

# St. Michael's High School

## Behaviour for Learning Policy



We exist to enable our students to flourish  
spiritually, personally, and academically.

2024/2025



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## Introduction

Building on the foundation of Luke 2:52, “Jesus grew in wisdom and stature,” we want our students to grow spiritually, personally and academically. As a Christian school, our Christian ethos and values are central to all we do. Our values of love, peace, forgiveness, courage and equality support our students and underpin our approach to behaviour management. The purpose of this policy is to establish how we support our students to behave well and work hard so that everyone can learn and grow together. It also states what will happen when students do not behave well.

At St. Michael’s we believe that:

- Every member of our school community has the right to feel safe.
- Every member of our school community has the right to be listened to; treated with respect and free from discrimination.
- Every member of our school community has the right to learn in a disruption free environment.

Our behaviour for learning policy protects these rights and is designed:

- To facilitate the school’s ethos of ‘Achievement for all’
- To ensure that all governors, staff, students and parents/carers understand our high expectations in terms of behaviour and conduct
- To develop and celebrate positive behaviours, self-discipline and responsibility
- To create a welcoming, safe and calm environment where students can be confident, happy and free from disruption to their learning
- To promote respectful and kind relationships between all members of our school community
- To support all of our students to be better every day – making better choices and learning to manage their behaviour when faced with challenges
- To ensure our students receive consistent challenge and support from school staff
- To ensure that students are treated equally and fairly in the implementation of sanctions and rewards

To ensure consistency in all our professional practices, this policy should be read in conjunction with other St Michael’s and LDST policies particularly Child Protection, SEND, Teaching and Learning, Online Safety, Anti-Bullying, and Acceptable Use Policy. This policy also pays due regard to the Equality Act 2010, the Special Educational Needs and Disability (SEND) code of practice, Keeping Children Safe in Education (KCSIE) guidance and the Children and Families Act 2014.

Promoting positive behaviour is everyone's responsibility at St Michael's. Within the classroom, the teacher, supported by other members of staff, has responsibility for the behaviour of the class. The teacher will be assertive and proactive in seeking to develop positive relationships which are conducive to effective learning. The teacher will frequently refer to our Six Habits and PROUD (guidelines to encourage high standards of presentation).

Within school we aim to create a welcoming, safe and calm learning environment where students recognise the benefits of good behaviour and co-operation. Staff have an important role in developing this and reinforcing clear boundaries of acceptable student behaviour. Staff should uphold this approach by teaching and modelling expected behaviour so students can see examples of good habits and are confident to ask for help when needed.

All teachers will use quality first teaching strategies, and plan high-quality, engaging lessons so that all students can learn in a welcoming, safe and calm environment. In addition to this, staff will employ trauma informed approaches, maintain unconditional positive regard, and use non-verbal signals to reinforce and promote positive behaviour in lessons and around the school.

If a student causes disruption to their own learning or the learning of others, by failing to meet our expected standards of behaviour, this will be dealt with in line with the guidance below with the aim of preventing further disruption to learning, and supporting that student to improve their behaviour going forward.

All staff have a responsibility to support and challenge students who breach our behaviour policy. In serious cases of misconduct these should be referred to the pastoral team as soon as possible so that a serious incident review can be completed.

We use an online system called ClassCharts to log and communicate both sanctions for poor behaviour and rewards for good behaviour. Both parents/carers and students can access ClassCharts via an app. ClassCharts points are awarded for good behaviour and deducted for poor behaviour. For more information on rewards, including how students can spend their ClassCharts points, see Appendix 1.

## St Michael's Six Habits

Our six habits are designed to help our students develop good routines so that everyone can learn in a welcoming, calm and safe environment. Our habits are also designed to embed good routines which will serve our students well in their lives beyond school. Our first 3 habits are about our standards of preparation. Our final 3 habits are about how we behave.

### 1. We arrive equipped to learn, to every lesson.

- At least one black/blue ballpoint pen
- At least one red ballpoint pen
- Scientific calculator (FX-83/85GTX)
- 15cm (or 30cm) ruler
- At least one pencil
- Highlighter
- Whiteboard and whiteboard pen
- Clear pencil case
- Plain black backpack
- School Planner
- Reading book
- Water bottle

### 2. We follow our school dress code.

- School blazer with iron on badge
- School tie in year group colour
- White collared shirt
- Black school trousers, skirt or pinafore
- Black socks or tights
- Black polishable smart school shoes
- Black PE polo shirt with logo
- Plain black PE shorts
- Plain ear studs only (no other jewellery)

### 3. We attend every lesson, every day, on time.

We expect all students to be on site by 8:35am. You need to be lined up outside your form room by 8:45am. Getting to school 10 minutes early gives you time to fill your water bottle, get any equipment you need from student services, and use the toilet before Form time and Curriculum for Life.

