enabling them to respond appropriately before behaviours escalate. It fosters a shared language across the school, allowing both staff and pupils to discreetly express feelings and take action to

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maintain emotional wellbeing. By supporting children to link what they feel with what they can do, the 5-Point Scale is an essential part of our inclusive and nurturing behaviour framework.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Individual or group sessions with the Learning Mentor
- Pastoral Support Plans
- Engagement with local partners and agencies including BOSS (Behaviour Outreach Support Services)
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist
- Offering a short-term managed move to another local school in our Trust, Coningsby St Michael's Primary School.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.

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- Offering help and support.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. distraction

See also 'restorative language script' in Appendix Four to support positive communication with

Physical intervention

In line with the [Trust's Restrictive Interventions Policy](#) trained members of staff have the legal right to use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

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- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The pupil may be moved to another classroom for a period of time and this could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head of School will request that the pupil's class teachers set them appropriate work to complete.

The Head of School will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse section of the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

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Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. The school follows the procedures outlined in the Drug Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

The Executive Head of School and Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Behaviour off school premises

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Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

CPOMS

CPOMS is a software application for monitoring child protection, safeguarding, pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS is a system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues. Using CPOMS, the School can ensure that pupils are safe and fully supported, whilst school staff can focus on teaching and providing support.

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Every member of staff across the school has an obligation to report any concerns which they may have. With their own individual logins, CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups or for parent meetings, Governing Body Meetings or Ofsted.

Senior leaders have a separate login that allows them to oversee the incidents that have occurred during the day and what actions have been taken as a result.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Governing Body

The Governing Body has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.
- Ensuring this policy is published on the school website

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Monitoring and review

This policy will be reviewed by Executive Headteacher/Head of School, SENDCO and stakeholders, on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Appendix

1. Behaviour Curriculum
2. School Rules: Be Ready. Be Respectful, Be Safe.
3. Consequence Ladder
4. Trust Statement of Principles
5. Restorative Scripts
6. Research

Appendix One

[HT and CSM Behaviour Curriculum 25-26.docx](#)

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Appendix Two

School Rules:

Be Respectful

- Listen to everyone
- Don't talk over each other
- Say please and thank you
- Eyes on the person talking
- Open doors for each other
- Say Good Morning and Afternoon to each other
- Follow Instructions given by adults
- Look after equipment
- Talk kindly to each other
- Respect others right to learn
- Ask permission before you leave your seat

Be Safe, Be Ready, Be Respectful.

Be Ready

- Sit up straight on chairs
- Have all your equipment ready
- Be quiet and ready to listen
- Show a positive attitude to learning
- Be a good talking partner
- Face the front when lining up
- Move around school quietly
- Follow the STOP signal immediately

Be Safe

- Always walk in school on the left hand side
- Play games that don't become too physical
- Stay within designated areas at play and lunch times
- Keep your hands and feet to yourself
- Sit on chairs correctly
- Follow adult instructions carefully through transitions and emergencies
- Tell an adult if something online makes you feel uncomfortable
- Report bullying or unkind behaviour
- Talk to an adult if you feel worried
- Use equipment properly

Be Ready. Be Respectful. Be Safe.

Appendix Three:

All staff, pupils and families at Coningsby St Michael's Primary School are committed to our behaviour policy and where behaviour falls below the expected standard we will work together to ensure this is the exception, not the norm.

