



St. Michael's Academy

Policy for:

Behaviour, Suspensions and Exclusions

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Headteacher Matt Vella

Chair of Governors Cerwyn Pritchard

Business Manager Sharon Whatmore



1.1 Policy Statement

At St Michael's Academy, a town junior school serving a vibrant community in East Yeovil, we are committed to creating a safe, calm, inclusive and orderly environment where all pupils—including our high proportion of disadvantaged learners—can learn, thrive and achieve their full potential. Positive behaviour is fundamental to successful learning, personal development and the wellbeing of the whole school community.

We believe that all children can learn and develop positive behaviours when supported through strong relationships, clear expectations, consistent routines and a graduated approach to support.

This policy promotes an ethos where behaviour is taught, modelled, practised and reinforced through our school values and curriculum.

1.2 Legal Framework

This policy complies with current statutory requirements and guidance, including:

- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- SEND Code of Practice
- Education and Inspections Act 2006
- Children and Families Act 2014

This policy must be read alongside:

- Safeguarding and Child Protection Policy
- SEMH Policy
- SEND Policy
- Anti-Bullying Policy
- Online Safety Policy
- Use of Reasonable Force Policy
- Attendance Policy
- Parent Code of Conduct



1.3 Equity, Vulnerability and Disadvantage

St Michael's Academy recognises that with 43% of our 225 pupils in receipt of pupil premium funding and navigating socio-economic challenges, behaviour is frequently a form of communication. In implementing this policy, all staff are expected to apply a trauma-informed lens, considering whether underlying unmet needs, adverse childhood experiences, or socio-economic factors are driving behaviour. We ensure that our behaviour curriculum and sanctions do not inadvertently penalise vulnerable pupils, raising aspirations and actively removing barriers to participation through targeted pastoral support and early intervention.

1.4 Partnership with Families and Community

Given our context in Yeovil, we recognise that enabling pupils to feel part of our school and wider community is vital to encouraging children to reach their full potential. We work collaboratively with parents, carers and local agencies, developing children's confidence and encouraging self-discipline, maturity and responsibility. By championing our core PRIDE values (Positivity, Respect, Integrity, Determination, Expression), we ensure that home and school present a united, high-expectation approach to character development and learning.

2. Behaviour at St Michael's Academy

The school strives to create a positive and caring environment with high expectations for pupils' learning and behaviour.

Our values are:

- Positivity
- Respect
- Integrity
- Determination
- Expression

Together these form:

PRIDE

These values underpin all aspects of school life and help pupils develop into respectful, responsible and resilient learners.

Headteacher

Matt Vella

Chair of Governors

Cerwyn Pritchard

Business Manager

Sharon Whatmore

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2.1 Our Aims

We aim:

- To encourage a calm, purposeful and happy atmosphere.
- To foster positive and caring relationships.
- To develop independence and self-discipline.
- To provide clear and consistent expectations.
- To promote respect, kindness and inclusion.
- To ensure physical and emotional safety.
- To support pupils to become intrinsically motivated learners.
- To develop emotional literacy, resilience and self-regulation.
- To ensure all pupils feel valued and belong within the school community.

2.2 Behaviour Curriculum

At St Michael's Academy, behaviour expectations and character development are explicitly taught through our core PRIDE values (Positivity, Respect, Integrity, Determination, Expression), explored via a structured half-termly curriculum cycle. Behaviour is taught through:

- Classroom routines and clear boundary-setting
- Whole-school and year-group values assemblies involving parents
- Cross-curricular units of work focused on emotional literacy and personal development
- PSHE education and Emotion Coaching
- Restorative conversations and staff modelling
- Positive reinforcement and celebration of success

Pupils are taught what positive behaviour looks like, how to self-regulate, and why personal responsibility matters both in school and within the wider Yeovil community.



2.3 Emotion Coaching and Restorative Conversations

All staff at St Michael's Academy are trained in Emotion Coaching as an integral part of our behaviour curriculum. Emotion coaching is a communication strategy that helps children to understand their emotions, self-regulate and problem-solve.

- Recognise and empathise with the pupil's emotional state, for example, "I can see you're feeling frustrated..."
- Validate the feeling while setting clear boundaries on behaviour, for example, "It's okay to feel angry, but it is not okay to throw equipment."
- Limit the behaviour by outlining clear expectations.
- Problem-solve with the pupil to find constructive ways to manage the situation next time.

