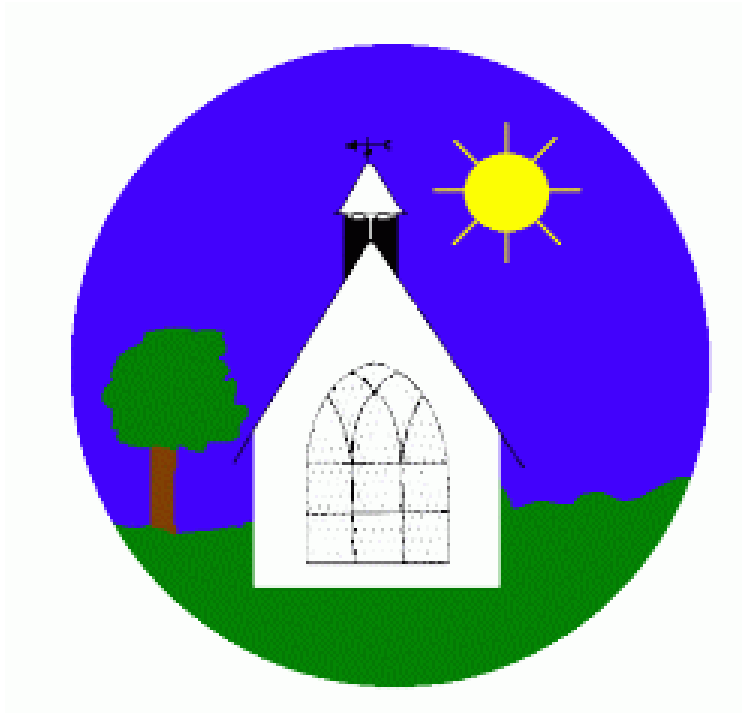


Shine as Lights in the World



St. Michael's Woolmer Green C of E Primary School

Pupil Behaviour Policy

To be issued annually to ALL staff

Date of review:

June 2026

Date of next review:

June 2027

Responsibility:

Full Governing Body

Classification:

Public

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Introduction:

Our school vision, **'Shine as Lights in the World'** is central to the personal development of all our children and at its core it encourages excellent behaviour for learning. Through our Christian Values and our robust Jigsaw PSHE (including Relationships Education) the children are taught to be self-motivated and self-disciplined and learn to show respect for others. They are encouraged to be the best that they can be and to develop the confidence to use their talents and skills in a positive way to Shine as Lights in the World.

We have one Golden Rule, 'To treat one another in a fair and equal way and in the way we wish to be treated.' This is embedded during daily collective worship and throughout the day, in class and on the playground.

We support all our families throughout their school journey and pride ourselves on excellent communication. We also recognise that some children may find it more difficult to follow rules and control their behaviour. As a staff we have all been trained in the Hertfordshire Therapeutic Thinking programme and have a tutor within our Senior Leadership Team.

This policy is in line with the ethos of our school where **every** member of the school community is valued and treated with respect.

We ask all our parent/carers to read this policy and work with us to support the implementation and adherence of the strategies.

1. Relevant legislation, statutory requirements, and guidance.

We have created this policy using the following documents:

1. [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)
2. https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf (DfE, July 2026)
3. [Evaluating behaviour and attitudes; School inspection handbook](#) (Ofsted, September 2024)
4. [Keeping children safe in education 2025](#) (DfE, September 2025)
5. [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)
6. [Equality Act 2010, Part 6: Education](#) (April 2010)
7. [Education and Inspections Act 2006, Section 89](#) (November 2006)

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at St. Michael's can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups because of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and St Michael's responses can be found in Section 7d.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at St. Michael's can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At St. Michael's we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. At St Michael's, we rely on our community behaving in certain ways and our school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

- To foster spiritual and moral values which develop respect and care, for oneself, other individuals, the community and the environment
- To maintain a happy, caring and stimulating atmosphere where everyone feels valued, secure and motivated to do their very best
- To produce an environment in which everyone feels safe, secure and respected.



St. Michael's Woolmer Green School Golden Rule

At St. Michael's Woolmer Green School, we will follow the '**Golden Rule**' (Matthew 7:12), described by Jesus as the second Commandment; we will treat one another in a fair and equal way and treat others in the way we wish to be treated.

We are proud of our school.

