



# **Behaviour Management Policy**

**Implementation Date – September 2023**

**Review Date – July 2024**

## St Michael's Community Academy

### Behaviour Management Policy

#### Golden Rules

**We are gentle**

**We are kind and helpful**

**We listen**

**We are honest**

**We work hard**

**We look after property**

**The Golden Rules are summed up in the statement:**

***"In this school we all show courtesy, consideration and respect"***

### **Introduction**

At St Michael's Community Academy, we believe that children need to have clear boundaries and structures in order for them to feel safe and to achieve.

- Children should always be given the opportunity to be successful
- Children should always have the opportunity to understand and correct any inappropriate behaviour that they have been involved in
- Parents and carers should be given the opportunity to know when rewards and sanctions are given

The school motto "**Our best, always**" is to be understood by all who study and work at the academy, and is something that pupils are to be taught to always strive for.

It is the responsibility of all staff, students and volunteers at the Academy to promote positive behaviour amongst pupils. This is dependent not just upon the use of the rewards and sanctions contained within this policy, but also upon the creating and maintaining positive, patient and caring relationships with children in order to earn their trust and respect.

This policy aims to ensure that these principles are embedded into our school culture and are effective – therefore this policy will be reviewed periodically.

### 1.) **Promoting Positive Behaviour:**

In order to succeed, it is essential that all pupils develop positive behaviours and attitudes to towards learning, and staff at the school will model the golden rules listed above at all times.

To support this aim, there are a range of rewards available to children in the following areas:

- **Punctuality and uniform**
- **Following the school's Golden Rules**
- **Academic effort**

#### **(i) Punctuality and Uniform:**

The way in which each school day begins is hugely important, and pupils being at school **on time**, in **correct uniform** and **ready to learn** is a key element of the school's approach to behaviour management.

We believe that these three aspects contribute to an orderly atmosphere in the classroom, which in turn sets children up to have a successful day of learning.

In order to promote the three aspects described above, we operate the “*Three strikes and you’re in!*” policy. Under this approach, each pupil who **a.)** arrives at school on time (*before* registration closes) and **b.)** meets the following uniform criteria each day, will receive a ticket which will be entered into a class raffle at the end of each school day:

**Criteria:**

<b>Infants:</b>	<b>Juniors:</b>
1.) School Jumper/Cardigan 2.) Correct Footwear 3.) Book bag	1.) School Jumper/Cardigan 2.) Correct Footwear 3.) Tie

- *Pupils who do not have a branded jumper/cardigan will not be penalised as long as their attire is navy blue*
- *Pupils who are late due to medical reasons will also not be penalised, and will still receive their ticket (teacher discretion allowed)*

Outside of the “Three Strikes...” approach, staff will continue to promote the importance of wearing correct uniform and taking pride in one’s appearance throughout each school day.

The **Academy Uniform Policy** is available separately and can be found on our website:

[www.smcacademy.co.uk](http://www.smcacademy.co.uk)

This also includes requirements for PE kit.

**(ii) Following the School’s Golden Rules:**

The golden rules listed on page 1 underpin the values that we strive for as a school. Staff are expected to actively promote these in their interactions with children and with each other, and pupils are expected to make their best effort to follow them at all times.

In order to recognise and promote good behaviour we have adapted the “It’s Good to be Green” approach, and have combined this with the popular class dojo software in order to provide incentives for our pupils.

**Rewards for good behaviour:**

**Class Dojos:**

Class dojos are a popular and easy to use way of recognising and rewarding children. At St. Michael’s we use them to acknowledge children who display overtly positive behaviour relating to **the Golden Rules**. The rate that they are to be awarded at should usually be a maximum of two dojos at a time, although staff discretion can be used in exceptional cases.

**E.g.**

*A child is kind towards another child who is lonely – (Golden rule: We are kind and helpful) – Award of 1 dojo*

*A pupil tries their best to learn their weekly spellings – (Golden rule: We work hard) – Award of 1 dojo*

As pupils earn dojos through the school year, landmark achievements are rewarded with special badges from the Principal:

- **100 dojos:** Bronze
- **250 dojos:** Silver
- **500 dojos:** Gold
- **750+ dojos:** SBMAT Effort Award

Each time a badge is awarded, this will be celebrated in the next whole school assembly. Pupils will also get a certificate and an official letter home.

