

St Michael's CE Primary School
Building Positive Futures:
A Behaviour Policy for Flourishing



Our Vision

At St Michaels we are Forces for Positive Change:
we act justly, show merciful love and walk
humbly with God.

Our Motto

Seek Joy in Service

Our Values

Love, Respect, Integrity

Our Bible Verse

Micah 6:8

The LORD has shown you what is good.
He has told you what he requires of you.
You must act with justice.
You must love to show mercy.
And you must be humble as you live in the
sight of your God.



Building Positive Futures: A Behaviour Policy for Flourishing

At St. Michael's, we believe that an effective learning environment is one where high expectations are set for both children and their behaviour. Children and adults are expected to act with integrity, take responsibility for their actions, and show respect for one another in every interaction.

We place a strong emphasis on nurturing positive behaviour and creating an atmosphere where good behaviour is celebrated, reinforced, and rewarded. All staff at St. Michael's lead by example, demonstrating good manners, consideration, and respect towards all members of the school community, from children and parents to outside agencies.

Rooted in our Christian vision and values, we aim to empower each child to flourish as an individual and strive for excellence in all aspects of their life.

Behaviour and Discipline Policy

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1. Aims of this Policy

This policy aims to:

- Provide a consistent and positive approach to behaviour management.
- Clearly define unacceptable behaviour, including bullying, and outline expectations for all pupils.
- Foster an environment where students learn from their mistakes and grow towards better behaviour.
- Summarize the roles and responsibilities of everyone in the school community regarding behaviour management.
- Detail a fair and supportive system of rewards and consequences.

2. Legislation and Statutory Requirements

This policy is underpinned by guidance and legislation, including:

- The Education Act 2002 and the Education and Inspections Act 2006
- The Equality Act 2010
- DfE guidance on behaviour and discipline
- The SEND code of practice
- Other relevant legislative frameworks ensuring inclusion, safety, and safeguarding

3. Definitions

We classify behaviour to help staff, pupils, and parents understand expectations. However, these classifications are not exhaustive.

Positive Behaviour:

- Respect for others, both adults and peers.
- Commitment to learning and striving for excellence.
- Cooperation and mutual support in and out of the classroom.

Low-Level Disruptions:

- Inattention or distractions in lessons.
- Non-completion of tasks.
- Disrespectful comments or actions.

Moderate Behaviour Issues:

- Repeated rule violations after warnings.
- Mild physical altercations.
- Inappropriate language or actions such as swearing or bullying.



Serious Behaviour Issues:

- Violence or harm towards others.
- Discriminatory or harmful actions.
- Possession of dangerous or prohibited items.

Responding to Persistent Poor Behaviour:

If behaviour does not improve, additional support and strategies will be put in place, including risk assessments and support from external agencies where necessary.

4. Bullying and Child-on-Child Abuse

At St. Michael's, bullying, in any form, is not tolerated. Bullying is defined as intentional, repetitive harm directed at an individual or group, often involving an imbalance of power. Types of bullying include physical, emotional, verbal, discriminatory, sexual, and cyberbullying.

Our approach focuses on prevention, education, and timely intervention to ensure all pupils feel safe and respected. We seek to empower children to resolve conflicts through reconciliation and mutual respect, reflecting the values of love and understanding taught through our Christian ethos.

We take all forms of sexual violence and harassment seriously. No form of sexually inappropriate language or behaviour will be tolerated. All staff are trained to challenge such behaviour, ensuring a safe environment for all children.

5. Roles and Responsibilities

All Adults (volunteers/ agency)

To foster a positive environment, adults will model respectful behaviour, act with care and empathy, and uphold the school's values of kindness, respect, and responsibility. This includes:

- Consistently applying the behaviour policy.
- Demonstrating respect in all interactions.
- Encouraging and nurturing positive behaviours.

Staff:

Staff are responsible for creating a safe and supportive learning environment by:

- Setting clear, consistent boundaries.
- Modelling expected behaviours.
- Encouraging positive behaviours through praise and rewards.
- Supporting individual pupils with behavioural needs.
- Build positive relationships with children
- Communicate effectively with parents in a timely and empathetic manner

The Senior Leadership Team (SLT):

The SLT will support staff and ensure the policy is consistently applied. They will monitor behaviour data, provide training, and address any patterns of behaviour that need attention.

