



St Mary Magdalene C of E School  
with  
Christ Church C of E Primary School

# Koinonia Federation Behaviour Documents

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### **Secondary**

## Our Federation Vision

Our vision for behaviour is that we can enable all of our students to reach their full potential academically, emotionally and spiritually. We want to ensure that they are fully prepared as they move through each phase of their life.

In order for the Koinonia Federation to fulfil this vision, this suite of documents explains our ethos and approach for promoting positive behaviours and relationships for all our students from Nursery through to the 6<sup>th</sup> form.

A Koinonia student will go out into the world happy, courageous, resilient, motivated with

**“Do unto others, as you would have them do unto you.”**

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

## Introduction

The Koinonia Federation has adopted a positive behaviour support approach built upon consistency and fairness. The underlying principle to this approach is that students should be enabled to make positive choices for themselves to do the right thing in a given situation. Our Federation firmly believes that by teaching the students through core Christian values, it will be able to equip them with the necessary skills to be happy and resilient young citizens.

If students are aware of how they have demonstrated our three key values, Family, Faith and Fellowship, they can take reward in knowing that they have contributed to the happiness of others. Our Federation upholds high standards of behaviour and an expectation that students will respond in a caring and positive way to each other in all situations. Positive behaviour involves self-regulation, respect and tolerance towards others which is modelled by all staff.

This involves staff being committed to the whole federation approach for promoting positive behaviour at all times. Setting clear and consistent boundaries, having good communication and positive attitude and manner.

Staff acknowledge the different stages of children's development and do their best to ensure that rewards and consequences used are appropriate to the behaviour and individual needs. Students are actively supported and encouraged to take responsibility for their own actions and to manage their own behaviour.

Parental support is regarded as crucial for supporting positive behaviour and this involvement is constantly sought for the benefit of all.

## The role of the Pupils in the Primary Phase

Welcome to the Koinonia Federation. You are now a member of the Koinonia Federation and will be attending either Christ Church or St Mary Magdalene All Through School. You are part of an educational organisation that teaches young people from the age of 3-18 years old.

If you are reading this, then you are probably in Years 1-6.

Our Federation motto is: "***Do unto others, as you would have them do unto you***".

This helps you to support each other and encourage a safe and supportive place for everyone to love learning.

We have six golden rules which will cover all aspects of your school life:

- **Do be gentle – We do not hurt anybody**
- **Do be kind – We do not hurt people's feelings**
- **Do be honest – We do not cover up the truth**
- **Do work hard – We do not waste time**
- **Do look after property – We do not waste or damage things**
- **Do listen to people – We do not interrupt**

We expect you to try your very best to follow all the Golden Rules. As a staff team, we want to support you to be independent and learn strategies to help you manage your feelings.

There are rewards for positive behaviour and consequences for when the Golden Rules are broken.

You will see them in your classroom looking like this:



## Rewards

A fresh start everyday 

The following behaviour system in Early Years is used to encourage children to make good choices and contribute to maintaining a positive attitude to learning.



All children start the day being on the 'rainbow'. Children are praised for positive behaviour and exceptionally well behaviour children are awarded with certificates such as: Special Mention and Golden Child that are presented to them during the Celebration Collective Worship every Friday.



The class teacher to place a child's name on 'First warning' if an unwanted behaviour occurs. The class teacher to place the child's name on the cloud and speak to them about the behaviour expectations. As soon as positive behaviour occurs the class teacher to place the child's name back on 'the rainbow'.



If the unwanted behaviour continues the child is asked to spend 10 minutes in Reflection Area in class. This approach is to calm the child and encourage reflection on behaviour expectations. The class teacher to explain to the child the reasons for having time out. The class teacher to reassure the child and offer positive reinforcements about behaviour expectations.



If the unwanted behaviour continues the child is asked to spend 10 minutes in adjacent class. When the child comes back to class the class teacher to remind the child and give an example of previous positive behaviour that is expected from the child.



If the unwanted behaviour persists the child is escorted to Senior Leadership Team. The class teacher documents the unwanted behaviour on CPOMS and alerts the SLT about the incidents. The class teacher to speak to parents about the details of the unwanted behaviour and the steps that have been taken to reinforce positive behaviour.

**You may be praised and rewarded for positive behaviour in a variety of ways. Here are some examples:**

- Each week a pupil from each class is nominated to receive a certificate in the celebration collective worship for exemplary behaviour, demonstrating the value of the term, good work in maths and science, positive presentation
- House points – The house with the most house points at the end of term receives a special reward
- Dojos\*, stamps, stickers, certificates