### 4. We respond positively to everyone.

There is a difference between responding and reacting; when we react, our emotions are not in control - we say or do something without thinking. When we respond, we think first, then act. Responding is a sign of maturity. **If an adult asks you to do something, trust that it is in yours and other students' best interest and follow the instruction.**

### 5. We stay on task and work hard.

- Show the teacher that you are listening when they are talking
- Get started on tasks straight away - put your planner on red if you need help
- Stay focused on your work
- Complete your homework on time and to a high standard

### 6. We are polite, safe and considerate around our school.

- Put your litter in the bins provided
- Hold the door open for the person behind you
- Keep hands and feet to yourself
- Use polite and respectful language
- Only access areas that you're allowed to go to
- If corridors are busy, please wait patiently

## Classroom Routines

At St Michael's we have agreed classroom routines, which all staff use, so that we can maximise learning time in a welcoming, safe and calm environment.

Staff will teach students how to conduct themselves during lesson times, including the start and end of lessons. The classroom routines for St. Michael's will always be clearly communicated and consistent for all to follow. Details of classroom routines can be found in the teaching and learning policy.

## Our response to good behaviour

At St Michael's we will always look out for and praise students who are upholding our values and living out our school habits. On a day-to-day basis, staff will use verbal and non-verbal signals to praise students who are getting it right. Where a student's behaviour goes above and beyond our basic expectations, rewards points will be logged by staff on ClassCharts. In addition to this, termly and annual rewards events form part of our school calendar. Details of our rewards for this academic year can be found in Appendix 1.

## Our response to poor behaviour

Poor behaviour is disruptive, and can be unsafe and/or unkind. At St Michael's our aim is to ensure that all students can learn, and all staff can work, free from unnecessary disruptions.

The purpose of sanctioning a student who has demonstrated poor behaviour is twofold: firstly, to deter further instances of such behaviour, and secondly, to provide an opportunity for the student to reflect on their actions. This reflection process, ideally supported by an adult, can help the student understand the consequences of their behaviour (both for themselves and others) and develop strategies to make better choices in the future.

In addition, students may participate in targeted interventions such as mentoring, workshops, or community service, to support them to develop better behaviour or make amends for an incident.

Teachers are responsible for managing behaviour within their lessons. All staff are responsible for managing behaviour around the school (e.g. on corridors and communal spaces). Teachers and support staff will use a range of de-escalation strategies to help students regulate their behaviour if they are struggling to do so by themselves. If behaviour does disrupt learning for the student or others in the class, the teacher will apply the C1, C2, C3 system outlined below. Serious incidents within the classroom or around the school will be referred to the pastoral team for investigation. A student may be taken out of circulation whilst a serious incident is investigated.

## Behaviour Management: In the Classroom

### Initial Actions

If a student arrives to registration, form time or a lesson without correct uniform or equipment, this will be logged on ClassCharts and a 15-minute after-school detention will automatically be generated. Where an issue is easily fixed, this should be done quickly and with minimal disruption to learning (e.g. removal of jewellery, tie fixed, pen provided by teacher). These types of behaviour do not constitute a C1. If a student refuses to quickly remedy a situation, or causes disruption to learning (e.g. comes in late but in a loud and disruptive manner), this would be logged as a C1 (in addition to the initial ClassCharts log).

For more information on how we apply our uniform expectations please see our uniform policy.

If a student is beginning to display behaviours that are affecting their learning, the learning of others, or the ability of the teacher to teach, the teacher (and teaching assistant if present) will use strategies to re-focus the student and support them to re-engage with their learning.

Possible strategies could include:

- Quality first teaching (e.g. scaffolding, explicit instruction, flexible grouping etc)
- Positive framing and empathy
- Trauma informed sentence stems (e.g. I imagine, I wonder, I notice)
- Non-verbal signals (e.g. tapping on desk, eye-contact, hand signals)
- Walk-thrus (e.g. Pastore's Perch, Be Seen Looking, Positive Relationships and 3:30:30)
- Rewarding and recognising those students who meet our behaviour expectations and work hard
- Referring to the Six Habits
- Moving students or re-deploying support staff within the classroom

### C1

If a student continues to display behaviours that are affecting their learning, the learning of others and the ability of the teacher to teach, they will be given a C1. This is a verbal warning and the student's name is also written on the whiteboard. At this stage the teacher (and teaching assistant if present) will continue to use the strategies listed above to support the student to regulate their behaviour, and to prevent the behaviour from continuing or escalating further.

### C2

If, despite these interventions, a student has not corrected their behaviour and continues to display behaviours that are affecting their learning, the learning of others and the ability of the teacher to teach the teacher will issue a C2. A C2 is recorded by the teacher on the whiteboard by putting a tick next to the student's name. The teacher will also record this on ClassCharts, which will automatically generate a 15-minute detention and notify the parent/carers. After issuing the C2, the teacher (and teaching assistant if present) will continue to use the strategies listed above to support the student to regulate their behaviour, and to prevent the behaviour from continuing or escalating further.