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The Headteacher:

The Headteacher ensures the overall implementation of the behaviour policy, providing the necessary resources and support for staff, while also promoting a positive culture and overseeing disciplinary matters.

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix ii). The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Parents and Carers:

Parents and carers are partners in reinforcing positive behaviour at home and school. Their involvement is crucial, and they are encouraged to:

- Support the school's behaviour policy.
- Maintain open communication regarding concerns or changes in circumstances.
- Participate in supporting their child's development.

6. Behaviour Expectations: Positive Attitudes Towards Each Other and Learning

6.1 Our Shared Expectations

We believe that respectful and considerate behaviour is key to a thriving and inclusive school environment. All children and adults within our school community are expected to:

- Act in an orderly, self-controlled, and positive manner.
- Demonstrate respect towards staff, peers, and members of the wider community.
- Support an environment where all pupils can learn without disruption.
- Move calmly and quietly around the school premises.
- Treat school buildings, property, and resources with care and responsibility.
- Consistently wear the correct school uniform with pride.
- Accept feedback and sanctions as part of their growth and learning.
- Uphold the reputation of the school, both within and beyond school grounds.



6.2 Respect as a Foundation

Respect underpins everything we do. Adults in our community are expected to model respectful attitudes, ensuring children see respect in action. This includes:

- Treating others with fairness, kindness, and integrity.
- Setting clear expectations for children to demonstrate respect towards everyone in the school and the local community.
- Addressing incidents of disrespect or offensive language immediately and constructively.
- Encouraging parents and visitors to use appropriate language and behave respectfully within the school environment.

6.3 Building Conflict-Resolution Skills

Conflict is a natural part of life, and we are committed to helping children grow in their ability to manage disagreements constructively. Our approach focuses on reconciliation and teaching children to disagree well by fostering dialogue, understanding, and mutual respect.

As part of their learning journey, children are equipped with the tools to resolve conflicts in ways that uphold our school values. This includes:

- Expressing their feelings and listening to others in a calm and respectful way.
- Gradually increasing their independence in managing relationships and resolving conflicts as they mature.

Conflict Resolution Framework

We use a school-wide strategy called The Four Steps to empower children to manage conflicts effectively:

1. Ignore the behaviour if possible.
2. If the behaviour continues:
Say clearly: "Stop, I do not like it when you [describe the behaviour]. I need you to stop."
If appropriate, add: *"I do not consent."*
3. If the behaviour still does not stop:
Say: "If you do not stop, I will tell a grown-up."
4. Involve an adult if the issue persists.

Through RE and PSHE/SRE lessons, children are taught the value of reconciliation and are given age-appropriate opportunities to practice resolving conflicts through discussion and reasoning.



6.4 Christian Principles in Action

Our approach to behaviour is deeply rooted in the Christian principles of love, respect, integrity, justice, mercy, and humility. These values guide how we encourage positive attitudes and address negative ones.

- Teaching Gospel Values: Children learn about these principles through assemblies, RE, PSHE/SRE, and day-to-day interactions.
- Recognizing Impact: Discussions about behaviour focus on how actions affect the feelings, work, or wellbeing of others.
- Fresh Starts: When sanctions are applied, children are always given a fresh start, reflecting forgiveness and understanding.
- Forgiveness and Restoration: Children who have been wronged are encouraged to forgive and respond constructively to apologies. They may say: *"I forgive you," "Thank you for your apology,"* or *"I accept your apology."* However, they are not required to say: *"That's OK,"* as it may not accurately reflect their feelings.

Positive behaviours are celebrated and rewarded as part of the school's reward system.

6.5 Creating a Positive Learning Environment

Learning is our school's primary purpose, and every classroom must foster a calm and orderly atmosphere where children can concentrate, collaborate, and thrive. To achieve this:

- Every child is encouraged to take responsibility for their actions, contributing to an environment conducive to learning.
- Children who demonstrate positive attitudes and behaviours are recognized and rewarded in alignment with the school's reward system.

By building a respectful, forgiving, and inclusive school culture, we empower children to develop not only as learners but also as compassionate and responsible individuals.

Resolving Conflict - Growing the Ability to Disagree Well

We believe that conflict, when managed well, can be an opportunity for growth. We teach children strategies for resolving disputes and learning from disagreements. This includes open discussions, mediation, and seeking understanding, aligned with our Christian call to reconciliation.

7. Rewards and Sanctions (see appendix i)

Our reward and sanction system reflects our core values of **Love, Respect, and Integrity**, and supports our mission to nurture every child to thrive academically, emotionally, and socially.



Rewards

We celebrate positive behaviour and attitudes that embody our school's values and motto, "**Seek, Joy in Service**". Rewards recognize individual and collective achievements, fostering a sense of belonging and pride.

- **Headteacher Awards:** Given for acts of kindness, respect, responsibility, or community service. Children demonstrating these qualities during lunchtime will also earn a **Friday privilege**.
 - **10 Awards:** Green Star Badge
 - **20 Awards:** Red Star Badge
 - **30 Awards:** Gold Star Badge
- **House Points:** Encouraging teamwork and community spirit, house points are earned for academic effort, cooperation, and resilience. Our houses — **Malala Yousafzai (Red), Emmanuel Jal (Blue), Greta Thunberg (Green), and Rosa Parks (Yellow)** — unite siblings and peers in shared success.
 - Weekly celebrations for the top house in assembly.
 - Half-termly **House Parties** for cumulative house point winners.
 - Incremental rewards for individuals:
 - **10 Points:** Treat box or sticker (KS1).
 - **25 Points:** Headteacher's Award.
 - **50 Points:** Lunch with the Headteacher.
- **Good to Be Green System:** A visual system promoting daily positive choices:
 - **Gold Card:** For sustained excellence in effort and behaviour.
 - **Silver Card:** For exceptional attitudes in learning.
 - **Green Card:** All children start every day on a green card
 - ***Stop and Think Card:** A reminder to reflect and reset – after 2 initial reminders
 - ***Warning Card:** For continued disruptions after reflection.
 - **Consequence Card:** Applied for serious behaviours, with restorative actions such as reflection sessions, missed lunchtime, and communication with parents.

***If Stop and Think cards are happening regularly for one child – Child to meet with Phase Lead and discuss strategies and next steps**

* Children can return to Green if behaviour improves

Strikes for Severe Behaviours

- **Aggression or harm** results in a two-strike system:
 - Two incidents may lead to exclusion (internal or external) and a restorative support plan upon return.
 - We address underlying causes and support reintegration through tailored interventions, always considering the child's individual needs.

8. Physical Intervention

We prioritize de-escalation and maintaining the dignity of all children. Physical intervention is only used in extreme cases where a child may:

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- Harm themselves or others.
- Damage property.
- Act in a way that disrupts school safety or commits an offence.

Principles of Physical Intervention

- Used as a last resort and minimally.
- Focuses on ensuring safety while respecting the child's dignity.
- Never used as punishment.
- Recorded and communicated transparently with parents.

Training and Oversight

- Staff trained in **Creating Optimally Safe and Inclusive Environments (COSIE)** techniques emphasize de-escalation and safe intervention methods.
- Interventions are reviewed, with adjustments made for children with SEND or other vulnerabilities.

In instances requiring restraint, control is returned to the child as soon as it is safe. Mental health first aiders are available for children in emotional distress.

9. Responding to Misbehaviour from Pupils with SEND

We uphold an inclusive ethos, recognizing that behaviour can be influenced by underlying needs. The school works to support and empower all children to succeed, balancing high expectations with compassion.

Understanding Behaviour

When a child with SEND displays challenging behaviour, we consider:

- Is the behaviour connected to their SEND?
- Did they understand the rule or instruction?
- Could they have acted differently given their SEND?
- Is their behaviour linked to a sensory or emotional trigger?

Where necessary, reasonable adjustments are made to reflect the child's needs. Sanctions are carefully tailored to support growth and learning while avoiding undue disadvantage.