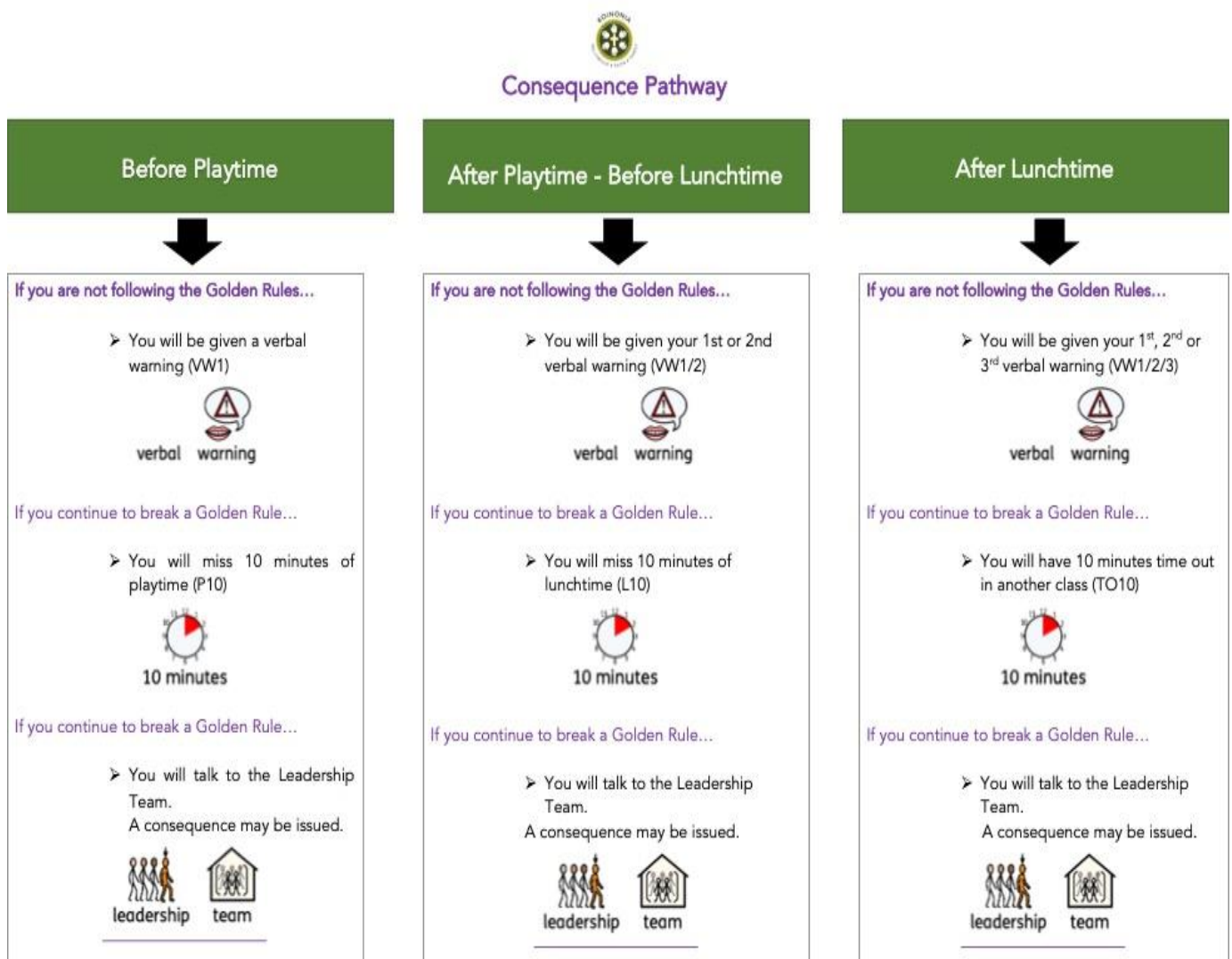
## Consequences

**If you are not following the Golden Rules, this is our consequence pathway:**

### EYFS CONSEQUENCE PATHWAY PRIMARY CONSEQUENCE PATHWAY

**Other expectations to keep you safe:**

- You are expected to walk around the school calmly and sensibly.
- When you are moving around the building including the stairs, we expect you to keep to the left in single file.



- You are only allowed in classrooms, group rooms and storage areas when you are supervised by an adult unless you are over 10 years of age and have permission from an adult.

### **The Role of Parents and Carers of Primary Pupils**

Your role in our schools is really important.

We would like to work in partnership with you to encourage the children to do the best that they can. We believe that when parents, carers and staff communicate well with each other and work together, then the children thrive in a happy and positive learning environment.

Our Federation motto and our Golden Rules are there to encourage everyone – children, parents/carers and staff - to work together for the benefit of everyone in our Federation community.

We ask that all parents and carers abide by the Home School Agreement that is given to families when they start in our Federation. If you need to see it again, you can find it on our website.

If you are worried or concerned for your child, please contact your class teacher or the Home School Link Worker first. If you are still concerned then a member of the Senior Leadership Team will be happy to talk to you about any issues that you are still worried about.

If we have any concerns about your child's behaviour, we will contact you as soon as we can in order for you to know what has happened and what we have done to resolve the issue.

In order for your child to be supported, we would value your suggestions of any further help your child might need and we would like you to encourage your child to make good choices next time an incident occurs.

If behaviour has become a serious concern, dangerous or worrying, we may ask you to attend the school and meet with the teacher and a member of SLT.

We hope that all parents and carers will support their child's learning by cooperating with the school.

### **The Role of the Primary Phase Staff Teaching Team**

Our aim is to create a purposeful and harmonious working atmosphere within the Federation. Your role as a staff member is vital to this. Our behaviour vision and systems are built upon our Federation motto "Do unto others, as you would have them do unto you". In our primary phase we use the Golden Rules to form a framework for the positive behaviours we are developing in our pupils. It is expected that staff will use the Golden Rules when discussing a pupil's behaviour, whether it be positive or for an area of improvement. Teachers are able to decide their own reward system for their class. We believe this is important so that rewards can be designed to best fit the culture and needs of a specific class.

**In class:**

Teachers will have their own reward system for their class which must be applied consistently and link with the golden rules and behaviour pathway. This must be displayed at the front of the class and be clear to the pupils. Rewards cannot be taken away from pupils once they have been issued. All staff working within their own class should use the same reward system.

**Across the schools:**

At each primary campus there is a House Team system where every child is a member of a house. House points can be awarded in multiples of 5 by any member of staff for behaviours such as team work, offering to help or co-operation. The house points scores are collected every Thursday/Friday by the House/Vice Captains and the results are announced during the Friday Celebration Collective Worship. There is a reward at the end of each half term for the House with the most points.

Pupils who have completed exceptional pieces of work should be given a **Green Card** to show a member of the leadership team. Pupils will be awarded with a sticker or certificate for this. All Green Cards should be logged and a photo of the child is taken (if permitted) for the school's blog.

On a weekly basis, you will be asked to nominate a pupil in your class who has followed all the Golden Rules throughout the week and deserves a 'Golden Child Certificate'.

As well as rewarding 'Golden Children', a child from each class will be chosen as the Value Child of the week. This will be for displaying qualities relating to our Federation Value of the half term e.g., respect, kindness, cooperation. Teachers should keep a log throughout the year to ensure equality.

**When behaviour doesn't meet our expectations:**

Please display the consequence pathway in your classroom (See page 7). It is important to follow the process, be consistent and for it to be used to build positive relationships between staff and pupils and to support the learning environment. If you have any questions about the process and how to use it, then contact the primary Federation behaviour lead.

**Incidents occurring at the end of the day:**

Whilst we strive for pupils to begin each day with a fresh start, incidents which occur at the end of the day, often do not leave time for the pupil to go on a 10 minute time out, or be spoken to by SLT. If this happens then the class teacher should speak to the parent/carer at the end of the day, so pupils understand that poor behaviour at any time of the school day is unacceptable.