The Class dojo system can also be used to share children's achievements in school with parents and affords parents the opportunity to communicate messages to staff members.

### **It's Good to be Green!**

Under the G2BG system, teachers will update a daily display in their classroom, detailing what colour individual pupils have been. Pupils start each session on a green card and are expected to remain so. The process for issuing pupils with yellow/red cards is described in **s.2** below.

#### **(iii) Academic Effort:**

##### **Pupil of the Day:**

Pupils can be rewarded for individual academic effort at any time using class dojo (*Golden Rule – We Work Hard*). However, pupils who make a particularly noteworthy effort with their learning are rewarded each day with the "Pupil of the Day" award in recognition of their exceptional attitude/effort. This will result in the pupils' parents being notified over class dojo, and a certificate sent home. In addition, a small prize will be awarded.

## **2.) Sanctions**

### **Yellow Cards:**

When children have broken Golden Rules and have not responded to reminders/warnings, they will be issued with either a yellow or a red card. This will be shown on the classroom display for the remainder of that lesson (yellow) or day (red).

A yellow card will result in the pupil missing 5 minutes of their playtime.

**e.g.** Pupil refuses to complete work that they are capable of, despite verbal warning being given (*Golden Rule Broken – We work hard*) – Yellow card – 5 minutes missed from break.

At the start of the next lesson the card will be re-set to green.

A second yellow in a single day will result in the entirety of the next playtime being missed and a dojo message to inform parents. The pupil concerned will have their work actively monitored during the next school day.

### **Red Cards:**

Some behaviours will merit an automatic red card being issued as a sanction.

Examples of such behaviour are:

- Behaviour requiring intervention from a senior member of staff
- Deliberate damage to school property
- Lying
- Persistent, deliberate disruption to learning
- Violent behaviour towards other children or staff
- Verbal abuse towards other children or staff

A red card will automatically result in missing playtimes for the remainder of that day or, if given in the afternoon, the subsequent day. It will also result in a phone call home being made to inform parents.

A second red card over the course of a week will result in parents being invited in to discuss their child's behaviour in person.

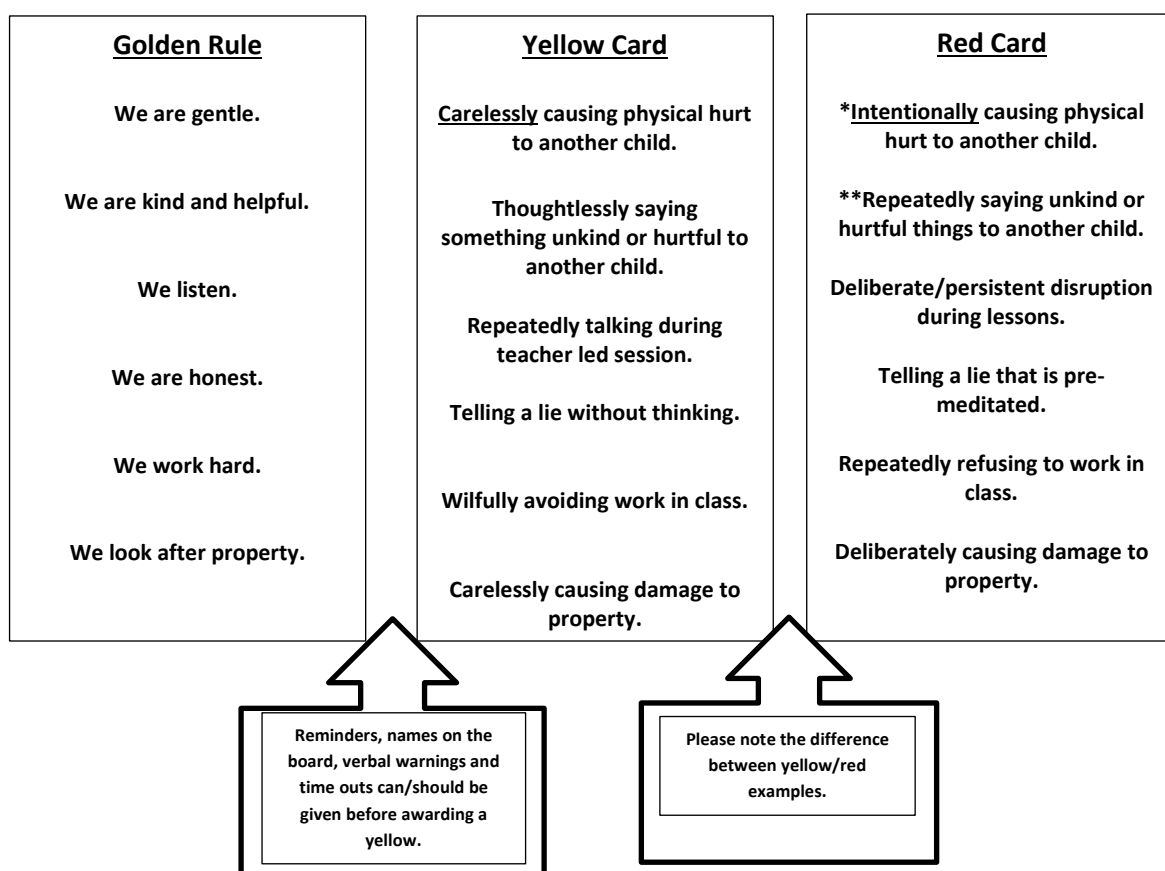
**When issuing cards staff will take note of the following:**