### C3

If a student continues to disrupt the lesson the teacher will issue a C3. This will be logged on ClassCharts, which will automatically generate a 30-minute detention. At this stage another member of staff will arrive to take the student to referral (or another agreed location depending on the needs of the student) to prevent



them from causing any further disruption to the lesson. The class teacher will call home to discuss the behaviour of the student with the parent/carer to try and prevent any further issues in future lessons. The class teacher will attend the detention (or a meeting at a mutually agreeable time) to complete a 'reset conversation' with the student, supported by another member of staff if necessary.

When a student is removed from a lesson, they will be kept out of circulation until the end of the lesson (or the following lesson if the removal took place in the last few minutes of the previous lesson). However, if a student's behaviour in referral continues to be disruptive, their time out of circulation could be extended at the discretion of the member of staff supervising the student. Similarly, if a student has received more than 1 C3 in a day, they will remain out of circulation for the remainder of the day.

Following a C3 being issued, students will be expected to serve a detention after school. During this time, a 'Reset' or 'Restorative' conversation will take place between the student and the classroom teacher who gave the C3.

The aim of such conversations is to ensure that the student recognises where their behaviour or conduct has fallen short of the expected standard and the steps that the student must take in future to ensure their conduct is appropriate.

### **Reset Conversation**

This involves a brief conversation between the classroom teacher and the student to discuss the circumstances behind the C3 and to 'reset' before the next lesson. The teacher should go to the location of the detention to have this conversation.

Failure to complete the 'Reset' conversation to a satisfactory conclusion will result in an escalation to a 'Restorative' conversation with a member of SLT or a Head of Year.

### **Restorative Conversation**

A restorative conversation between the classroom teacher, student and a Head of Year or member of SLT to discuss the circumstances around the C3.

The aim of such a conversation is to ensure that the student recognises where their behaviour or conduct has fallen short of the expected standard as well as ensuring that the student understands how such behaviour impacts adversely on others in the school community and the steps that they must take in future to ensure their conduct is appropriate. It should also involve identifying any barriers that the young person faces in meeting standards of acceptable behaviour and how these barriers can be removed.

The restorative conversation would ideally take place after school during the detention, however there may be occasions when this occurs at the start of the next day or during a part of the post-suspension meeting with parents/carers.

### **Serious Incidents**

Where a serious incident takes place within the classroom, the teacher will make a professional judgement, and if necessary, issue a C3 so that the student can be collected from the classroom. The student may be required to remain in referral (or another suitable location) whilst the incident is investigated. The student's head of year, or a member of the senior leadership team will update the ClassCharts record as appropriate following the conclusion of any investigation. More information on serious incidents can be found in appendix 2.

## Behaviour Management: Around the School

Outside the classroom we expect all of our students to maintain a good standard of uniform, respond positively to staff and other students, and be polite, kind and considerate in communal spaces.

Students are expected to:

- Walk quickly and calmly from one part of the school to another
- Sit down when in the canteen
- Eat in designated areas (e.g. canteen and quad)
- Put litter in the bins provided
- Use toilets appropriately and considerately
- Hold doors open for others
- Queue sensibly and respectfully in the canteen and at the toilets
- Wait patiently when corridors are busy
- Respect peoples' personal space
- Speak at an appropriate volume and in the appropriate register

Where a student doesn't meet these behaviour expectations outside of the classroom, staff will where possible provide a clear instruction to the student to correct their behaviour. If however, this instruction is not followed, a 30-minute detention will be issued and logged on ClassCharts by the member of staff that has intervened. Where a student's behaviour continues to breach our expectations, the student will be taken to the referral room (or another agreed location depending on the needs of the student) for the remainder of lunch.

### **Serious incidents**

Where a serious incident has occurred, pastoral staff will conduct an investigation so that appropriate sanctions and interventions can be agreed by the senior leadership team. More information on serious incidents can be found in appendix 2.

## Behaviour Stages

At St Michael's we have a staged and proportionate approach to managing behaviour using a 4-stage system; in most cases the behaviour of students will be managed at Stage One by a member of teaching and/or support staff.

### **Stage One – Classroom teacher or support staff intervention**

Where a student's behaviour is occasionally disruptive, either inside or outside of the classroom, this will be dealt with in the moment by the member of staff who is present. Students will be encouraged by the member of staff to reflect on their actions and will be supported to develop strategies to better regulate their behaviour in the future.

### **Stage Two – Head of Year or Head of Department Intervention**

For a student causing continued disruption in a specific subject, across different subjects, or outside of the classroom, the Head of Year or Head of Department will intervene and a meeting with the student's parent/carer will be arranged. See appendix 4.