**Recording of consequences and rewards:**

In order to monitor consequences and rewards, teachers are asked to record on Satchel. This is to ensure continuity and consistency. It allows leaders to identify next steps.

CPOMs is also used to record instances of serious inappropriate behaviour in class. This information can be shared with parents/carers/behaviour support agencies, etc when



necessary. Please update as and when necessary (more information given at safeguarding training).

### **Meeting with Parents/Carers:**

When you think it would benefit the child's behaviour, you may want to meet with parents in order to explore ways to support the child.

Meetings should:

- Take place well before school i.e. 8.15am or after school when all pupils have gone i.e. 3.30 pm either in the classroom or in a meeting room. Please inform a member of SLT.
- Avoid discussions in front of other pupils when discussing a behavioural problem.
- Be calm and not confrontational. All present should speak calmly and clearly, allowing every participant the chance to speak, make their points and to question. If the meeting does become confrontational, the meeting should be stopped and re-scheduled if needed.
- Following the discussion, or during it with parents/carers understanding, a parent/carer consultation sheet should be kept of what is agreed, and course of action to be taken by the school and how it can be supported at home. A date for a further meeting may also be necessary. The Campus Leader, Primary Federation behaviour lead and other staff working with the pupils should be informed of the outcome of the meeting by attaching a copy of the Parent Consultation Sheet on CPOMs.

### **The Role of Primary Senior Leaders**

As a member of SLT, you are expected to support staff, pupils and parents with both the positive and negative aspects of behaviour. Pupils may come to you with a 'green card' for recognition of them exceeding the Golden Rules e.g., worked extremely hard to produce an outstanding piece of work.

Pupils will also be asked to see a member of SLT if they work their way through the consequence pathway.

The member of staff will investigate the incident by discussing what has taken place from the view of pupils, staff and any other parties involved. The Leadership Team will decide the consequence in consultation with other staff concerned. Staff will take into consideration any special needs of a pupil when deciding what consequences to issue. Where necessary, parents/carers should be contacted in a timely way to discuss the behaviour and the consequences.

Appendix 3 will support SLT with this process.

### **Behaviour at lunchtime**

#### **Lunchtime Rewards**

Eating lunch together is a really important part of the school day. It is a key time to encourage independence and develop social skills, as well as to ensure everyone has a good meal.

Guardian Angels, Playleaders and Lunchtime monitors support children at lunchtime to make sure they have a safe, happy and active lunchtime.

Our Golden rules are very important and embedded within our school ethos during lunchtime. Lunchtime stickers are given out by lunchtime staff to acknowledge and reinforce positive behaviour from the children and reward them for these efforts.

The classes who show excellent behaviours are named during Friday Celebration Collective Worship and awarded their certificates.

1. Pupils who do not follow the Golden Rules will be sent to stand at a designated area for 'time out' for an appropriate amount of time.
2. Refusal to follow instructions, will result in the Senior Midday Meal Supervisor (SMMS) being called to speak to them and make decisions about consequences. If the child continues to behave in an inappropriate way, then they will miss their lunchtime and spend a period of time in detention. When detentions for lunchtime behaviours are given, the SMMS or Leadership Team will decide on how many days detention a pupil should have. See Appendix 2 for detention guidelines. All detentions will be recorded on **Satchel**.
3. A member of the leadership will contact parents/carers, if a very serious behaviour is displayed. If a child receives three detentions in a term or six detentions throughout the course of a school year a member of the leadership team will contact parents to discuss thi

## **See APPENDIX 2: DETENTION GUIDELINES**

### **Children who require additional support to follow the Golden Rules**

We understand that some children may find it more difficult to follow the Golden Rules. There may be occasions in which children require an adapted approach to support the development of motivation and good learning behaviour. This will be implemented in consultation with the team working with the child which may include the child's class teacher, the Head of School, the Behaviour Lead, the SENCO and/or Inclusion Leader and parents/carers.

Any adaptations for particular children will be communicated, as necessary, to the whole staff team to ensure that a consistent approach is in place. We know that consistency is a key factor in supporting children to show good learning behaviours.

Where appropriate, and in accordance with the school's SEND Information Report, external agencies will be involved to advise on the development of individualised approaches and to monitor a child's progress.

Our schools operate on the basis that any child with social, emotional or mental health needs are recognised and supported by the entire staff. Whole staff training on social, emotional and mental health needs is regularly implemented, with recent training from CAMHS, the school's link Educational Psychologist and Dr Margot Sutherland. A number of staff are specifically trained to support social emotional and mental health needs including a member of staff who has completed training with the Educational Psychology Team to become an Emotional Literacy Support Assistant. Class teachers, in particular, are provided with support and practical assistance in addressing the needs of individuals and developing outcomes for children in their Personalised Learning Plans.

We recognise that all children will have unique responses to different situations; and that some children will need additional support to help them to manage times of stress, change and dysregulation. Some children have a consistent programme of daily or weekly interventions to support their ability to learn and to follow the Golden Rules in a busy school environment. Other children have strategies, interventions and advice which are activated and used when necessary.

Interventions and strategies which are utilised regularly in school to support social, emotional and mental health needs include individual traffic light behaviour plans, individual and whole class reward systems, emotion work, movement breaks, heavy work

activities, sensory circuits, visual timetables, social stories, comic strip conversations, safe spaces and time out cards/areas.

It can often be difficult for children to recognise and understand their own behaviour and behavioural responses. Class teachers, support staff and SLT build strong relationships with pupils so that they are able to recognise when a child is struggling and intervene as necessary.

We appreciate that positive relationships and good communication are key in supporting children to be able to regulate themselves and their behaviour. We take time to understand which strategies and communication approaches work most effectively for each child.

We strive to be proactive rather than reactive to any behavioural response. We always seek to use positive interventions as early as possible in order to de-escalate any behaviour and help children return to their learning.

### **Exclusions and Suspensions**

In the Koinonia Federation we do our utmost to avoid any type of exclusion or suspension. However, for some inappropriate behaviour this may be deemed the appropriate consequence. All types of exclusions and suspensions must be made in consultation with members of the leadership team. All exclusions and suspensions must be recorded on CPOMs.