In the case of yellow cards for lower level behaviour, at least one warning will be given before the card is issued – this is known as a “standing yellow”, whereby a yellow card is inserted upright alongside the child's name in the G2BG class chart. **Staff can also use their discretion to direct a child to work in a separate classroom if their presence in class is distracting other children and having an impact on their work. Again, this should only be done after a clear warning has been given.**

Children issued with a red card will not be eligible to represent the school during that week i.e. sports teams, choir, school council etc. This will only be rescinded in exceptional circumstances, and with the consent of the school Principal.

Pupils will not lose access to curriculum experiences as a result of a red card unless there are exceptional circumstances and this is approved by the Principal.

**Examples of Behaviours that Break the Golden Rules:**



\*It is at the discretion of the Assistant Principal responsible for a particular area of the school as to whether or not to inform the Principal of behaviour that results in red/yellow cards. However, regard will be given to the following:

- Deliberate violent conduct of any kind will be reported directly to the Principal/Vice Principal
- Any instances of discriminatory language will be reported directly to the Principal/Vice Principal

**3.) Referral to Pastoral Lead for further support:**

St. Michael's employs a full time senior member of staff to support those pupils in KS2 with pastoral and behavioural issues that are impeding their academic progress, and that of others, and who are becoming vulnerable to suspension or exclusion. From September 2023 this staff member is Mr P. Berridge, who is a member of the school's senior leadership team.

Pupils who do not respond to the incentives/sanctions described above will typically find themselves being issued with repeated “red cards” for behaviour that falls short of suspension/exclusion.

### **Process for referral to Pastoral Lead:**

#### **Step 1:**

- **Has a red card been issued twice in one week?**

Class teacher to arrange meeting with parents to express concern about behaviour

#### **Step 2:**

- **Is there a pattern of repeated red cards being issued?**

Class teacher informs pastoral lead, who will take the following action:

- (i) Meet with the pupil to discuss their behaviour
- (ii) Arrange a meeting with parents to explain that their child’s behaviour has not improved since Step 1
- (iii) Put in place a **Behaviour Improvement Plan**, with a clear timescale for improvement, daily monitoring, and pastoral support provided to help the pupil improve their behaviour
- (iv) Keep parents informed on a daily basis whilst the plan is in place

#### **Step 3:**

- **Has the behaviour improved within set timeframe?**

**Yes:** Behaviour plan is concluded. Pastoral lead will continue to offer support and guidance to pupil as needed. Pupil will return to being managed under main behaviour policy.

**No:** Effectiveness of BIP will be reviewed. Principal will arrange to meet with parents – suspension will be discussed if behaviour does not improve.

### **Pupils returning from Suspension:**

- All pupils returning from a suspension will be referred to the pastoral lead for support for the remainder of the school week (longer if needed).

## **4.) Suspensions and Permanent Exclusion:**

The procedure for suspensions is listed in a separate policy that is available to parents on the school’s website [www.smccademy.co.uk](http://www.smccademy.co.uk)

The Principal, or member of the Senior Leadership team acting in the Principal’s absence, may, in extreme circumstances, use the power to suspend a pupil. This may be as a result of a pattern of repeated bad behaviour that referral to the pastoral lead has failed to resolve (see above) or it may be for a serious breach of the school’s behaviour policy that merits a severe sanction being imposed immediately.

Suspensions are for a fixed period, which will be made clear at the time of suspension. Such action will only be taken after considering all of the facts available at the time and will only ever be used as a **last resort after all other options have failed**.

Serious violations of the school’s code of conduct may include, but are not limited to, the following:

- Violent behaviour

- Deliberate damage to property
- Persistent bullying, including online incidents (please see the anti-bullying policy for definitions of this)
- Instances of behaviour that are deemed to be racist or homophobic.

Suspensions are made at the discretion of the Head of School, who will at all times act in accordance with the relevant provisions of the **Education Act 2011**. Exclusions will not be discussed with any parents other than those of the child who is being excluded.

In the most serious of cases the Principal reserves the option to issue a permanent exclusion, or to make a fixed term suspension permanent.

All suspensions/exclusions are reported to the Chair of the Local Governing Committee.

## 5.) **Bullying:**

The school's procedures to deal with bullying are set out in a separate policy, as required by law, and are available on the school website (see above).

## 6.) **Adaptations:**

As a school we recognise that there will be a very small number of individual cases where the standard procedures contained within this policy may be of limited effectiveness. In such circumstances the class teacher and school SENDCO will agree on the appropriate adaptations that may need to be made in order to effectively manage behaviour, and will communicate these with the parents of the child concerned.

Children accessing the school's Nurture provision may have the school's behaviour procedure amended as needed within the provision in order to meet their needs.

## 7.) **Communication with School:**

It will not normally be the case that a serious behavioural incident takes place during the school day that the school remains unaware of. However, it is accepted that sometimes children can withhold from informing staff about behaviour in school that has affected them, and may instead disclose to their parents after the school day has ended.

In such cases, well-founded concerns about serious instances of poor behaviour that parents wish to make the school aware of can be made directly to the child's class teacher or, if not available, the Principal.

In all cases, the sooner that school is made aware of a problem then the sooner we will be able to investigate and take appropriate action.

Any course of action that is decided upon following a parental complaint will only be taken after all of the available facts have been established, and this will include discussing the matter with any witnesses and with the pupil(s) whose behaviour has been called into question. Any senior member of staff investigating a complaint will then decide whether, **on the balance of probabilities and with the information available**, the event in question happened and what the appropriate action to take is.

Parents will accept that the school cannot take responsibility for the conduct of pupils outside of the school day or in the holidays.

## 8.) **Working with Parents:**

Staff will always work in good faith when approaching parents to discuss concerns about a child's behaviour, and all actions taken will be under the remit of this policy.

We take the view that good behaviour from children is the product of a successful working relationship between school and the home, and to this end we will always seek to maintain clear lines of communication with parents in order to ensure that the behaviour of our pupils meets the standards that we expect.

Correspondingly, we ask that parents will also keep the school informed of any factors outside of the school day that may be affecting their child's behaviour. This is important, as it will enable us to keep an eye on any child who might struggle to behave to the required standard and, if necessary, make appropriate adjustments to their school routine. Such an adjustment might include alternative arrangements being made at lunchtime, for example.

Parents who wish to enquire about their child's behaviour in school are welcome to make an appointment in order to come in for an update. In most cases the best person to contact will be the class teacher, as this will be the person who is responsible for supervising the child on a day-to-day basis, and will also be the member of staff best placed to discuss concerns with parents. It is anticipated that the vast majority of enquiries about behaviour will be swiftly resolved in this manner.

Where inappropriate behaviour in school persists over time without the desired changes taking place, despite the use of the sanctions described above, it may be necessary for school to request that parents come in for a regular timetabled meeting at set points during the week in order for a report to be given about their child's conduct. This may take the form of a discussion (with or without the child present), and may also involve the use of a home/school diary in order for parents and school staff to track and record behaviour over time.

### **9.) Record Keeping:**

Staff keep up-to-date records of behaviour, including the issuing of yellow and red cards, on a secure electronic system called CPOMS. Instances of serious violations of the school's code of conduct are recorded in more detail for possible future reference. Children's names are abbreviated to their initials in such records, which are held confidentially.

Parents may request access to any record that contains information about their child's behaviour and this will normally be available within 24 hours, as references to the names of other children will first have to be deleted. Where requests are made for access to detailed records that cover a longer period of time then further notice may need to be given.