### **Stage Three – Senior Leadership Team Intervention**

If a student's behaviour continues to cause disruption to the school day (inside and/or outside of the classroom) despite intervention from the student's head of year or department lead, this will be escalated to the student and their parent/carer meeting with a member of the senior leadership team to discuss next steps. See appendix 4.

### **Stage Four – Head of School/Executive Headteacher**

If, despite previous interventions, a student's behaviour continues to disrupt the school, this will result in a meeting with the student, their parent/carer, and either the head of school or executive headteacher to discuss next steps. See appendix 4.

## Consequences/Detentions

Detentions act as both a deterrent and an opportunity to reflect and reset behaviour.

- 15-minute detentions can take place at break, lunch or after school, depending on the availability of the member of staff and the type of detention.
- 30-minute and 60-minute detentions take place after school and are supervised by middle and senior leaders.

Teachers are expected to attend a reset conversation for all C3 detentions to prevent any issues from continuing into the student's next lesson with the teacher. Where a student has internally truanted a teacher's lesson, that teacher may find it beneficial to attend a reset conversation with the student to identify if there are any barriers to the student attending their lesson.

Wherever possible, detentions take place on the same day. Where a student receives more than one detention in a day, these will be served consecutively up to a maximum of 1-hour. Where a student receives more than 1-hour of cumulative detentions in one day, this will be reviewed as a serious incident so that an appropriate sanction can be agreed.

Some parents/carers may have reservations about same day detentions, however timely sanctions ensure that students clearly understand the consequences of their behaviour and allow for them to embark on a 'fresh start' the following day.

The Department for Education (DfE) states that schools do not legally need a parent's permission to detain a child and no longer have to give 24 hours' notice. There is no legal obligation to inform parents that their child is being kept back after school and schools do not need to provide a reason as to why a consequence has been issued. The DfE states (Behaviour in Schools Guidance, 2022) that notice may not be necessary for a short after school consequence where the pupil can get home safely.

If there are extenuating circumstances that mean a child can't complete their detention after school, the parents/carers will need to contact their child's Head of Year in advance, so that the student's detention can be rearranged for another time. Heads of Year will be responsible for ensuring that students complete detentions which are rearranged in this way.

### **Break and Lunchtime Detentions**

If a detention is scheduled for break or lunch, we will always allow reasonable time for pupils to eat, drink and use the toilet.

### **Incomplete detentions**

Where a student absconds from a detention, this will lead to the detention being upscaled (e.g. a 15-minute detention will be upscaled to a 30-minute detention, a 30-minute detention will be upscaled to a 60-minute detention, a 60-minute detention will be upscaled to a day in referral).

Where a student's behaviour in detention is disruptive or they fail to follow the instructions of the member(s) of staff supervising, the student will be asked to leave, and the detention will be upscaled as described above.

## Confiscation and Searches

### Prohibited items:

The following items are banned from school site; students must not bring them onto site or have in their possession on the way to/from school.

#### Low level:

- Inappropriate drinks (including energy drinks, caffeinated drinks, fizzy drinks)
- Large/sharing packets of unhealthy food (e.g. chocolate, sweets, crisps)
- Chewing gum
- Jewellery\*
- Phones/headphones/airpods/earphones\*\*
- Any item deemed to be inappropriate

\* One pair of plain studs are permitted. All other jewellery should be left at home.

\*\* Mobile phones (and related items such as headphones) must be kept off and away whilst a student is on school site. If these items are seen, they will be confiscated.

#### High level/illegal:

- Knives or any sharp objects
- Any weapon, including knuckle duster, catapult/slingshot, blunt objects, martial art weapons
- Any gun (including toy guns and water pistols)
- Bangers/fireworks
- Smoking/vaping paraphernalia
- Lighters or any flammable liquids
- Alcohol
- Drugs or drug paraphernalia
- Pornography (including in digital format)
- Any item deemed to be dangerous or disruptive

Any student found with one of these items, will have it confiscated and appropriate sanctions will be put in place as follows:

- Low level – 30-minute detention
- High level/illegal – serious incident investigation completed, and sanctions agreed by SLT

### Searches:

Any student sanctioned for bringing prohibited items to school, may be subject to regular and random searches in order to combat this activity. Only the Head of School/Executive Headteacher or a member of the school staff authorised by the Head of School/Executive Headteacher can conduct a search. See “Searching, Screening and Confiscation – Advice for schools” (DfE July 2022) for further information.

**Collection of confiscated items:**

Technology (e.g. phones, headphones), clothing and jewellery can be collected by the student after they have completed their detention. All other items will be disposed of appropriately (this could include items being handed to the police).

## Reasonable Adjustments

The school recognises that some students have social emotional and behavioural disabilities such as those with SEMH, ADD/ADHD, autism or attachment disorder; this may cause some students to move more quickly through the behaviour stages.