Stage 1 Internal consequences

| | | | | |
|---|-------------------|-------------------|-----------------|-----------------------|
| Green | Verbal warning | Amber - 5 mins | Red -10 mins | Repeated incidents |
| Unacceptable behaviour  | | | | |

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| | | | | |
|---|---|---|--|---|
| Expected behaviour for all pupils | Maximum of one warning before Amber | Lose 5 minutes of break time in class (playtime/lunchtime) | Lose 10 minutes of break time (playtime/lunchtime) | Taken to Head of School or Executive Head |
| Reflection | Remind pupil of positive choices and values | Class teacher to speak to pupil about making positive choices and support needed to | Child to complete reflection supported by an adult- record on CPOMS | Speak to pupil to identify causes of poor behaviour. Remind children of values and positive choices |
| Incident | | Action | | Reintegration meeting |
| Bullying. Verbal abuse of the Protected Characteristics. Cyber-bullying in school. Serious single event. Physical Assault. Persistent low-level behaviours. Damage to school property. Stealing. Record | | improve behaviour – internal exclusion or Fixed term Suspension; The length of time to be determined by the severity of the incident, the persistence of negative behaviour ever after support and reflections as determined by Executive Head /Head of School | reflection supported by an adult- record on CPOMS After the agreed suspension period pupils will be reminded of our expectations and the support available. This is a legal requirement and parents must attend. Call to parents by Head of School or Pastoral team to agree next steps and support | agreed Suspension period pupils and parents to return to school for a reintegration meeting where pupils will be reminded of our expectations and the support available. This is a legal requirement and parents must attend. Parental meeting to discuss support and agree next steps with SENDCO and Pastoral Team (PSP, Casy Counselling, reduced timetable) |
| | | Pupil's voice on CPOMS by class teacher/ | Pastoral | |
| | | Team or Head of School. | | |

Stage 2: Fixed Term Suspension*

Fixed term Suspensions could lead to permanent exclusions following reviews of evidence and advice taken.

This stage is to be implemented when poor behaviour of pupil's is persistent and includes the following incidents: Bullying. Verbal abuse of the Protected Characteristics. Cyber-bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing. The behaviour of pupils outside school can be considered as grounds for Suspension.

This list is not exhaustive and may be added to with the agreement of the Executive Head. Head of School, Governing Body and LAAT.

Stage 3: Permanent exclusion

| Incident | Action | Appeals |
|--|---|--|
| All of the above plus In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school. | Permanent exclusion Only the Executive Headteacher or Head of School can exclude a pupil. The school will apply the civil standard of proof, i.e. 'on the balance of probabilities' when making judgements in relation to Suspensions. For all Suspensions, the school leadership will notify the Local Authority, Governing Body and Academy Trust | The Governing Body, under delegated powers from the Trust, will consider parents' representations about and Suspension. The Governing Body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the Suspension if: <ul style="list-style-type: none"> • The Suspension is permanent • It is a fixed period Suspension which would bring the pupil's total number of school days of Suspension to more than 15 in a term; or • It would result in a pupil missing a public examination or national curriculum test. |

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| | | |
|--|--|---|
| | | Please refer to the Suspension policy on the school website for more information. |
|--|--|---|

Appendix Four

Behaviour – Trust statement of principles

As a Trust we have strong beliefs about how pupils should be treated and although each school will have its own local Behaviour Policy, below, is our blueprint for what we expect in our schools and our approach to supporting an inclusive and kind experience for pupils.

As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at times; this is a crucial part of our culture of safety and care for every adult and pupil.