4. Staff Training and Development

At St. Michael's we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

- i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.
- iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (See Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

At St. Michael's we recognise that to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual/group they will ask for, and be provided with, support from colleagues. A call can be made on the walkie talkie for some help or in classrooms with phones, a call can be made. In the mornings a Teaching Assistant can provide temporary cover and in the afternoons a member of SLT should be able to support.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

5. Roles and responsibilities

a. Governors

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support St. Michael's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
 - Creation and review of a behaviour curriculum
 - Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with [the relevant member of staff]
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of all children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at St. Michael's, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, to secure valued behaviour and reduce detrimental behaviour

6. Valued Behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum – Intent

At St. Michael's our key values are: friendship, sharing, courage, love, perseverance, curiosity, hope & reflection, imagination, cooperation and peace. The school aims to deliver a behaviour curriculum for pupils to follow. More detail can be found in the school's behaviour curriculum document, which focuses on our monthly values and is taught across many areas of the curriculum (please see 'Creating Opportunities' at the end of our 'Behaviour Curriculum Document').

INCLUSION

We want children to feel safe, comfortable, seen, and heard. Effective inclusion is when pupils are supported and enabled to:

- Attend school regularly and arrive on time.
- Share their experiences.
- Ask for help when they need it.
- Express how they are feeling.
- Use non-verbal communication effectively (e.g. nodding, open body language)

AMBITION

We want children to develop a love of learning, optimism, and confidence. Pupils are supported and enabled to be ambitious by:

- Attempting learning tasks and maintaining concentration on these.
- Striving to achieve their targets.
- Using topic specific vocabulary when talking about what they are learning.
- Recognising their own strengths.
- Trying to help themselves when they are stuck or facing a challenge.
- Accepting that making mistakes is a way to learn and improve.

COLLABORATION

We want children to feel valued, trusted, and appreciated. Pupils are supported and enabled to be collaborative by:

- Speaking confidently with adults and peers.
- Asking questions.
- Taking part in debates and discussions.

PRIDE

We want children to feel proud, content, and develop a sense of belonging. Pupils are supported and enabled to be proud by:

- Taking part in two-way conversations.
- Taking care of resources and equipment.
- Greeting adults and peers.
- Moving calmly around the school.
- Responding promptly to adults' instructions.
- Speaking calmly to all adults and peers.
- Giving thanks.

b. Behaviour Curriculum – Implementation

Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At St. Michael's we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken.

Some examples of this are:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Headteacher stickers and 'ask me' stickers, encouraging parent/ carer and staff conversations about learning and behaviour
- Contact with home: email, phone calls, invitation to visit schools, such as book looks.
- Celebration awards during weekly collective worship: good work and demonstrating our vision and values.

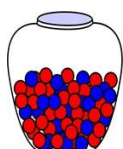


Children in each class share some work and others are rewarded for demonstrating our School Values and have their names recorded on a cloud for our Shining as Lights Display.



Teachers keep a list so that at some point during the year all children will have collected a certificate and a cloud. If the children would rather be given their certificate privately, this is also an option. Teachers will check with the child.

- Marbles are given as a whole class reward:



For example: I've been really impressed with the way you have all taken part in...
You have all been asking interesting questions...
Everyone has worked in their groups in a responsible manner...
You have demonstrated our monthly value of...

As a class you have shown great resilience when working on these maths problems today...

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. We will make adaptations as necessary.

c. Behaviour Curriculum - Impact

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make because of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the school system, CPoms
- Regular discussion in key stage meetings, staff meetings and governor meetings about the progress of groups and individuals seen by observing and in data
- Collection of pupil voice through school council meetings, PSHE lessons, circle times and annual pupil questionnaires

7. Detrimental Behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At St. Michael's we recognise that all behaviour is a form of communication, and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational need may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

i. At St Michael's, as far as possible staff are expected, encouraged, and supported to respond to minor detrimental behaviours themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'Are you ok?' 'What do you need?' or 'How can I help?' during or immediately after detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Adam, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to) increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression and withdrawal from lessons.

Responses to these behaviours are likely to include those outlined in 7ai. In addition, adults may need to:

- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings which are influenced by experiences. Educational consequences are best applied by those working directly with pupils, in the first instance by the class teacher.

They may include one or more of the following:

- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling, repair and reflect
- increasing adult input / supervision for a defined period
- use of limited choice
- increasing / adapting praise and celebration of valued behaviour when it is displayed

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour and follow the graduated response (See Appendix 4) Half termly reviews of analysis and planning will take place with the child, parents/carers and school staff (as appropriate)

c. Responding to dangerous and persistently detrimental (disruptive) behaviour

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self, others or damage to property.