Careful consideration will be given on an individual basis for such student, and reasonable adjustments will be made where possible. The basic right of all students and staff to be part of a safe school community will always remain central to any adjustments made.

Students with a diagnosed special need will be given an additional verbal or visual reminder of the expectations, and a short period of time to process the reminder and regulate their behaviour before any escalation of the Behaviour Policy.

Staff recognise that for some students a reaction to being challenged may be impulsive not intentional; to support our students who may struggle in these circumstances the SENDCo may offer a time-out pass to allow these students to regulate their behaviour and respond in line with our school habits. .

No adjustment will be made to sanctions for very serious behaviour breaches, for example::

- Physical assault or aggressive/threatening behaviour
- Intentional swearing at a member of staff
- Internal or external truancy
- Smoking/vaping (including being in the presence of those smoking/vaping or having associated paraphernalia)Discrimination (including against any protected characteristic)
- Bullying, including cyber bullying
- Sexual harassment or sexually inappropriate behaviour

Please See **Appendix 5** for further guidance on Reasonable adjustments for students with SEND.

## Suspensions and Exclusions

St Michael's Church of England High School has a separate Suspensions and Exclusions Policy which is available on the school website: [St Michael's Policies](#) and which is in line with statutory guidance.

## Safeguarding

The context and motive for a student's poor behaviour will always be considered. If the student's behaviour raises concerns about their well-being or if staff feel the student may be at risk of significant harm, staff members should inform the Designated Safeguarding Lead (DSL) or Deputy DSL.

Appendices



## Appendix 1: Rewards

### How we reward students:

Students will be rewarded for:

- Consistently meeting our 6 habits
- Going above and beyond in one of our 6 habits
- Upholding (either consistently or in a particular instance) our school values

Consistently meeting our 6 habits could include:

- Attending every lesson, every day on time for a full week.
- Consistently attending a lunch or after-school club over the course of a half term.
- Having perfect uniform and equipment over a half term.
- Consistently hard work and excellent book work over the course of a half term.
- Completing all homework over the course of a half term, on time and to a good standard.
- Being nominated for Team of the Week

Going above and beyond in one of our 6 habits could include:

- Producing an exceptional piece of coursework or homework.
- Outstanding effort in a lesson.
- Representing the school in a sports, public speaking, academic or other competition.

Upholding our school values could include:

- Showing courage in the face of a particular adversity
- Consistently demonstrating love and kindness towards students
- Going above and beyond to welcome new students

All rewards are logged on ClassCharts and can be regularly viewed by students, staff and parents/carers. In addition to this, members of the senior leadership team will give out “You’ve Been Great” postcards to students who demonstrated outstanding behaviour and/or attitude.

### ClassCharts Shop

At the end of each term, the ClassCharts reward shop will open for 3 days, and students will have the opportunity to purchase items using their rewards points. The student leadership team will be given the opportunity to develop the ClassCharts reward shop so that it offers a broad and desirable range of items for students to choose from. Students should note that popular items will likely sell out quickly once the shop opens.

Items purchased from the ClassCharts shop must be collected on the final day of term. Any uncollected items will be returned to the ClassCharts shop store – no refunds of points will be given.

## **Termly and Annual Events:**

### **Celebration Assemblies:**

At the end of each half term there will be a Celebration Assembly for all students. These will be led by the Head of Year and will include rewards for academic, spiritual and personal achievements (e.g. attendance, values, behaviour, academic progress, overcoming adversity).

### **Values Services:**

Throughout the year there will be values services, where we celebrate those students who have demonstrated our values both inside and outside of school. Parents and carers are invited to attend these services.

### **Rewards Events:**

At the end of each term, students who have met the following criteria will be invited to participate in a rewards event:

- 95% attendance during the current term.
- No negative behaviour logs (e.g. lack of equipment, poor uniform, homework incomplete, corridor or social time behaviour, C2 or above).

These Rewards Events could include (but are not limited to):

- An in school off-timetable event (e.g. cinema afternoon, pizza party)
- Trip to a local venue (e.g. cinema, bowling, ice skating etc)
- Trip to a larger venue or event (e.g. Alton Towers, Chester Zoo)

The cost of these Rewards Events will be subsidised by the school, and where there is a need for a voluntary contribution from students/parents/carers, these will be payable via ParentPay and/or ClassCharts Rewards Shop vouchers. Parents/carers/students should note that if insufficient voluntary contributions are made, the Rewards Event may need to be cancelled.

### **Celebration Event:**

At the end of the academic year there will be a celebration event open to all students. This event will usually incur a voluntary contribution from students/parents/carers, which can be paid via ParentPay and/or ClassCharts Rewards Shop vouchers. Parents/carers/students should note that if insufficient voluntary contributions are made, the celebration event may need to be cancelled.

