BEHAVIOUR POLICY
(including Anti-bullying and Exclusions)

Responsible Committee	**Curriculum**
Date reviewed	September 2026
Next Review date	September 2027
Signed	*K. Shah*
Print name	K.Shah

The Micklem Way

At Micklem Primary School, we believe that exceptional behaviour benefits every member of our school community, both in their learning journey and in later life. We want all of our children to leave Micklem with our three core values of: Be Kind, Show Respect and Aim High instilled, so that they can go on and have a positive impact on their community and the wider world.

The adults in school
Smile
Calm and Consistent
Praise Prosocial Behaviours

School Rules
Be Kind.
Show Respect.
Aim High.

Over and Above
Curiosity
Resilience
Initiative

Relentless Routines

1. Walking not talking  2. Legendary Lines  3. Magnet Eyes 4. Stop Hand 

Stepped Process

Step 1 - Reminder
3 rules, privately where possible

Step 2 - Private Chat
See script
Teacher may wish to make a discrete private note (as witnessed by the child) (2 minutes consequence if no behaviour change)

Step 3 - Time Out - 5 minutes
Time in another classroom/reflection

Step 4 - Restorative Chat
5 questions

Step 5 - Support
SLT for unsafe behaviour

Parents Involved
Where escalating behaviour is observed. Involve parents to ensure a united front and duplication of message.

Script
Step 2
Non-verbal where possible:

- pointed eye contact
- 2 fingers = 2 minutes
- 'I notice you're still not [state expected behaviours]'
- Remember our 3 school rules
- You need to…
- Remember when you [state something that the child did that was over and above]

If not, 2 minute consequence time.
'I am going to give you time to think about what you could have done differently.

Restorative Chat
Choose 5

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Rules

- You will all get to talk.
- We do not interrupt another person, even if we disagree.
- We will agree a solution or appropriate consequence.

Fix what has been broken

- Apologise to those that have been harmed.
- Explain what has been done to make it right.
- Check that those that were harmed are okay.
- Any further action needed?

Micklem Primary School-Be Kind.Show Respect.Aim High



Micklem learners are kind, respectful and ambitious



Step 1- Reminder



Step 2- Private chat



Step 3- Time out (5)



Step 4- Restorative chat



Step 5-SLT Support





Your adults come into school

Day in Head/Deputy office





School learning at home

Need to go to a different school

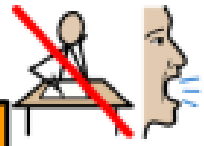


Micklem Primary School-Be Kind.Show Respect.Aim High



Micklem learners are kind, respectful and ambitious

If I am rude or disturb the learning of others..

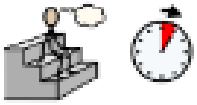




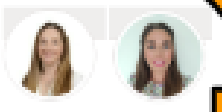
My teacher will give me a verbal and visual reminder



Private chat



Time out (given time)

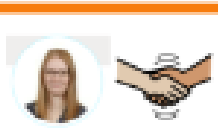


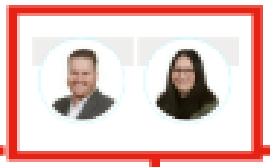
Restorative chat





SLT Support





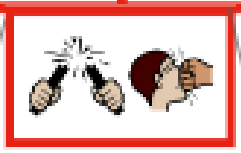


SLT Support x3

or



If I am dangerous or use hurtful words or actions...





My adults will come into school for a meeting



Time with Mr Swift



Time with Miss Noble



School learning at home

X

Move to a new school

1. Introduction

Good behaviour in schools is essential for a good education.
At Micklem Primary School, we believe that everyone in our school has the right to:

- *feel safe*
- *be respected*
- *learn*
- *a sense of belonging*

Our three school rules support this. They are:
Be Kind.
Show Respect.
Aim High.
These rules are on display in every classroom and in communal areas around the school.

Our pupils are welcomed into a positive, nurturing and aspirational environment that allows all children to make progress. In order to enable this, the school adopts a behaviour policy (in keeping with Therapeutic Thinking practice) that is based on positivity, praise, respectful relationships and reflection. It relies heavily upon the importance of **praising and rewarding in public** and **reprimanding (where necessary) in private**.

The purpose of the behaviour policy is to make clear to the whole school community:

- *the school's expectation for behaviour*
- *the ways in which the school will respond to and support everyone to demonstrate the best behaviour they can*

This policy is for pupils, staff, parents and governors, who will all be expected to meet the standards set out.
We set out to:

- explicitly teach pupils what good behaviour looks like
- provide some pupils with additional support to reach our expected standard of behaviour
- train and support staff to ensure that they uphold our school's behaviour policy and respond to misbehaviour consistently and fairly
- support our parents to understand our behaviour expectations

2. Legal Framework

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

- Education Act 2011
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) Use of reasonable force - GOV.UK
- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2018) Mental health and behaviour in schools - GOV.UK
- DfE (2024) Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- DfE (2023) Keeping children safe in education 2023 - GOV.UK
- DfE (2022) Searching, Screening and Confiscation - GOV.UK
- DfE (2023) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

This policy also works in conjunction with the following school policies:

- Children Looked After & Children known to a Social Worker Policy
- Equality Information and Objectives and Accessibility Plan 2023-26
- Inclusion Policy
- Online Safety Policy
- Restrictive Physical Intervention Policy
- Safeguarding and Child Protection Policy
- Anti-bullying policy
- Suspension and Exclusion Policy
- SEMH (Social, Emotional and Mental Health) Policy

3. Roles and Responsibilities

The Governing Board will have overall responsibility for:

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

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMHrelated behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:
Headteacher
Deputy Head teacher
Assistant Headteacher
SENCO

- As authorised by the headteacher, consequenceing pupils who display poor levels of behaviour

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Definitions

For the purposes of this policy, the school will define "***dangerous behaviour***" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "***disruptive or disrespectful behaviou***r" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Graffiti

"Disruptive or disrespectful behaviour" may be escalated to "dangerous behaviour", depending on the severity of the behaviour.

5. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. All staff will take part in 'Therapeutic Thinking' training led by a qualified trainer. Staff will receive updates and refresher training throughout the year.

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

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

6. Managing Behaviour

All instances of disruptive, disrespectful or dangerous behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All staff will record all reported incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All relevant staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL team, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Step 1 - Reminder	● Gentle encouragement, a 'nudge' in the right direction. ● A reminder of our three simple rules - Be Kind. Show Respect. Aim High. delivered privately wherever possible. This can be accompanied with a reference to a 2 minute consequence should the behaviour continue. ● De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. ● Praise will be given if the learner is able to model good behaviour as a result of the reminder. 'I have a lot of respect for children who can turn it around' could be used.
Step 2 - Private Chat	● Where the reminder has not been successful in changing the behaviour, a further conversation will be required between the teacher and the pupil. ● A further private chat will be undertaken following the script on the Micklem Way. ● There is a continuing belief from the teacher that this is a 'blip' and not normal for this child. ● There is a strong belief that the child can and will change the behaviour. ● Here a clear verbal warning is delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue – 2 minutes reflection time. ● A private note may be made by the teacher to record the conversation but this is between the teacher and the pupil.
Step 3 - Time Out	● Where the child continues the behaviour, they will be asked to leave the room. The child is taken to the classroom next door (where no conflict with other pupils would occur). ● The teacher in the partner class is alerted preferably non-verbally and the child reflects for 5 minutes. Say: ○ 'Think carefully about your behaviour while you are here.' ○ 'You're so much better than this.' ○ 'Remember when…' ○ 'I will come back in 5 minutes and we will talk.'
Step 4 - Restorative Chat	● When available, this can be carried out by the Pastoral Team. ● Restorative Conversation 5 questions is usually enough from the

	following: ○ What happened? ○ What were you thinking at the time? ○ What have you thought since? ○ How did this make people feel? ○ Who has been affected? ○ What should we do to put things right? ○ How can we do things differently in the future? ● Completion of additional work missed in the lesson given if needed: ○ Children need to understand the language of impact and consequence. If you are not focused in lessons, then you will need to do the work in 'your time'. ○ This should be explained especially to younger children that their own time is at play time/lunch time. ○ For older children this might be work sent home where this is discussed with the parent and the work needs to be delivered back to the teacher the next day.
Step 5 - Support	● Where the child's behaviour has escalated through the lesson significantly and Step 2, 3 and 4 have been used but have not been effective, support from SLT should be requested and the child removed from the room. ● This should be seen as the last resort where either the child or other children in the class are not safe or behaviour is disrupting teaching and learning and it is therefore impossible for the teacher to teach the class. At this point, the Headteacher will be discussing appropriate consequences and strategies to move forward. ● If low level behaviour is seen on 3 separate occasions, this will also require SLT support

Restorative Practice

Micklem Primary School uses Restorative Practice to promote good behaviour and resolve disruptive, disrespectful or dangerous behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. Always agree parameters before a discussion especially where multiple children are involved to ensure the discussion stays calm:

- You will all get to talk.
- We do not interrupt another person, even if we disagree.
- We will agree a solution or appropriate consequence.

However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above on the flowchart displayed in class.

A reflective pictorial scaffold is available in each classroom to support LA/EAL/SEND children when holding restorative conversations.

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

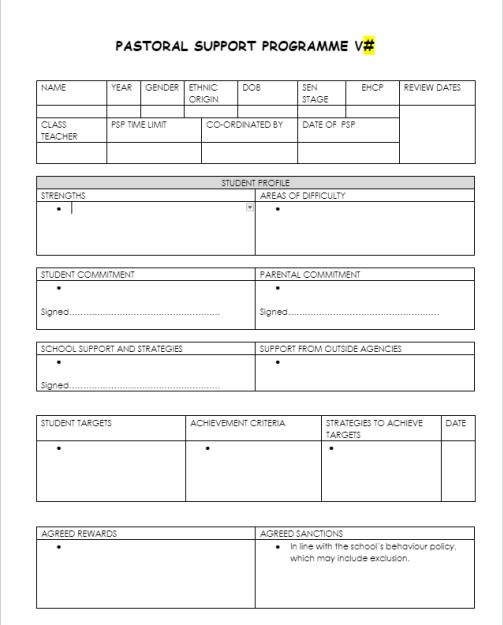
- The pupil is sent to the Headteacher immediately or, in the Headteacher's absence, the most senior member of staff.

- A member of SLT or the DSL team investigates the incident and decides whether it constitutes dangerous behaviour.
- If the above deems the incident to be dangerous behaviour, they will record the incident on CPOMS. The behaviour will also be recorded on the pupil's Arbor account.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the Headteacher will determine the period the pupil will be removed from the classroom, as well as any additional consequences.
- A member of SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of dangerous behaviour, the following consequences will be implemented:
The Headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although dangerous behaviour does not necessarily mean a pupil has SEND, steps will be taken to consider whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place. Following further incidents of unacceptable behaviour, the following consequences will be implemented:

Following further incidents of dangerous behaviour, the following consequences will be implemented:

Additional Consequences	
Communication with parent/carer	If a child has three incidents in a week requiring reflection in another classroom, the class teacher must inform parents. On a case by case basis, sometimes a daily 'how's it going?' conversation might be needed.
A formal meeting with SLT and parents/carers	If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged.
Weekly behaviour meetings	Where this continues, weekly meetings with parents, class teacher, SLT and the child will be held. This will be used to explain the consequence escalation that will take place if behaviour does not change but also the support that school will put in place to help the child change. Teachers, the pupil and parents should be given monitored responsibilities, the effectiveness of which should be reviewed at meetings. An individual behaviour chart for the child can be used with 3 targets. An example is shown below:

	 **PASTORAL SUPPORT PROGRAMME V#** NAME | YEAR | GENDER | ETHNIC ORIGIN | DOB | SEN STAGE | EHCP | REVIEW DATES CLASS TEACHER | PSP TIME LIMIT | CO-ORDINATED BY | DATE OF PSP STUDENT PROFILE STRENGTHS | AREAS OF DIFFICULTY STUDENT COMMITMENT | PARENTAL COMMITMENT Signed..... | Signed..... SCHOOL SUPPORT AND STRATEGIES | SUPPORT FROM OUTSIDE AGENCIES Signed..... STUDENT TARGETS | ACHIEVEMENT CRITERIA | STRATEGIES TO ACHIEVE TARGETS | DATE AGREED REWARDS | AGREED SANCTIONS • In line with the school's behaviour policy, which may include exclusion.
Communication with the local police force	Where a child has reached the age of criminal responsibility, the police may be called in the case of dangerous behaviour.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

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

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing disruptive, disrespectful and dangerous behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

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

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

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

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short term - Behaviour charts with 3 targets
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, appropriate provision will be put in place to support the pupil.

Where the pupil has an EHC plan, contact with the LA will be made review the plan.
A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up without talking before a lesson.

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

Our behaviour expectations are supported through explicit teaching of the **JIGSAW** programme for PSHE. This curriculum offers children and staff the opportunity to hold discussions regarding behaviour without an incident having taken place. This suppoorts children to understand the best case scenario for different situations. Our school ethos and behaviour expectations are also held up by our '**No Outsiders**' curriculum. Our No Outsiders ethos supports all children to respect every member of our school community and encourages empathy between children with different experiences. These values and expectations will be taught explicitly in weekly 'No Outsiders' assemblies.