3. Supporting Pupils

We recognise that behaviour is often a form of communication.

Some pupils may require additional support to develop emotional regulation, social understanding and positive behaviour patterns.

Our response is rooted in:

- Early intervention
- Inclusion
- Understanding need
- Graduated support
- Partnership with families

3.1 Engagement Pathway

An engagement pathway may be implemented to help pupils achieve specific behavioural, social and emotional outcomes.

This pathway enables behaviour to be monitored and supported through personalised targets and interventions.



4. Working Together

4.1 Staff Responsibilities

Staff will:

- Treat all pupils fairly and respectfully.
- Build positive relationships.
- Maintain high expectations.
- Provide clear boundaries and routines.
- Record behaviour appropriately on CPOMS.
- Respond consistently to behaviour incidents.
- Support restorative approaches.
- Promote inclusion and equality.

4.2 Parent Responsibilities

Parents and carers are expected to:

- Support school expectations.
- Encourage positive behaviour.
- Inform school of significant events affecting their child.
- Monitor online behaviour.
- Work in partnership with staff.
- Support implementation of this policy.

4.3 SEMH Provision

In line with the Somerset Graduated Response Tool (Appendix 2), we have a comprehensive provision map in place (Appendix 1) that outlines extensive Social, Emotional and Mental Health (SEMH) provision at St Michael's Academy, ensuring targeted support is accessible at the earliest opportunity to foster positive inclusion and pupil well-being.



5. Types of Behaviour

5.1 Unacceptable Behaviour

Examples include:

- Disruption to learning
- Refusal to follow reasonable instructions
- Inappropriate language
- Bullying
- Cyberbullying
- Damage to property
- Theft
- Spitting
- Absconding
- Physical aggression
- Child-on-child abuse
- Online misconduct

5.2 Child-On-Child Abuse and Safeguarding

St Michael's Academy has a zero-tolerance approach to child-on-child abuse of any kind.

This includes:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Financial abuse
- Coercive control
- Harmful sexual behaviour
- Online abuse and harassment
- Cyberbullying



We recognise that children displaying harmful behaviours may also be vulnerable and at risk of harm.

Any reports of child-on-child abuse will be managed through safeguarding procedures and referred to the Designated Safeguarding Lead.

Support, risk assessments and targeted interventions will be implemented for both victims and perpetrators to safeguard all pupils and address underlying unmet needs.

6. Consequences and Restorative Practice

We recognise that behaviour is often a form of communication.

When pupils make poor choices, they are supported to understand the consequences of their actions through a restorative approach.

Whenever possible, staff will guide pupils to:

- Resolve disputes
- Repair harm
- Reflect on choices
- Take responsibility
- Develop self-regulation

This approach reflects our core values of Respect and Integrity and supports personal development.

Consequences may include:

- Restorative conversations
- Completion of unfinished work
- Loss of privileges
- Meeting with senior leaders
- Parent contact



- Internal suspension
- Suspension
- Permanent exclusion

7. Behaviour Outside School

The Headteacher may apply sanctions for behaviour occurring outside school where the behaviour:

- Impacts the reputation of the school.
- Affects the safety or wellbeing of pupils or staff.
- Involves online misconduct.
- Constitutes criminal behaviour.

Where appropriate, the school may involve:

- Police
- Children's Social Care
- Early Help
- Other agencies

8. Prejudice-Related Behaviour

Prejudice-related incidents are treated seriously.

This includes incidents relating to:

- Race
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment

All incidents are:

- Recorded on CPOMS
- Investigated appropriately
- Reported through governance arrangements
- Addressed through educational and restorative approaches



9. Persistent Behavioural Concerns

Where concerns persist:

- A graduated response will be implemented.
- Behaviour data will be monitored.
- SEMH needs considered.
- SEND assessment may be undertaken.
- Additional interventions may be introduced.

Where appropriate:

- SEND Support
- EHAs
- Professional referrals
- Individual plans

may be implemented.

10. Severe Behaviour

Severe behaviour includes:

- Serious violence
- Persistent aggression
- Serious bullying
- Racist or prejudice-related incidents
- Threatening behaviour
- Serious disruption
- Conduct that creates safeguarding concerns

The Headteacher will determine appropriate consequences following investigation.



11. Physical Intervention and Positive Handling

Physical intervention (positive handling) is used only as a last resort in strict accordance with Team Teach principles, prioritising de-escalation, emotion coaching, and the emotional safety of our pupils.

Staff may use reasonable force where necessary to:

- Prevent a pupil from hurting themselves or others.
- Prevent severe damage to property.
- Prevent a pupil from causing serious disruption to the good order of the school.
- Maintain the safety and security of the school community.

Any use of force will:

- Be strictly proportionate, reasonable and minimal.
- Be recorded on CPOMS immediately on the same school day.
- Be reported to parents/carers on the day of the incident, alongside an invitation to discuss the context and support moving forward.

Following any instance of physical intervention, a Positive Handling Plan (PHP) or Individual Risk Assessment must be reviewed or created by the Behaviour Lead and SENCo, shared with staff, and discussed and agreed in partnership with parents/carers to ensure pupil safety, safeguarding compliance and inclusive practice.

Team Teach strategies will be used by appropriately trained staff.



12. Suspensions and Permanent Exclusions

Suspension and permanent exclusion are serious sanctions and will only be used as a last resort.

The Headteacher has sole responsibility for making these decisions.

Before making any decision, consideration will be given to:

- The circumstances of the incident.
- The Equality Act 2010.
- SEND needs.
- EHCP requirements.
- Looked After Children.
- Previously Looked After Children.
- Safeguarding factors.
- Reasonable adjustments already provided.

12.1 Suspension

The Headteacher may suspend a pupil for a fixed period of up to 45 school days in any academic year, in accordance with statutory guidance.

A suspension is used only as a last resort and acts as a period for reflection, planning and support.

A reintegration meeting will be held with:

- Parents/carers
- Pupil
- Headteacher or delegated senior leader



The reintegration meeting will:

- Review the circumstances of the incident.
- Identify barriers to success.
- Review support strategies.
- Consider SEND needs and reasonable adjustments.
- Establish actions to support successful reintegration.

12.2 Permanent Exclusion

Permanent exclusion will only be used as a last resort and will only be considered where:

- A synchronous or serious breach (or persistent breaches) of the Behaviour Policy has occurred; and
- Allowing the pupil to remain in school would seriously harm the education, welfare, or safety of pupils or staff.

Parents have the statutory right to make representations and appeal in accordance with current legislation.

12.3 Internal Suspension

An internal suspension may be used where:

- Removal from the classroom is necessary.
- A suspension would be disproportionate.
- Reflection and support are required.

The pupil will continue learning under supervision.



13. Reintegration Following Suspension

Following any suspension, the school views the pupil's return as a fresh start. Reintegration procedures will include:

- A mandatory reintegration meeting held on or before the day the pupil returns, attended by the pupil, parent/carer, and a senior leader or Behaviour Lead.
- Collaborative agreement on targeted support strategies, acknowledging any underlying SEMH or SEND needs to prevent repeat suspensions.
- Review and updating of Behaviour Intervention Plans or Positive Handling Plans where appropriate.
- Establishment of clear, low-threshold monitoring arrangements, such as supportive report cards, focused on celebrating positive choices.
- Active family engagement to ensure a unified approach between home and school.

The objective is to reduce future suspensions and support successful participation in school life.

14. Behaviour Intervention Plans

Where additional support is required, the school may implement:

- Behaviour Intervention Plans
- Engagement Pathways
- Risk Assessments
- Positive Handling Plans
- Pastoral Support Plans

Targets will be:

- Specific
- Measurable
- Achievable
- Reviewed regularly



15. Monitoring, Governance and Review

Behaviour data, suspensions, exclusions and prejudice-related incidents will be monitored by senior leaders and reported to governors.

This monitoring will be used to:

- Identify trends
- Evaluate effectiveness
- Review vulnerable groups
- Ensure compliance with equality duties
- Inform future improvements

Governor Oversight

Governors will receive regular reports relating to behaviour, suspensions, exclusions and vulnerable groups. Governors will provide challenge and scrutiny to ensure behaviour systems remain fair, effective and inclusive.

Policy Review Arrangements

This policy will be reviewed every two years, or sooner if required by changes in legislation, statutory guidance or local need.

16. Equality Monitoring of Behaviour and Sanctions

In line with our Public Sector Equality Duty, senior leadership and the governing board regularly analyse behaviour data, internal suspensions and suspensions through an equality lens. This analysis explicitly examines patterns across vulnerable cohorts, including pupils eligible for Pupil Premium funding, pupils with SEND, children with a social worker, looked-after children and pupils with protected characteristics. This monitoring helps ensure sanctions are applied fairly, reasonable adjustments are consistently made and barriers to engagement are proactively addressed through early intervention.



Appendices

Appendix 1

SEMH Provision Map

SEMH – wave 1 provision – this is universal provision expected to be available within the classroom. Based on Somerset's Graduated Response Tool

5 point scale – zones of regulation (wave 1)
Parent communication – class dojo (wave 1)
Parent advice – Somerset wellbeing toolkit (wave 1)
Parent advice – EP SEMH Toolkit (wave 1)
Staff CPD – specific (wave 1)
PACE Approach (wave 1)
Thrive – whole school approach (wave 1)
Talk time – with class teacher/TA (wave 1)
Engagement pathway chart (wave 1)
Hive/Hive card (wave 1)
Have you tried... universal provision SEMH (wave 1)
Routine – predictable (wave 1)
Class Emotions cards (wave 1)
Thrive bag (wave 1)
Relaxation as part of timetable – mindfulness (wave 1)
Movement at part of timetable (wave 1)
Consistent rules in classroom (wave 1)
Growth mindset (wave 1)
Sensory tent in classroom (wave 1)
Quiet space in classroom (wave 1)
Ear defenders (wave 1)
Theraband (wave 1)
Visual timetable all learners (wave 1)
Growth mindset principles (wave 1)
Recording behaviours and patterns (wave 1)
Develop appropriate play-based activities (wave 1)
Daily check in/daily meet and greet (wave 1)
Keeping in mind strategy e.g. invisible string (wave 1)
Change of face (wave 1)
Targeted opportunities to build positive relationships (wave 1)
Responsibility or special role to increase self-esteem (wave 1)
Set tasks with clear goals, outputs, and timescales for completion (wave 1)



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Use short, clear instructions (wave 1)
Make tasks short (wave 1)
Frequent breaks and opportunities to move around (wave 1)
Provide 'scaffolding' in the form of writing frames, word mats, relevant classroom displays, access to technology (wave 1)
Remind CYP of a rule or expectation (wave 1)
Breakfast club (wave 1)
Food diary (wave 1)
Toileting log (wave 1)
Medical needs met (wave 1)
Weighted blanket (wave 1)
Feelings fan (wave 1)
Initial Concern (wave 1)
Red/green cards for desk (wave 1)
Now next (wave 1)

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SEMH – Wave 2 provision – this is provision we expect to be available when wave 1 has been exhausted and intervention still needs to be available to support the pupil. Wave 2 is IN ADDITION to wave 1 support.

Based on Somerset's Graduated Response Tool. Often SEND Support but not all cases.

Healthy Eating Group (wave 2)

Scooters/bikes (wave 2)

Football (wave 2)

Trim Trail (wave 2)

Digging (wave 2)

Gardening (wave 2)

Running (wave 2)

Socially Speaking (wave 2)

Sensory Art (wave 2)

Circle of friends (wave 2)

Inclusion profile (wave 2)

IEP(wave 2)

Teacher/TA time that is regular and recorded on IEP with a specific outcome (wave 2)

Teach a specific skill – e.g. how to ask for help(wave 2)

EBSA (emotionally based school avoidance) guidance Emotionally Based School Avoidance (EBSA) – Information, Guidance & Resources | Support Services for Education (wave 2)

Pastoral group (wave 2)

PFSA group (Wave 2)

Forest school (wave 2)

Nurture group (wave 2)

Theraplay group (wave 2)

Lego Therapy small group (wave 2)

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SEMH Wave 3 provision – in addition to wave 1 and 2 this is highly personalised and based on fine-tuned assessments. Interventions at Wave 3 tend to be focused and time limited and need to be rigorously evaluated to ensure that pupils are making accelerated progress. Consider effectiveness or wave 1 and 2 before wave 3.

SSPS support (wave 3)

Fiveways support (wave 3)

Stepping Stones (wave 3)

Behaviour monitoring (wave 3)

Sensory intervention – sensory room Fiveways (wave 3)

Sensory interventions – sensory room

Pastoral 1:1 (wave 3)

Tuning into Kids (wave 3)

TAS (wave 3)

TAF (wave 3)

Partnership panel (wave 3)

Scripts (wave 3)

Individual risk assessment (wave 3)

Alternative provision (wave 3)

Transition timetable (wave 3)

Pastoral support plan (wave 3)

MH First aid (wave 3)

Tor school (wave 3)

ITS (wave 3)

CAMHS (wave 3)

Young Somerset (wave 3)

School nurse (wave 3)

EP (wave 3)

CSC (wave 3)

PEP (wave 3)

FIS (wave 3)

SS (wave 3)

NHS (wave 3)

Behaviour plan (see policy) Wave 3

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Appendix 2

Somerset Graduated Response Tool (Link below)

[What to expect from education \(somerset.gov.uk\)](https://www.somerset.gov.uk/what-to-expect-from-education)

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Appendix 3

Suspension return to school meeting

Prior to the pupil's return, the designated senior leader or Behaviour Lead, in consultation with the class teacher, will review or update the Behaviour Intervention Plan (BIP) to ensure targeted support is in place.

Supporting documents- Behaviour intervention plan/contract/report card/minutes from previous meetings. Minutes of the meeting to be taken and filed.

- Discussion about why the pupil was excluded. What behaviour was exhibited?
- Discuss the interventions that were in place prior to the exclusion and what the school can offer to help the pupil on their return to school.
- Pastoral Support Plan to be discussed if necessary. (SENCo will produce this in the event of a reduced/transition timetable.)
- Discuss with the pupil and parent/carers what the school feels are achievable targets. Explain how the report card (see appendix 2) will work.
- Discuss the consequences if they are not met.
- Explain that the report card can last as long as it needs to but the shortest length is 3 weeks. 1 week on a red card, 1 week on yellow and 1 week on green. Each colour can be extended if the targets are not met. New targets are discussed between the teacher and the pupil as to when the pupil moves onto the next colour.
- The pupil must report to the behaviour lead at the end of each day for the card to be signed. Class teacher will report to parents at the end of the day.
- It is the responsibility of the pupil to have the card on their desk during lessons as a reminder and to present the card to the teacher at the end of each lesson to sign. The pupil will also present the card to break time duty staff so that it can be signed at the end of each play time.
- Parent/carers are encouraged to support this and remind their child to make positive behaviour choices.
- A pre- written contract (see Appendix 3) will be agreed and signed by head, parents and pupil.
- On a Monday morning the pupil will come to the Hive to collect the report card for that week. The Hive staff will collate all data and report back to the SLT.



Appendix 4

My Behaviour Contract

Name

Date

These are my targets:

1

2

3

I will give my report card to the teacher in my lessons. It is my responsibility to look after the card. I will ensure that my teachers and my parent/carer signs the card each day.

My contract will be reviewed in 2 and 4 weeks. If I have met my targets each week I will then no longer need a report card after 3 weeks.

Review date:

Signed by
Head teacher
Pupil
Parent/Carer



Appendix 5 - My Report Card

Not met my targets 😞

Could do better 😐

A fantastic day 😊

Targets

-
-
-

I will lose my break if...

- I do not get my card signed.
- I get a sad face.
- I lose my card.

	Monday	Tuesday	Wednesday	Thursday	Friday
Not met my targetsSigned by					
Signed by					
Break					
Signed by					
Lunch					
Signed by					
Signed by					
Checked by Behaviour Lead					



Appendix 6

My Engagement Pathway

Name: [Pupil Name]	Year Group: [Year]
Date Initiated: [Date]	Review Date: [Review Date]
Identified Strengths and Interests:	
Primary Barriers to Engagement / Behaviour Triggers:	
Personalised Targets: Target 1: [Specific, Measurable, Achievable, Relevant, Time-bound] Target 2: [Specific, Measurable, Achievable, Relevant, Time-bound]	
Tailored Interventions and Support Strategies: Wave 2/3 provision allocated: Key adult/mentor:	
Parent/Carer Partnership and Home-School Communication: Agreed actions for home: Agreed actions for school:	
Signatures: Headteacher / Behaviour Lead: _____ Parent/Carer: _____ Pupil: _____	



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