### **Celebration of Achievement Evening:**

Our annual Celebration of Achievement Evening takes place in the summer term and recognises the academic, spiritual and personal achievements of students during the school year. This is a highlight of the school calendar and a wonderful opportunity to celebrate the many wonderful achievements of our students.

### **Other events:**

Departments within the school may choose to arrange separate events to recognise the achievements of students within a particular subject or area of the school (e.g. Young Carers, Sports Personality Awards).

## Appendix 2: Serious Incidents

Where a serious incident occurs a member of the pastoral team will investigate. The investigation could include reviewing CCTV in line with our CCTV policy, searches, reviewing ICT activity, speaking with witnesses to the incident, speaking with staff who were present, and speaking with students involved in the incident. During an investigation one or more students may be kept out of circulation (either in referral or another suitable location). Any time spent out of circulation will be taken into consideration when agreeing a proportionate and appropriate sanction.

The following events constitute a serious incident:

- Being in possession of vaping/smoking/drug paraphernalia
- Bullying or harassment (including online)
- Cheating/Plagiarism
- Complete defiance/non-compliance
- Damage or theft of property
- Discriminatory language or behaviour (related to sex, race, religion, disability or special needs, sexual orientation, gender or any other protected characteristic), including support for related individuals/groups
- Inappropriate use of ICT
- Possession of a high level or illegal prohibited item
- Refusal to hand over a prohibited item (including phone)
- Repeated poor behaviour within a day
- Repeated truancy
- Sexual violence/harassment
- Smoking/vaping (including being in the company of those vaping/smoking)
- Swearing or offensive language towards or about a member of staff
- Under the influence of drugs/alcohol
- Violent, aggressive or threatening behaviour
- Any other incident that jeopardises the safety of staff and/or students, prevents students from learning, significantly disrupts the school day, or brings the school into disrepute

## Appendix 3: Proportionate Sanctions

The following table shows how ClassCharts points are awarded/deducted. Please note these values are subject to change at the discretion of the head of school / executive headteacher.

Awarding Points		Deducting Points	
Good effort	2	C2	-2
Outstanding effort	5	C3	-3
Showing resilience	5	Phone seen and handed in	-2
Participating in extra-curricular	2	Lack of equipment	-2
Independent work	5	Poor uniform	-2
Being kind	3	Late to lesson/school	-2
PROUD bookwork	3	Not responding positively	-2
Representing the school	3	Lack of homework	-2
100% attendance in a week	3	Not working hard	-2
Academic progress	5	Poor corridor/social time behaviour	-2
Community service/volunteering	5	Any serious incident	-5
Values awards	10	Replacement equipment (incl. timetable)	Various (max -5)

The following table provides guidance for senior leaders and heads of year in applying appropriate and proportionate sanctions; this is not a definitive list and final sanctions are agreed by SLT on a case-by-case basis. The severity of the sanction will be based on a number of factors, including past serious incidents and the level of disruption/danger caused by the incident. The decision of the head of school or executive headteacher is final.

Type of behaviour:	Suggested sanction:	Communication with parent/carers:
Incorrect uniform (including jewellery)	15-minute after school detention	Via ClassCharts
Incorrect equipment	15-minute after school detention	Via ClassCharts
C2	15-minute detention with class teacher	Via ClassCharts
C3	Removal from lesson and 30-minute after school detention	Phone call from class teacher
Persistent lateness	1 hour detention	
Being in possession of vaping/smoking/drug paraphernalia	1-3 days referral or 1-3 days fixed term suspension or Permanent exclusion *if illegal drugs are found, the police will be notified	Phone call from pastoral team
Bullying or harassment	1-3 days referral or 1-3 days fixed term suspension or Loss of break/lunch for a period of time	Phone call from pastoral team
Cheating/Plagiarism	1 hour SLT detention	Phone call from pastoral team
Complete defiance/non-compliance	1-3 days referral or 1-3 days fixed term suspension or Permanent exclusion	Phone call from pastoral team
Damage or theft of property	Community service or 1-3 days referral or 1-3 days suspension or Permanent exclusion	Phone call from pastoral team