#### **Internal Exclusions**

Pupils who display unacceptable behaviour which is deemed serious may be given an internal exclusion. This can be issued by any member of SLT in consultation with the Campus Lead and Behaviour Lead. An internal exclusion form will be filled and stored on CPOMs. The pupil will be excluded from class for a set amount of time and will not be allowed in the playground. They will be set work by the class teacher and will be supervised by a senior teacher. Depending on the severity of the behaviour the time spent out of class will vary from half a day to a full week. Parents/carers will always be informed when this sanction has been issued to a pupil.

#### **Federation Exclusions**

Pupils who display unacceptable behaviour which is deemed serious may be given a federation exclusion. This can be recommended as the appropriate consequence by any member of SLT but can only be authorised by the Campus Lead in consultation with the Behaviour Lead. In these instances, pupils will be expected to go to one of the other campuses for a set number of days. They will be set work by the class teacher and will be supervised by a senior teacher. Depending on the severity of the behaviour the time spent at another campus will vary from a day to a full week. Parents/carers will always be informed when this sanction has been issued to a pupil. Parents/carers are responsible for ensuring their child arrives at the designated campus at the appropriate time and is picked up at the end of the day.

#### **Suspensions and Permanent Exclusions**

These measures are only used in extreme circumstances of unacceptable behaviour and can only be imposed by Executive Co-headteachers or the Principal, or the Head of School in consultation with other senior staff. Consultation with staff concerned will always take place, when possible and appropriate, prior to any suspension.

A member of the leadership team will complete the necessary procedure regarding documentation for any suspensions. Teaching staff must set work for the pupil to

complete at home, during the suspension period. The amount set should reflect the length of time the pupil will not be in school. The Executive Co-headteachers or Campus Leader will arrange for its collection by the parent/carer. Teachers should keep a record of the work set and ensure it is returned completed when/if the child returns to school.

Repeated instances of inappropriate behaviour could lead to an internal lunchtime or breaktime exclusion or suspension at the discretion of the Federation Co-headteachers or Campus Leader.

Permanent exclusion may be given for extreme/serious one-off incidents OR after a series of suspensions. These can only be issued by the Executive Co-Headteachers.

### **Reintegration**

Following a period of exclusion or suspension, a member of the leadership team will meet with the parent/carer and the pupil. This meeting will be to discuss the processes that will be put in place to ensure the pupil has a successful reintegration back into school. During the meeting, there will be an opportunity for the parent to make comments and for the child to say what they will do to ensure there is not a repeat of the behaviour(s) that resulted in the exclusion or suspension. Targets will be set which will be monitored by the leadership team. **A reintegration meeting must take place before the pupil will be permitted to return to their class after a suspension.**

### **Equality and Diversity**

We are an inclusive Federation that believes in equality and valuing all individuals. We expect that our behaviour would mirror our belief that we are all God's children and all people are made in the image of God.

As a Federation, we have worked hard on our Equality and Diversity policies and work closely as a team to promote diversity and educate adults, young people and children about how to treat each other in ways that we would want to be treated. (See Page 2 for more details)

We have a clear zero tolerance policy towards bullying and abusive or discriminatory behaviour and in line with the Equality Act 2010 and the Church of England's guidance Valuing All God's Children (2019) our Federation will not tolerate any discrimination towards pupils because of their sex, race, disability, religion, belief, sexual orientation, gender identity.

It is important that any such behaviour is tackled immediately and by all staff. Prejudice-related incidents are treated very seriously. We will investigate, record and report all incidents, including those that are reported to be unintentional. We are also encouraging staff and pupils to 'challenge, report and support.' This means educating about the issues and the correct way of responding to incidents, the appropriate way of reporting it and then accessing good support for the victim and appropriate learning opportunities for those involved.

Throughout the school year and through the curriculum we encourage all students to learn and discuss issues around equality and diversity. We encourage celebration of cultures and identities. We also encourage students to talk to staff about any questions or concerns that they have. We enable relationships of trust and openness in order to promote an environment to learn together.

Should anyone have any concerns, we suggest that they contact the school straight away and share them with us. Our response will be to investigate, challenge, record and support as appropriate for those involved and for the nature of the incident discover

## APPENDIX 1: Supporting Students to the follow Golden Rules



### Supporting students to follow the Golden Rules

**REMEMBER** a child's behaviour is communication:

**FIRST-** check in with the student- Are they hungry? Has something upset them? Are they tired?

**NEXT-THINK-** why are they struggling to follow the rules?

Too much energy stimulates

**THINK-** when did the student last move?

- Movement breaks.
- Sensory Circuits.
- Heavy work activities.
- Fiddle toy/ writing on a whiteboard whilst you talk.
- Classroom job- that allows for movement eg, giving out books.

**THINK-** is your communication of the learning clear to them?

- Break down your instructions- give one instruction at a time.
- Suitable differentiation.
- Use support staff next to them during input.
- Checklists to help them to break down a task/ remind them of what they need to do.
- Give them a daily job to help boost self esteem.
- "Success a day" book to help them to remember that they can achieve.
- Reward chart- they receive a reward for completing suitable learning tasks.

**THINK-** do you need to react to the behaviour that they are showing?

- Tactical ignoring if the behaviour is not affecting your teaching/ their classmates.
- Positive reminders of the behaviour that you want.
- Are they challenged enough by the work?
- Minimise language- use visual reminders/ proximity to child instead.
- Have a consistent approach to behaviour management which is used by all staff.
- Reward chart with specific targets.

**THINK-** how can you support the child rather than school being another difficult place for them?

- Check in with them at a set time each day.
- Have a 'diary' that they can write in if something has upset them.
- Clear and kind expectations for their behaviour- "I care about you and want you to do well which is why I need you to follow these rules."
- Consistency in how all adults work with/ react to the child.

**THINK-** have you followed the recommendations given for that child?

- Whole class visual timetable being used.
- Individual Now and Next Board.
- Social stories to explain unwanted behaviours.
- Comic strip conversations to help a child to understand.
- Clear and uncluttered workstation.
- Time in a quieter, calmer environment.
- Clear, suitable behaviour systems- rewards and consequences.

**COMPLETE-** the Koinonia Federation ABC behaviour tracker each time they don't follow the Golden Rules.

- This will pick up any patterns that are happening and help to understand the behaviour.