Proactive Support

To prevent misbehaviour, we anticipate and address triggers:

- Offering sensory breaks for children needing movement.
- Adjusting seating or uniform requirements for comfort.
- Providing quiet spaces for self-regulation.
- Training staff in SEND awareness and effective strategies.
- Implementation of a Risk Assessment

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The Legal Duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Collaboration and Review

- Persistent behaviour concerns prompt evaluation by the SENCO, who may involve specialists or external agencies.
 - Families are actively engaged in creating and reviewing individualised support plans.
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10. Parental Involvement

We believe in fostering a **community of collaboration** where parents, carers, and the school work as partners in their child's development. While children have the right to learn from mistakes, consistent or concerning behaviours prompt parental engagement to develop shared solutions.

- We communicate proactively, focusing on solutions aligned with the child's wellbeing and academic success.
 - Parents are invited to celebrate achievements and collaborate on interventions as part of a **holistic support system**.
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11. Monitoring and Evaluation

We continuously monitor behaviour trends to ensure our systems remain fair, consistent, and supportive of our values.

- All incidents are recorded in **Arbor**, categorized for analysis.
- Data is used to identify patterns, triggers, and opportunities for improvement.
- Feedback from staff, students, and parents informs regular reviews of this policy.

This approach ensures every child feels supported to thrive, aligned with our vision to foster love, respect, and integrity in an inclusive learning environment.

Conclusion: A Flourishing Community of Respect and Responsibility

At St. Michael's, we are committed to creating a positive, respectful, and safe learning environment where each child is encouraged to take responsibility for their actions, show kindness, and strive for excellence. Through the consistent application of this behaviour policy, we will build a community where all members are valued and supported in their journey of growth and success.



Pupil Code of Conduct

We strive to create a safe, nurturing, and inclusive community where every pupil can grow in love, respect, and integrity. This Code of Conduct outlines the behaviour we expect from all pupils to ensure a positive learning environment where everyone can flourish.

Our Shared Expectations

As a pupil of our school, I will:

- **Respect Others:** Treat all classmates, staff, and members of the community with kindness, fairness, and respect.
- **Value Learning:** Help to create a calm and focused classroom where everyone can learn without distraction.
- **Move Responsibly:** Walk quietly and sensibly around the school to maintain a peaceful atmosphere.
- **Care for the Environment:** Respect school property, buildings, and resources by using them responsibly and leaving spaces tidy.
- **Wear Uniform Proudly:** Always wear the correct school uniform to represent our school with pride.
- **Own My Actions:** Accept feedback and sanctions as part of my personal growth and learning.
- **Represent the School Well:** Behave in a way that reflects positively on the school, whether inside or outside its grounds.

Resolving Conflict

We believe that differences can be resolved peacefully through understanding and communication. As part of our school community, I will:

1. **Ignore poor behaviour if I can.**
2. **Ask for it to stop:** Use my voice to calmly but firmly explain how the behaviour affects me (e.g., “*Stop, I do not like it when you [describe the behaviour].*”).
3. **Seek help if needed:** If the issue continues, involve a trusted adult.
4. **Aim for reconciliation:** Work towards a fair and respectful resolution, guided by staff if necessary.

Living Our School Values

I will live out our school values—**Love, Respect, and Integrity**—in my daily actions:

- Show **Love** by being kind, compassionate, and supportive to others.
- Demonstrate **Respect** by valuing the feelings, ideas, and needs of others.
- Act with **Integrity** by being honest, taking responsibility, and striving to do the right thing even when no one is watching.



Expected Behaviours for Learning

Learning is our shared purpose. I will:

- Arrive at lessons ready to learn, listen attentively, and give my best effort.
- Take responsibility for my behaviour, ensuring it supports the learning of everyone.
- Celebrate others' successes and work collaboratively with my peers.

When Things Go Wrong

We all make mistakes, but what matters is how we respond to them. If I make a poor choice, I understand that:

- **I will be given a chance to reflect** and make things right.
- **Forgiveness is part of our culture**, and every day is a fresh start.
- **Sanctions will help me grow** and learn how to make better decisions in the future.

By following this Code of Conduct, I will help to build a school community where everyone can thrive, living out our motto to **“Seek Joy in Service.”**