Discriminatory language or behaviour (related to sex, race, religion, disability or special needs, sexual orientation, gender or any other protected characteristic), including support for related individuals/groups	1-5 days referral or 1-5 days suspension or Permanent exclusion	Phone call from pastoral team
Failing to attend SLT detention	1-3 days referral or 1-3 days suspension	Phone call from pastoral team
Inappropriate use of ICT	1 hour detention or 1 day referral	Phone call from pastoral team
Possession of a high level or illegal prohibited item	2-5 days referral or 2-5 days suspension or Permanent exclusion *if an illegal item is found, the police will be notified.	Phone call from pastoral team
Repeated poor behaviour in a day	1-3 days referral or 1-3 days suspension or Permanent exclusion	Phone call from pastoral team
Repeated truancy	1 hour detention or 1 day referral or Loss of break/lunch for a period of time	Phone call from pastoral team
Sexual violence/harassment	1-3 day suspension or Permanent exclusion	Phone call from pastoral team
Smoking/vaping (including being in the company of those vaping/smoking)	1-3 day referral or 1-3 day suspension or Permanent exclusion	Phone call from pastoral team
Swearing or offensive language towards or about a member of staff	1-3 day suspension	Phone call from pastoral team
Under the influence of drugs/alcohol	1-3 day referral	Phone call from pastoral team
Refusal to hand over a prohibited item (including phone)	1 hour detention or 1 day suspension	Phone call from pastoral team
Violent, aggressive or threatening behaviour	1-5 day referral or 1-5 day suspension or Permanent exclusion	Phone call from pastoral team
Any other incident that jeopardises the safety of staff and/or students, prevents students from learning, significantly disrupts the school day, or brings the school into disrepute	To be reviewed by head of school and/or executive headteacher	Phone call from pastoral team

Communication between staff and parents/carers is important, and staff will make reasonable efforts to contact parents on the day of an incident. If a member of staff is unable to get through, they will leave a brief message asking for a parent/carer to return the call during school hours. It is important that parents/carers ensure that the school have the correct contact details on record.

## Appendix 4: Stages

When a student accumulates multiple serious incidents and/or C3s, this will trigger escalation through the behaviour stages. To ensure a proportionate response is maintained, a serious incident leading to an after school detention is deemed to be equivalent to 1 C3, a serious incident leading to a period in referral is deemed to be the equivalent of 2 C3s, whilst a serious incident leading to a fixed term suspension is deemed to be the equivalent of 3 C3s.

Number of C3s (or equivalent)	Stage	Interventions
0-9	1	<ul style="list-style-type: none"><li>• Reset conversations</li><li>• Phone calls by class teachers or form tutor</li><li>• Changes to seating plans or other adjustments within lessons</li></ul>
10-24	2	<ul style="list-style-type: none"><li>• Meeting with Head of Year or Head of Department</li><li>• Option to select 3 types of support that school will provide</li></ul>
25-39	3	<ul style="list-style-type: none"><li>• Meeting with Senior Leadership Team member</li><li>• Option to select 3 different types of support that school will provide</li></ul>
40+	4	<ul style="list-style-type: none"><li>• Pre-permanent exclusion meeting with Head of School and/or Executive Head Teacher</li><li>• Option to select 3 different types of support that school will provide</li><li>• Introduction of 3-strike system<ul style="list-style-type: none"><li>○ First strike = 3 day fixed term suspension</li><li>○ Second strike = 4 day fixed term suspension</li><li>○ Third strike = permanent exclusion</li></ul></li></ul>

Options for support could include:

- Change to seating plan
- Going 'on report'
- Pastoral workshops on a specific theme (e.g. anger management, conflict resolution)
- Change of teaching or tutor group
- Mentoring
- Counselling
- Temporary time-out pass
- Daily check-ins
- Managed move
- Early help referral
- Weekly praise phone calls to a parent/carer

## Appendix 5: Reasonable Adjustments

### Reasonable adjustments for students with SEND

#### Calling out

- Give reminder of expectation not to call out / a 1:1 reminder before putting name on the board.
- If it continues, give further reminder and try to eliminate the cause before adding ticks on board.

#### Homework

- Give an extension prior to a sanction if homework has not been completed.

#### Lateness

- For occasional lateness to lessons, do not issue a behaviour point. Record minutes late on ClassCharts.
- Flag repeated lateness to Head of Year and SENCO.

#### Challenging staff

- Give time for student to process and calm down before pursuing a conversation, as this will reduce the likelihood of further sanctions.

#### Equipment

- A second check will be carried out before a behaviour point issued.
- Pencil cases are available from the Student Services for students to take for a lesson / day at a time.
- Reinforce basics with students – pen, pencil and ruler.

#### Negative Behaviour Points

- Behaviour Points will not be issued for behaviours which are solely a result of the student's additional needs unless additional strategies have been employed to prevent the behaviour.