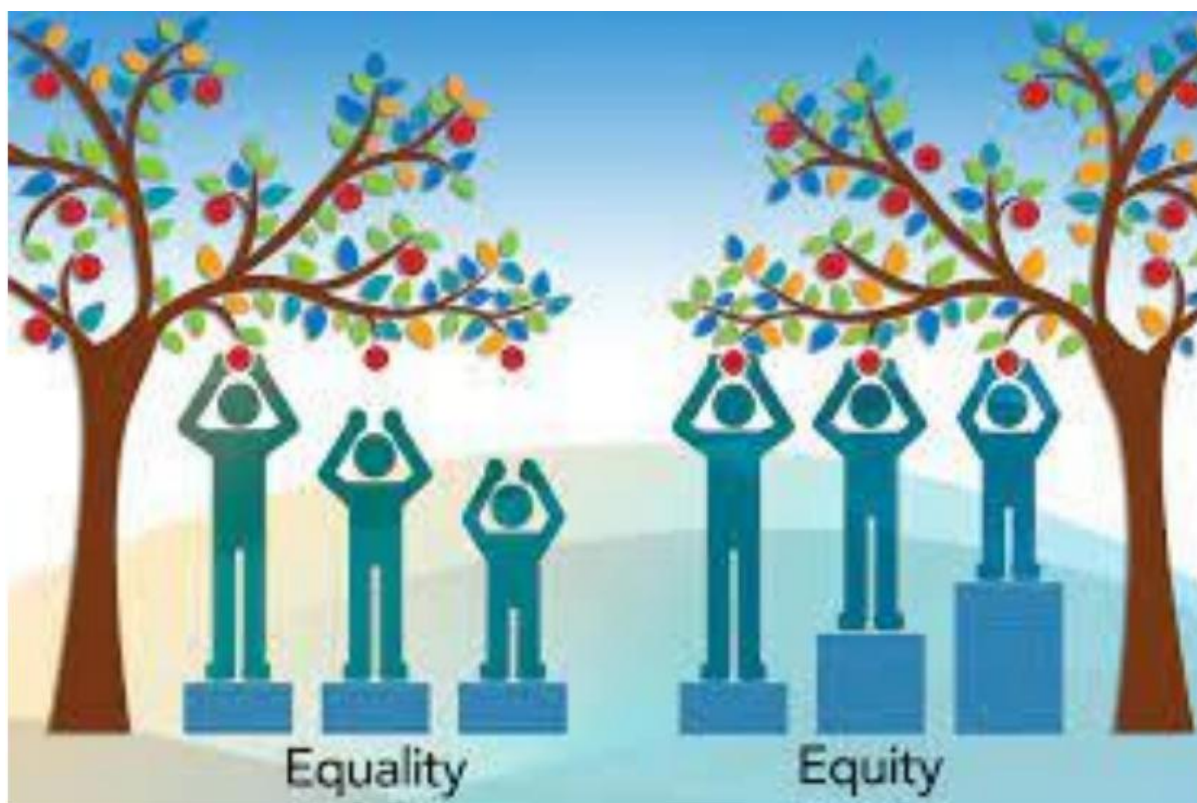
In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of self worth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs.



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Appendix Five

Restorative scripts to support staff when dealing with behaviour incidents.

Restorative behaviour phrases teachers might use in addressing poor behaviour in a calm and positive way: A commonality and consistency of language is vital across school so everyone feels confident to deal with any incident when it arises. The aim is to de-escalate the situation at the time and deal with the incident later.

These phrases are designed to build trust, emphasise empathy and cooperation, and promote personal growth and responsibility. They are based on a belief in the inherent goodness and potential of each student, and in their ability to learn and change.

Restorative and reflection questions when dealing with the situation after things have calmed down. These can be used along side the 5 key questions from the reflection form.

1. "What could we do differently next time to avoid this kind of situation?"
2. "Let's talk about how our actions can affect others."
3. "How can we make things right? What steps can you take to repair this situation?"
4. "How did you feel when that happened? Let's think about how others might have felt too."
5. "What would you like to happen next time? How can we achieve that together?"
6. "We all make mistakes, it's important that we learn and grow from them."
7. "This is a moment for growth. Let's use it to understand and improve."
8. "I know this doesn't reflect who you really are. Can we work together to show your true self?"
9. "Do you feel that your actions were fair? If not, what can you do to make things fair?"add

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Appendix Six

Research

1. The Kindness Principle: Making relational behaviour management work in schools by [Dave Whitaker](#)
2. The Behaviour Manual: An Educator's Guidebook Paperback by Sam Strickland
3. When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour Paul Dix
4. Evidence Based Education. (2022). Student behaviour: What is 'good' behaviour and how can teachers encourage it?
5. Behaviour in Schools Advice- for headteachers and school staff. DfE 2024
6. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> Improving pupil behaviour- EEF 2019:

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