Incidents and patterns of repeated detrimental behaviour or dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables, to support a child’s specific needs and as part of a pastoral support plan
- fixed term exclusion – we follow the [DFE Guidance](#) and the local authority good practice [guidance](#)

We pride ourselves on good communication and parental engagement as we believe if we work together this encourages the best outcome for our children. We do not wish to exclude any child from school and hope this will not be necessary. It must be emphasised that in most cases exclusion would only be used when all other measures have been tried. In cases where such steps and other appropriate measures have failed, the Headteacher has the sole legal responsibility for the exercise of the power to exclude a pupil, after discussion with staff working with the child. However, in certain instances it may be necessary for a permanent exclusion to be given for a first offence if allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others in the school.

The school recognises that exclusion is very serious and will endeavour to use all available strategies in setting up Pastoral Support Programmes, working with parents and a range of outside agencies. In the case of exclusion, the school follows the Department for Education Exclusions Guidance and the more detailed guidance provided by the local authority.

Suspensions and Permanent Exclusions

The Headteacher is the only person who can issue a suspension or exclusion, but in her absence, this can be delegated to the Deputy Headteacher. A suspension or permanent exclusion will only be used when it is necessary and in the case of a permanent exclusion as a last resort.

Suspensions and Exclusions are carried out in line with the statutory guidance: *Suspensions and Permanent Exclusions from maintained schools, academies, and pupil referral units in England*. A summary of responsibilities is shown below.

Suspensions:

The school's responsibilities:

- During the first 5 days of any suspension, the school will set individualised work for the student, in most cases on google classroom.
- From and including day 6 of a suspension, either cumulative over a term or as one ongoing suspension, the Governing Body are responsible for arranging Full Time education at another venue. A suspended student must receive full-time education provided by the school.

Parents'/carers' responsibilities:

- During the first 5 days of suspension, parents/carers must ensure their child is not in a public place during school hours without good cause.
- From day 6, parents/carers must ensure that the student attends full-time education by the designated provider.

Permanent Exclusions

The school's responsibilities:

- During the first 5 days of any Permanent Exclusion, the school will set individualised work for the student, in most cases on google classroom.
- From day 6 of a Permanent Exclusion, the Local Authority is responsible for arranging Full Time education at another venue.

Parents'/carers' responsibilities:

- During the first 5 days of a Permanent Exclusion, parents/carers must ensure their child is not in a public place during school hours without good cause.
- From day 6, parents/carers must ensure that the student attends full-time education by the designated provider.

A decision to exclude would only be made in line with our Educational and Protective Consequences (see appendix 3).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher or a member of the Senior Leadership Team. In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at St Michael's, and we will always take action to address it. A full description of the school's response can be found in Appendix 2.
- Prohibited items.** These would include any inappropriate and unsafe items brought into school that could cause themselves or others harm.
- Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups because of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at St. Michael's and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using our internal monitoring system (CPoms), monitored by the Headteacher and DSLs, and be fully reviewed regularly (termly) by the Headteacher and members of the senior leadership team. At St. Michael's we strive to eliminate all forms of prejudice and discrimination by educating pupils through intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including collective worship and modelling anti-discriminatory behaviour. More detail can be found in the school's Equality Information and Objectives Policy, our Child Protection Policy and our SEND policy.
- Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
 - non-consensual sexual activity
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
 - sexting
 - upskirting

These behaviours are never acceptable at St. Michael's, and we will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours can lead to a culture of unacceptable behaviours. Further consideration of the school's response to child-on-child abuse, in addition to those outlined in 7ciii can be found in our Child Protection Policy

8. Links to Other Policies and Documents

- [Child Protection Policy](#)
- [Our Behaviour Curriculum](#)
- [Equality Information and Objectives](#)
- [SEND Policy](#)
- [SEN Information Report](#)
- [PSHE & RSE Policy](#)
- [Online Safety Policy](#)
- [Communication Devices Policy](#)

Appendix 1: Behaviour Principles Summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At St. Michael's we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: Anti-bullying

Bullying as defined by the Anti-Bullying Alliance, 'is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Bullying will not be tolerated. The governors seek the co-operation of children, parents and staff in the early detection and reporting of bullying and children should report any incidences of bullying immediately to a member of staff. We are a "telling" school. Bullying is too important not to report. Parents should contact the teacher or Headteacher immediately if their child reports that they have been bullied in order that the school can:

- Investigate the problem
- Contact and consult all affected parents
- Act appropriately and effectively to protect all parties

Our strategies for dealing with bullying incidents could include:

- Class/group or individual discussion
- A Learning Mentor
- Buddy system
- External support, e.g., Circle of Friends
- Pupil notes

Action to be taken:

- Every incident is followed up
- Parents meet with staff
- Agreed time frame with the parents
- Telephone/in-person reassurances
- School seen as responsive
- Child reporting bullying to report every morning and at the end of the day.