Some children may be misbehaving for a number of reasons and need a variety of these things in place to support them.

**21 DAYS-** the time taken for behaviour to start to change- anything new needs to be in place consistently for at least 3 weeks before it can be determined whether it does or doesn't work.

## **APPENDIX 2: DETENTION GUIDELINES**

As a reminder, below are the guidelines for playtime and lunchtime detention. If you have any queries, please do not hesitate to speak to the Leadership Team.

Lunchtime detention is for pupils who have behaved unacceptably at lunchtime, breaktime or before school. If a child is doing the wrong thing at lunchtime, they will be taken to the Senior Midday Meals Supervisor who will then decide if the child needs to go into detention.

If a child is sent in from lunch or given a detention at the end of lunch, the teacher in charge of detention for the day or the Senior MMS must give the appropriate number of detentions.

If a child is sent in from play or before school for their inappropriate behaviour, the senior teacher in charge will decide the consequences. All detentions must be recorded on satchel including all the dates when children should be in detention.

Depending on the extent and seriousness of the inappropriate behaviour a rough guide to consequences is:

<b>INAPPROPRIATE BEHAVIOUR EXAMPLES</b>	<b>NUMBER OF DETENTIONS</b>
Dispute with other pupils	At least 1
Major argument with peers	At least 2
Rude to staff	At least 1, more if continuous
Repeatedly not refusing to do as asked	At least 1, more in refusing over a longer period of time
Breaking equipment	3-5 depending on damage/intent of damage (charge also made to parents)
Throwing stones in playground	At least 3
Disruption in dinner hall	That day to calm down and if continued more
Losing temper	That day to calm down and if continued, more
Hitting or kicking someone	At least 2
A fight, stopped without adults	At least 3
A fight stopped only with adult request/intervention	At least 5 (If exclusion or suspension not needed)
Repeatedly entering the building	At least 1

Please note, those with SEND difficulties will need special consideration when giving consequences.

### **APPENDIX 3: INAPPROPRIATE BEHAVIOUR**

**Consequences for serious inappropriate behaviour will be issued by Leadership only.**

#### **INAPPROPRIATE BEHAVIOUR**

We have defined inappropriate behaviours into two categories:

- Serious inappropriate behaviour
- Low level inappropriate behaviour

**Low level inappropriate behaviours (not keeping the Golden Rules) could include:**

- Chatting when asked to work silently or when an adult is speaking (Do listen)
- Fidgeting when being taught (Do work hard)
- Flicking throwing school equipment/objects (Do look after property)
- Inappropriate noise making
- Annoying others to get a reaction
- Not working at full capacity
- Moving around the classroom
- Calling out

These lists are not exhaustive and adults must use their discretion when deciding if a behaviour not listed above is classed as a serious or low-level inappropriate behaviour. If you are unsure, please consult with a member of your leadership team.

It is important to be mindful of a child who may have behavioural or special needs and therefore may need to use a more flexible response in light of their specific needs. These pupils may have a personalised behaviour plan.

Adults should try to pre-empt possible low-level behaviour that can then be resolved before it becomes more serious.

**There are specific consequences for certain inappropriate serious behaviour, these are:  
Serious inappropriate behaviours could include:**

<b>SERIOUS INAPPROPRIATE BEHAVIOUR EXAMPLES</b>	<b>RESPONSE (Guidelines)</b>
Bullying	<ul style="list-style-type: none"> <li>• Meet those concerned individually listening to children's concerns.</li> <li>• Counsel both the offender and the 'victim' to help them find positive ways of dealing with their difficulties. Involving parents/carers at an early stage.</li> <li>• Consult <b>anti-bullying policy</b></li> <li>• <b>1 day internal exclusion</b></li> </ul>
Arguing back or disrespecting adults	<ul style="list-style-type: none"> <li>• <b>Half day internal exclusion</b></li> </ul>

Threatening or aggressive behaviour	<ul style="list-style-type: none"> <li>• <b>1 day internal exclusion</b></li> </ul>
HBT	<ul style="list-style-type: none"> <li>• <b>2 day Federation exclusion</b> incidents dealt with by Leadership team</li> </ul>
Swearing	<ul style="list-style-type: none"> <li>• 1 day Internal exclusion</li> </ul>
Racist comments or behaviour	<ul style="list-style-type: none"> <li>• <b>Racist incident sheet</b> should be completed.</li> <li>• <b>2 day Federation exclusion</b></li> </ul>
Fighting or intentional injury e.g punching, scratching, kicking or retaliation	<ul style="list-style-type: none"> <li>• The on-duty adult should get the pupil to stop and split them up to different parts of the playground/classroom.</li> <li>• Pupils need to complete an <b>incident sheet</b>.</li> <li>• If the pupil was repeatedly asked to stop or had to be restrained the adults should write this up on CPOMs.</li> <li>• Depending on severity of the incident and the pupils age different consequences may be imposed.</li> <li>• <b>2 days internal exclusion</b></li> </ul>
Lack of respect for other peoples' property, both that belonging to the school or an individual	<ul style="list-style-type: none"> <li>• Parents/cares will be informed about the damage caused and pupils will be charged accordingly.</li> </ul>
Stealing	<ul style="list-style-type: none"> <li>• Parents/carers will be contacted and be asked to meet with teacher to discuss the incident. Replacement of the object will be expected and an appropriate consequence given.</li> <li>• <b>1 day internal exclusion</b></li> </ul>
Offensive weapons, alcohol and drugs in school	<ul style="list-style-type: none"> <li>• Pupils will be given <b>3 days external suspension</b> for possession of these items in school. Dependent on the circumstances this could be a <b>permanent exclusion</b>.</li> </ul>

### **Recording of Serious Incidents**

When defusing and dealing with an incident at lunchtime or at playtime the pupils involved, including the victims or onlookers, will be asked to complete an incident sheet. These with the actions of the adults will also be recorded on CPOMs. For class based serious incidents a note will be made on CPOMs which will be checked by the Leadership Team.

When a senior member of staff has had to speak to a parent/carer about a pupil's involvement in a serious incident the conversation will be recorded on a parent consultation sheet or CPOMs and kept in the child's main file in the office.

If a pupil has to be restrained for their own safety or the safety of others, this should be done by staff who have completed positive handling training where possible. A



description of the restraint used and why must be recorded on CPOMs within 24 hours of the inci



**St Mary Magdalene C of E School  
(Secondary Phase KS3 -KS5)**

Behaviour Policy

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## Section 1: Aims and vision

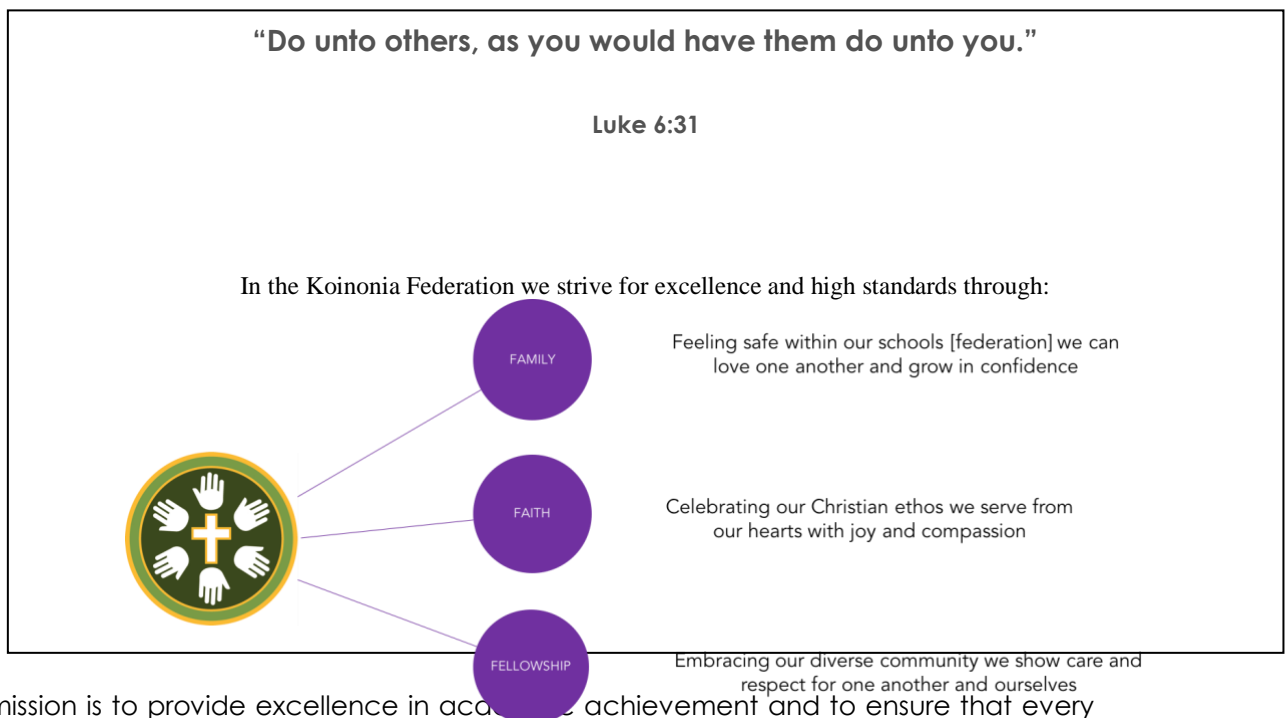
### Aim of our Behaviour Policy

St Mary Magdalene's secondary phase behaviour policy serves to compliment and continue the primary phase's policy.

Students and staff have a right to work in a safe environment free from disruption, violence, bullying and any form of harassment. This policy's aim is to promote a culture of positive reinforcement and encouragement in which all students can achieve. It seeks to create an inclusive and caring learning environment in the school by promoting key principles and routines through self-discipline, proper regard for authority, and positive relationships based on mutual respect. It ensures equality of treatment for all and consistency in dealing with both positive and negative behaviour.

This policy is based on DfE guidelines, outlined in the DfE document 'Behaviour in schools – September 2022' and the SDBE Discipline statement.

### Federation Vision and Values



Our mission is to provide excellence in academic achievement and to ensure that every member of our school community will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning and fully equipped to make a positive contribution to society.

## Secondary Phase Behaviour Vision - (KS3-KS5)

We have one common motto, which should be followed in order that everyone can work happily together:

**'Do unto others as you would have them do unto you.'** Luke 6:13  
i.e. All students and staff should treat one another with courtesy and respect.





At St Mary Magdalene we have

# RESPECT

**Arrive on time for school and lessons**

**Speak in a calm and respectful manner  
with staff and students**

**Treat the school building with respect**

We understand that a consequence  
for not having respect is a  
**C2 or C3**



At St Mary Magdalene we have

# RESILIENCE

**We treat each new lesson as a fresh  
opportunity to succeed.**

**We try to recover quickly  
from difficulties.**

**We learn from our mistakes and  
challenges**



At St Mary Magdalene we take

# RESPONSIBILITY

**Take responsibility for our own actions.**

**Wear the correct uniform at all times  
(including break times) and bring  
in the correct equipment for learning.**

**Report all forms of discriminatory  
language or behaviour.**

We understand that a consequence for  
not taking responsibility for ourselves  
is a **C2**.

Consequence	Action
C1	Written warning on the board/Verbal warning
C2	15-30 minutes teacher detention (lunch/after school)
C3	1 hour detention with the HoY (after school) the following day.
C4	Internal exclusion (between 1 & 5 days)
C5	Suspension

## Section 2: Rewards and consequences

### KS3-KS5 Reward system:

Rewards can be given out for positive behaviour in class, in school and within the wider school community.

The students who obtain the highest number of reward points each half-term and term will be entered into prize draws.

Reward	Description and action
R1	A verbal recognition from the teacher in class.
R2	An award recognising good work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Issued by the class teacher/family tutor and recorded on MIS.
R3	An award recognising outstanding work in lesson time, homework, extracurricular activities or contributions to the wider Federation community. Positive phone call/email/postcard/letter home from the class teacher and recorded on MIS.
R4	A commendation for going above and beyond an R3. Issued by a member of the senior leadership team. Recorded on MIS and a certificate given. This reward can also be used to recognise outstanding achievement outside of school.
R5	A termly prize presented by the leadership for consistently outstanding performance over the term. Recorded on MIS and a certificate given.

All 'rewards' are logged on the school MIS. Teachers directly contact the parents/carers of students by telephone or letter when they get an R3+.

### KS3-KS5 Consequence system:

Our consequence system is based around the three principles below:

- **recognition that behaviour is predominantly a choice**
- **everyone needs to respond and own behaviour**
- **responding to behaviour should be kept at ground level and always focused on reconciliation and restoring relationships**

The main aims are for the system to encourage fellowship and harmony, and to enable students to take responsibility for their actions. The consequences are for teachers to put in place to help students understand how to reform their actions.

All rewards and consequences are logged on the MIS so that the family tutor, staff and SLT can access this information. If need be, personalized support plans will be put in place to help students take ownership of their behaviour (for instance, reports monitoring punctuality and uniform). Family tutors/HoY/Student welfare assistants/SLT will set the student specific targets.

An example of the consequences structure is below with some examples. It is important that staff have conversations about the meaning of the term 'consequence' so that students know it is not always a negative word and is there to help them correct their behaviour.

All rewards and consequences should be written on the whiteboard so they are visible for the students to see. This list is not exhaustive and specific situations of each case need to be taken into consideration.

**Consequence pathway**

<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4 Internal exclusion</b>	<b>C5 Suspension</b>
Written warning on the board/ Verbal warning	Negative attitude/ silliness/ throwing/ rudeness/ lateness to lesson/disruption to the lesson	Defiance/ swearing/ chewing gum/ repeating behaviour from C2	Gross defiance/ fighting/ inappropriate language/ swearing/ bringing the school into disrepute/ discriminatory language being used	Serious behaviour incidents/ persistent C3+ behaviour

***The above table is not an exhaustive list and staff will use the evidence and their professional judgement when implementing a consequence.***

***Failure to attend a detention will be deemed as defiance and will result in a C3+***

### **Section 3: School routines and behaviour expectations**

#### **Restorative Justice**

- We have a restorative justice (RJ) approach to dealing with behaviour incidents and conflict between students here at SMM. If there has been a breakdown in friendship groups or the relationship between teacher and student has deteriorated, the RJ approach is a tool to restore peace and harmony to a situation. This will help to ensure that all sides understand what has happened and how it can be repaired. If a teacher has given a student a C3 or C4 detention, then that teacher will facilitate an RJ conversation with the student before the student is reintegrated back to the classroom.

#### **The school day**

- Staff, parents and students must be aware that students may be required in school up to one hour before morning registration and up to one hour after the end of the final lesson. This time is reserved for behaviour consequences and co-curricular activities. Parents/carers are requested not to schedule any other engagements for their children during this time unless it is otherwise unavoidable.

#### **Contacting home**

- As with rewards, all 'consequences' will be logged on Satchel in order for parents/carers to be aware of their child's behaviour in school.
- Teachers will attempt to directly contact the parents/carers of students by telephone when they get a C3 or above, giving parents notice that their child will have a one hour detention the following day.
- If telephone/text message contact cannot be made, the record on Satchel serves as notice for the parent/carer.

#### **Punctuality**

- If students are late to lessons, they receive a C2 of 15-30 minutes.
- If students are late to school in the morning, they will receive a C2 detention that is logged on Satchel and sat during lunch time. If they miss the C2, then it will be upscaled to a C3 detention. Student welfare assistants will send a text home informing parents/carers.
- If students are repeatedly late, in addition to the above, the Home-School Link Worker meets the student and, where appropriate, contacts the parent.

#### **Homework**

- Students who fail to complete a piece of homework on time will be given a C2 by their class teacher and a 15-30 minute detention with that teacher on the same day.
- If the homework is not brought in the following day, they will be given a C3 detention by their class teacher, who will log this on the MIS and contact the student's parents/carers by telephone.
- A second failure to complete homework in one subject within one half term will result in a C4 detention.
- See the Homework Policy for more detail.

#### **Uniform and equipment (See Uniform and Equipment policy for more detail)**

- Staff on the gate and family tutors will check all students' uniform each morning.
- If an item of uniform – including shoes – is missing or incorrect, spare uniform is lent from the school office in exchange for a mobile phone or Oyster card. If a student does not have the correct uniform, the student will be given a C2 by their student welfare assistant or family group tutor.
- If a student does not have their equipment for learning, the family group tutor or class teacher will issue a C2 and may contact home and/or the pastoral team.

#### **Mobile phone/electronic device routines and consequences: (see Mobile Phone Policy for more detail)**

If a member of staff sees or hears a student with a mobile phone that is not switched off:



- The first instance will be to confiscate the mobile phone/electronic device and place it in the school safe in a labelled envelope; log it on the MIS and inform the parent/carer. The mobile phone will be returned at the end of the week.
- In the second instance in one half term, the mobile phone/electronic device will be confiscated and parents will be asked to collect the phone and/or have a meeting about this.
- In the third instance in a half term, the phone will need to be handed in each morning to reception or not brought in for an agreed time period.

#### **Break, between-lesson and lunchtime incidents**

- In most but not all instances, poor behaviour outside lesson time but within or around the school will result in a break and/or lunchtime detention and will not follow the usual consequences chart.

#### **Multiple consequences**

- Behaviour will be monitored by HoY/SLT who will ensure an escalation of the consequences for repeated unacceptable behaviour in one day.
- Two or more C2s will be treated as requiring the consequence given for a C3, as well as a C2.
- Two or more C3s will be treated as requiring the consequence given for a C4, as well as a C3.
- Two or more C4s will be treated as requiring the consequence given for a C5.

#### **Truancy within school:**

- The consequence for truancy within the school is a C4 or C5 depending on the length of time missed, and parents/carers will be informed.
- Students who have missed learning through truancy will catch up on missed work in their detention.

#### **Leaving the school site without permission**

- Parents/carers will be informed and a meeting arranged with SLT, emphasising the dangers of such an action.
- The consequence will be a C4 or C5 depending on the nature of the incident.
- Students will catch up on missed work in detention.

#### **Illegal drugs/alcohol/harmful substances/smoking materials/drugs paraphernalia:**

- Bringing illegal drugs, alcohol, harmful substances, smoking materials including cigarettes, e-cigarettes/vapes, cigarette papers, or any other related or similar materials into school premises will result in a C4 or C5.
- Being in possession of the above in school, on the journey to, from school, on a school journey will result in a C4 or C5.
- Giving or selling the above to another student in school, on the journey to or from school or on a school journey will also result in a C4 or C5.

#### **Medicines**

- Medicines must be handed into the office where they will be stored securely. Students are not permitted to carry medicines in school and may be sanctioned for doing so.

#### **Confiscating students' property**

- Staff may confiscate items which are not permitted in the school. This includes unhealthy food and drinks as well as pieces of clothing that are not school uniform.
- Confiscated items should be clearly labelled with the owner's name, a description of the item, the date and the name of the person who confiscated the item and, if valuable, kept in the school safe. These should only be returned to the owner, his/her parent/carer, or the parent's/carer's authorised representative.
- The school reserves the right to ask parents to collect confiscated items in person.

#### **Personalised support plan**

- A personalised support plan (PSP) for intervention will be put in place if a student is struggling to follow the school's behaviour policy. The PSP will set out clear objectives for the student to make improvements in their behaviour and attitudes, within a specific timeframe as agreed by the student and parent/carer.
- The PSP will be regularly reviewed, and parents/carers will be involved throughout the process with regular review meetings. The purpose of the review meetings is to ensure that the PSP is achieving its objectives and that the student is benefitting from it.

## **Section 4: Searching students**

### **Searching students**

- Whilst we do not wish to carry out searches of students unless otherwise necessary, we acknowledge that sometimes it is in the best interests of the child, and other students and staff members to do so. As such, we follow the DfE guidance 'Searching, Screening and Confiscation (2022)' in this matter.
- Under common law, staff have the power to search for any item if a student agrees. The member of staff undertaking the search should ensure the student understands the reason for the search and how it will be conducted so their agreement is informed.
- When exercising these powers staff must consider the age and needs to students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.
- Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Principal/Vice Principal/Leadership team or HoY will be sought. During this time the student should be supervised and kept away from other students.
- If staff are concerned that a student has a prohibited item (i.e. knives and weapons, alcohol, illegal drugs, stolen items, items suspected of being used to commit an offence or cause personal injury/damage to property, tobacco and cigarette papers, fireworks, and pornographic images) then the Principal or staff they authorise have a statutory power to search a student or their possessions. If the student refuses to be searched then they may be sanctioned; in cases when there is a risk to the student or other students, or a danger to property, or disorder, then the Principal or a member of staff the Principal authorises may under Section 550ZB(5) of the Education Act 1996 search the student without their cooperation.
- Staff will be the same sex as the student being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

### **Strip searching**

- A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by the school's police officer under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- While the decision to undertake a strip search itself and its conduct are police matters, staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.
- Staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- In order to ensure a student's wellbeing, the staff may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.

## **Section 5: Suspensions, exclusions, off site direction and managed moves**

### **Koinonia Centre (Internal exclusion C4)**

- The Koinonia Centre (KC) is our internal exclusion room. If a student has been given an internal exclusion, they will be placed in the KC from 8:30am – 4:30pm. The student will be kept out of circulation from other students within the school. This includes break and lunch times. Parent/carers will be informed in advance if their child has been given an internal exclusion. Students will be escorted to lunch where they will collect their food and return to the KC. The KC is also used when we are investigating an incident and students may be placed in there while this is happening.
- Students will register at the KC when they arrive to school in the morning. They will not miss out any learning, students will complete work in line with their timetables and teaching staff and support staff will proactively assist them to complete their learning. All students are expected to follow all instructions from teaching staff while they are in the KC, failure to do so will result in their internal exclusion being extended. Students will not leave the KC early to complete any extracurricular activities or sporting fixtures. The only time they may leave slightly earlier would be to attend a tuition/intervention session and this is assessed on a case-by-case basis. Students who fail to attend a C3 detention may also be placed in the KC.

### **Suspension (C5)**

- These measures are only used in extreme circumstances of unacceptable behaviour and can only be imposed by the Principal or Federation Co-headteachers. Consultation with staff concerned will always take place, where possible and appropriate, prior to any suspension. A member of the leadership team will complete the necessary procedures regarding documentation for any suspension. Teaching staff must set work for the student to complete at home during the suspension period. The amount of work set should reflect the length of time the student will not be in school - class work will be set on Satchel for students to complete. Teachers should keep a record of the work set and ensure it is returned completed when/if the child returns to school. A permanent exclusion may be given for extreme/serious one-off incidents OR after a series of suspensions.

### **Reintegration meeting**

- If a student has been given a C5 (Suspension) then the first day back after the suspension, the student and parent must attend a reintegration meeting with either the Head of Year (HoY) or a member of SLT. The purpose of the reintegration meeting is to determine whether the student is ready to come back to school after their period of exclusion. The HoY or member of SLT will write an action plan and targets for the student with agreed outcomes. When a student returns from an Suspension they will go on either HoY/SLT report as part of their agreed action plan.

### **Off-site direction**

- The school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It is not used as a disciplinary sanction or punishment for misconduct.
- The off-site direction may be to attend one of our Primary schools in the Federation, a Pupil Referral Unit (PRU), an Alternative Provision, or another school (or unit therein).
- Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend school.
- The arrangements for the off-site placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the student has. It may be full-time, or part-time in combination with attendance at school or another setting. The expectation is that the student will continue to receive full-time broad and balanced education.

### **Managed moves**

- A 'managed move' is used to initiate a process which leads to the permanent transfer of a student to another mainstream school/academy following a trial period. It is designed to give student who is at risk of permanent exclusion a fresh start in another school/academy without a permanent exclusion on their educational record.
- As it is a proposed permanent transfer to another setting, parental consent is required, and parents/carers will be consulted when while this is being explored.
- If a temporary move to another setting is needed with the aim of improving the student's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.
- A planned managed move will only happen when it is in the student's best interests.
- During the trial period, the student will be dual registered at both St Mary Magdalene and the new school/academy. If the managed move breaks down during the trial period, the new school/academy will terminate the trial period and delete the student's name from the register. The student will then return to St Mary Magdalene and an alternative PSP will be put in place.

### **Permanent exclusion.**

- Permanent exclusion from school will only be imposed for a serious breach or breaches and/or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education and/or welfare of the student and/or others (such as staff or students) in the school.
- The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these.