To create a school environment where every child and adult understands what is needed to create exemplary behaviour, 3 school rules are embedded: **Be Kind, Show Respect, Aim High**. These rules are displayed in every classroom and used in daily school language and conversation with children at every opportunity to praise but also re-direct where required eg: 'Thank you for showing respect when you……'/ 'That's not what I meant when I said Aim High. Aim High meant…Aim High looked like…'

At Micklem, we teach that our three school rules underpin everything that we do. When these rules are embedded in our daily routine, we are able to push forward and accelerate our learning and experiences. In order to do that, children need to show 'Over and Above' behaviours, evidence of these behaviours will be recognised by a '**Special Message**' home.

A recognition board

An essential element of the behaviour system is the relentless highlighting of positive behaviour in the classroom.

Classroom relentless routines:
- ***pens down***
- ***magnet eyes***
- ***show me you're ready***

Children can earn one or two dojo points during the lesson for following our school rules. Point's earnt are not deducted for subsequent poor behaviour. Lessons will be immersed in positivity and positive behaviours are brought to the attention of all.

Scripts are essential to ensure adults take a calm and consistent approach to behaviour at all times.

Zones of regulation and emotional coaching

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children are taught the zones and their meanings and different strategies to manage when in the zones. Combined with this, school staff are trained in emotional coaching, and follow Therapeutic Thinking's approach for behaviour, which helps children to become more aware of their emotions and manage their feelings particularly during instances of misbehaviour.

Motivation and reward systems

All members of staff are responsible for the behaviour of children around school and in lessons. A variety of strategies and rewards are used and given to individuals who obey the school rules to promote a culture of positive behaviour. Staff are encouraged to actively reward positive behaviours as well as challenge undesirable behaviours as soon as they see them, in line with the guidance within this policy

Golden Points	Golden points will be given to children who model our school values: Be Kind. Show Respect. Aim High. All children will access golden time on a Friday afternoon. This is a chance for children to experience different staff, different locations and different activities. Children from each class with the most golden points will get to choose their activity first.
Stickers	Where the teacher observes amazing behaviour and effort, a sticker can be given to children. Other adults in school should ask the child what they have the sticker so that the child is encouraged to explain their positive behaviour, reinforcing it.
Positive Messages Home	A further way to share positive news with children is the use of the positive message home. This should be used at least once a day within classes. These refer to the school rules. These messages should be shared

	publicly and shared with parents at the door. A phone call or dojo message can also be made to share great news with caregivers.
SLT Recognition	Where a child has gone '**Over and Above**' with their learning or by their actions, they can be taken to see a member of the SLT team. The child will receive a Head/Deputy Head Teacher's award – a sticker and/or a post card home to parents. This is written personally by the member of SLT and sent home.
Learning of the Week Assembly	Two pieces of learning are chosen by each teacher every week. These are shared and celebrated in an assembly at the end of the week. The focus of this assembly will be learning rather than behaviour, but behaviour for learning will always been an added focus.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The Micklem Way is based on relational practice, where the teacher-pupil relationship is seen as crucial to the effectiveness of school behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these (an ABC chart is used to track behaviours and identify patterns in incidents of repeated behaviour), taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

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

Specific documentation regarding behaviour and SEND is used, such as an individual risk assessment to consider harmful physical behaviour. From this a behaviour action plan is drawn up to support the child.

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive (or showing offence), e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "When you return to your seat, I can help you with your work".
- Other staff to remain removed from the situation unless invited in by the member of staff dealing with the behaviour. Any communication around the behaviour to be shared subtly and out of hearing range of the child.

Physical intervention

In line with the school's Restrictive Physical Intervention Policy, physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher, and the pupil's parent will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a fixed-term exclusion, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where fixed-term exclusion is carried out, the pupil's parent will be asked to collect the pupil and take them home for a specified amount of time – pupils will not be sent home without the school contacting their parent. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups. Wherever possible, restrictive physical intervention will not be used and staff will recognise that danger to self or others is the only time it should be implemented.

8. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

11. Behaviour outside school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online. Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

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

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

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

In cases where children are of the age of criminal responsibility, the police may be contacted by the school to alert them of the incident that has occurred outside of school.

Data collection and behaviour evaluation

The school will collect data from the following sources:

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

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

Monitoring and review

This policy will be reviewed by the Headteacher, Behaviour Lead and Mental Health Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.