#### Detentions

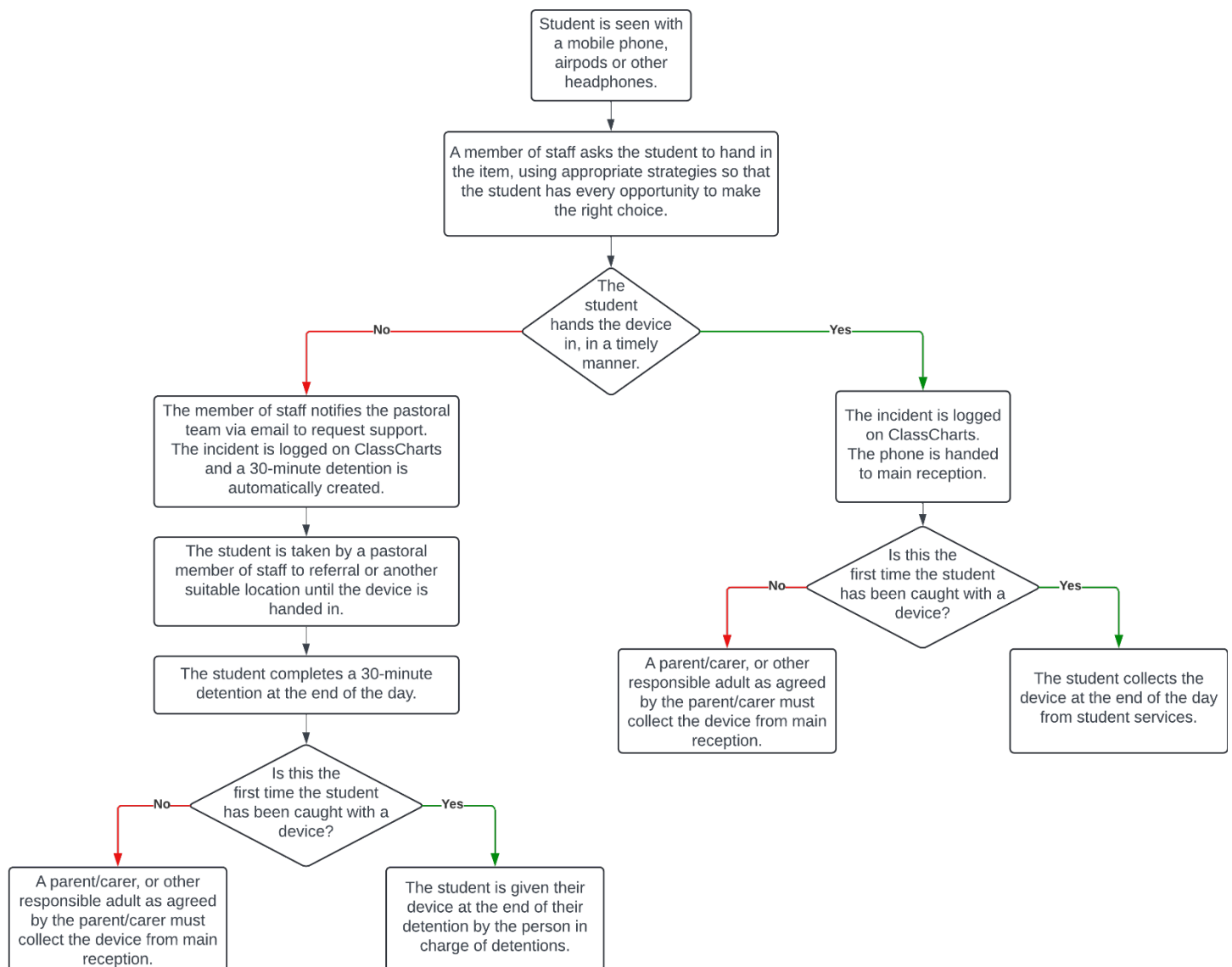
- Detention may be served in an alternative location.
- If a student misses a school detention it has to be served.

## Appendix 6: Mobile phones and electronic devices

Mobile phones, headphones and other electronic devices must not be seen whilst on school site.

If students have a mobile phone, headphones or other electronic devices, they can either:

- Leave their phone/headphones at home
- Hand them in at student services before 8:45am
- Switch their phone and/or headphones off before they come on site, and keep them away until they are off school site at the end of the day





## Appendix 7: A trauma informed approach

As a Christian school our staff are committed to treating fellow colleagues and our students with kindness, respect and unconditional positive regard. We want the best for our students, and we will skilfully support them to be better every day.

At St Michael's we endeavour to employ a trauma informed approach to supporting our students. This means we recognise that for some of our students there may be known or unknown triggers that may cause them to become dysregulated and unable to think rationally in a given situation. Our staff undergo regular 'trauma informed' training to support them to de-escalate challenging situations. Our staff will use their emotional intelligence to look for signs that a student is upset or dysregulated and use de-escalation strategies to support them rather than opting to use sanctions straight away.

## Appendix 8: Use of Reasonable Force

As a school we follow DfE Guidance on the use of reasonable force in school. We have a number of staff who have received specific training on how to safely use reasonable force.

Below are some excerpts from DfE Guidance:

### What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force
2. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### Schools can use reasonable force to:

1. remove disruptive children from the classroom where they have refused to follow an instruction to do so;
2. prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
3. prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
4. prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
5. restrain a pupil at risk of harming themselves through physical outbursts.

### Schools cannot:

1. use force as a punishment – it is always unlawful to use force as a punishment.