Following a case of bullying, the issue should be discussed with both parties and then the offender(s) sanctioned in an appropriate manner. Incidents will be recorded on the electronic monitoring system, which is monitored regularly by the Head and Senior Leadership Team.

Control Measures to Prevent Bullying

- Different areas have been created in the playground to encourage calm play, using construction resources and a quiet seated area for reading or talking
- Older children act as role models/mentors on the playground
- Regular discussion time is created to talk through issues and problems together.
- Children are taught how to walk away from incidents without hitting back or losing face.
- Children are aware of our Golden Rule, the school vision, and values, which are reinforced during collective worship.
- Time is given as part of lessons to discuss positive relationships, friendship, respecting difference and so on. This will take place in many PSHE lessons but is not limited to this subject.

Appendix 3 – The Graduated Approach

Individual pupils

- Where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns.
- Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need.
- Early analysis will provide a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

Groups of pupils

- The school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, staff and pupil voice and analysis of CPoms.
- An analysis will be presented to the Governors once per term. This information will be used to inform practice and develop strategy.
- All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability.
- Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation, senior leaders will need to take action to remedy this and support all staff to secure more equitable outcomes in line with the school's aims and values.

Appendix 4 – Protective Consequences of Detrimental & Dangerous Behaviour


Detrimental Behaviour	Protective Consequences (To encourage good behaviour for learning)
<ul style="list-style-type: none"> • Off task • Chatting • Making noises • Distracting others • Work not completed • Calling out or talking over a teacher • Rudeness to peers or adults • Refusal to follow instructions • Disrupting other children’s learning & play 	<p>A verbal reminder of the expectations of behaviour for learning will be given.</p> <p>Moving to another space in the classroom may help the child to carry out the expectations.</p> <p>Moving to another class to help the pupil focus and minimise disruption to others</p> <p>Staying in the classroom at breaktime to complete work that wasn’t done during a lesson.</p> <p>Teachers will ensure the child understands the educational consequences e.g. ‘You chose not to do your work in lesson time so now is the time to finish it.’</p> <p>Time will be given for reflection</p> <p>Missing time during the lunchtime (reflection sheet)</p>
Dangerous Behaviour	Protective Consequences (To protect self & others from harm)
<ul style="list-style-type: none"> • Aggression towards others • Verbal teasing and name calling • Wilful destruction of property • Walking away from adults • Spitting • Swearing • Swearing at an adult • Racist or homophobic name calling • Bullying or ganging up on others • Sexualised behaviour • Defiance 	<p>Pupil may spend time with the Head/Deputy/SLT (reflection sheet, if not already completed).</p> <p>Parents will be contacted via email, a phone call or face-to-face</p> <p>After discussion with parents, lunchtime(s) may be spent in the Nurture Club, as a positive way to encourage social skills in a calm, supervised way or time in another class away from their peers.</p> <p>If incidents continue to occur during lunch or playtime the pupil may be asked to leave the playground and will then be supervised by the Headteacher/Senior Leader.</p> <p>If there is a re-occurrence of incidents, especially very challenging/dangerous behaviour parents may be asked to consider a reduced timetable for a period of time.</p> <p>If there is a severity and/or frequently challenging behaviour, parents/carers will be contacted, and it may result in a fixed term exclusion or permanent exclusion at the discretion of the Headteacher/Deputy Headteacher.</p>

NB: This is not an exhaustive list of identified behaviours and consequences and at any point behaviour can escalate quickly.

Appendix 5 – Class Playtime Charter


We in..... Class, all agree to follow the Playtime Charter and Golden Rule

St. Michael's Woolmer Green School
Playtime Charter



- ✓ Always be polite.
- ✓ Play sensible games.
- ✓ Be aware of the other children.
- ✓ No litter please – always use the bin.
- ✓ No games before or after school.
- ✓ Look after all our playtime equipment and put it away at the end of break & lunchtime.
- ✓ Move sensibly around the quiet areas, the seated areas, and the gazebo.
- ✓ When the whistle blows, walk sensibly and calmly to your lines, and wait quietly.
- ✓ Wipe your feet as you come into school.
- ✓ Always show respect to other children and adults.

We are proud of our school!



St. Michael's Woolmer Green School
Golden Rule

At St. Michael's Woolmer Green School, we will follow the **'Golden Rule'** (Matthew 7:12), described by Jesus as the second Commandment; we will treat one another in a fair and equal way and treat others in the way we wish to be treated.

We are proud of our school.

Sign Below: