# ST MICHAEL'S CE (VC) FIRST SCHOOL

**'Through God we love, laugh and learn'**

# BEHAVIOUR POLICY

**Date Approved:** **September 2026**

**Signed:** _____

**Print Name:** _____

**Date to be reviewed:** **September 2027**

# St Michael's CE (VC) First School

# Behaviour Policy

St Michael's CE (VC) First School seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Our behaviour policy is designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

**Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children, support staff and governors. Our church school has a Christian ethos which is based on these aims.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To create an environment which encourages and reinforces good behaviour.
- To promote self-esteem, self-discipline and positive relationships, ensuring our school is a place where children are happy, feel good and enjoy the company of others.
- To define acceptable standards of behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of consequences that will follow.
- To ensure that the school's expectations and strategies are widely known and understood and applied consistently by all within school.

**Code of Conduct**

**Children are expected to:**

- Behave in a well-mannered, orderly, purposeful and sensible manner.
- To respect and show courtesy to teachers, other adults and fellow pupils.
- Be thoughtful, helpful and understanding towards each other.
- Move around the school sensibly showing care towards others in their actions.
- Respect their own and others property, taking care of school equipment and resources.
- Recognise that physical violence and the use of abusive language is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.

**Parents are expected to:**

- Be aware of the school's Behaviour/Anti Bullying Policy and actively support it, discussing any problems with the staff, Senior Leaders or Headteacher.
- Be polite and reasonable in dealings with the school and staff members – *Parent/Carer Code of Conduct Policy St Michael's 2019.*
- Ensure that their child is punctual for school and brings the necessary items to school with them.
- Ensure their child is wearing the correct school uniform.

**Staff are expected to:**

- Model high standards of social behaviour.
- Listen to children, making it clear through their response that children's comments and reactions matter.
- Seek to explain and reinforce the standards of acceptable social behaviour, dealing fairly and firmly with those pupils who do not maintain the high expectations.
- Be polite and reasonable in all interactions with children, parents and other staff members.
- Apply and follow the schools systems for behaviour management in a fair and consistent manner.

**Governors are expected to:**

- Refer all matters regarding discipline to the Headteacher who will discuss these matters with the staff if necessary.
- Be familiar with the school policy and actively support it.
- When visiting school, model high standards of social behaviour with children, staff and parents.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

**STANDARDS OF BEHAVIOUR**

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic values of respect and responsibility linked with being reflective and remaining positive in situations that are challenging. It follows that acceptable standards of behaviour are those which reflect these values. As a Christian school, we strive to ensure that all within our school reflect the Christian ethos through their behaviour.

**School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Positive reinforcement of good behaviour in the form of praise and encouragement is preferable to consequences.
As adults we should aim to:

- create a positive climate with realistic expectations where expectations are made clear;
- emphasise the importance of being valued as an individual, within a group and by their peers;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

**Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

This includes:

- Organised classrooms to develop independence and personal initiative.
- Furniture arranged to provide an environment conducive to on-task behaviour.
- Materials and resources arranged to aid accessibility and reduce uncertainty and disruption.
- Displays that develop self-esteem through demonstrating the value of every

individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods encourage enthusiasm and active participation for all.
- Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Praise used to encourage good behaviour as well as good work.
- All staff consistently using and following the whole school behaviour weather approach (see Appendix 1).

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

As such:

- Lessons should have clear objectives, understood by the children, and adapted to meet the needs of children of different abilities.
- Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Marking is in line with school policy.
- Learning experiences will be provided through PSHE.

**Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.
Rules and procedures should:

- Based around our school values;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- involve children in devising their own Values board and what behaviour reflects each value, in the classroom;
- be consistently applied;
- promote the idea that every member of the school has responsibilities towards the whole;
- Be reviewed regularly.

**Rewards**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is verbal and visual praise, informal and formal, public and private, to individuals and groups. It is earned through effort and by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Levels of praise for behaviour should be as high as for work.
Recognition of the following rewards is presented publicly in class or during worship.

These include:-

- Use of the whole school 'weather chart' (see appendix 1)
- Team points
- Praise from peers e.g. round of applause, whoosh
- Stickers
- Praise notes from staff
- Certificates – Blue Celebration Certificates and Christian Values Certificates handed out in worships
- Teachers may also use reward systems within their own class for individual pupils who may have individual needs
- Seeing the head teacher or another member of staff for praise and recognition

**Consequences**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:-

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment will be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, phone calls and/or letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with by the class teacher following the school's behaviour systems (see Appendix 2). Each case is treated individually. Generally, children will be deterred and diverted from unacceptable and inappropriate conduct. They are made aware that they are responsible for their own actions and breaking rules will lead to consequences. These may include a verbal reprimand and reminder of expected behaviour, loss of free times e.g. playtimes, moving to sit alone, sending work home, writing letters of

apology, and a loss of responsibilities. It is important that the consequence is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behavioural Support may be necessary. This possibility should be discussed with the SENCo.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.
This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it severely, particularly if the problem keeps recurring.
The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

**Additional support**

We recognise that some pupils may need more support than others to develop their emotional and social behaviour skills, and staff are encouraged to act on concerns as early as possible. With these pupils, strategies will be adjusted to reflect their individual needs and may lead to support through the school's listening ear service, SEN system and/or outside agencies. (See SEND policy)

**Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- A letter and / or phone call to parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- An Individual Behaviour Plan to be formulated in consultation with parents, class teacher and child
- If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

**Communication and parental partnership**

- We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.
- Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.
- Early warning of concerns should be communicated to a member of the senior leadership team so that strategies can be discussed and agreed before more formal steps are required.
- A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- Parental participation in school life is highly encouraged.
- The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation.
- Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

**Appendix 1 – Whole School Behaviour 'Weather' Approach**

In each of the classrooms, there is a positive behaviour 'weather' chart. This is used to encourage the children to make positive choices in their work and their behaviour on a daily basis.

Each day is a fresh start, where the name of every member of the class begins the day on the sun, which is judged as a good place to be throughout the day.

Above the sun, children are able to move up to the rainbow and then the shooting star, reflecting the good choices that any child makes, and it is the children's own responsibility to move their name when asked to. Children who make it to the rainbow or the shooting star are celebrated by the adults and other children within their classroom by a defined action (e.g. a cheer, round of applause, rainbow whoosh). The following rewards will be given to these children:
Rainbow – children will awarded 3 team points
Shooting Star – children will be awarded a star token (worth 5 team points) and a praise note could be sent home.
*Both of these are given carried out in front of their classes for peers to recognise and praise each other on their achievements.*

If a child's behaviour is not reflecting that expected by the school community in KS1 or 2, they will be given a non-verbal reminder and then a further verbal warning about it, if necessary. If this kind of behaviour continues, an adult may decide that a short period of time-out, a move to a different place in the classroom or several minutes of missed break is appropriate. Further to this, a child continuing to make the wrong behaviour choices may then miss 10 minutes of break-time/lunchtime or finish any work not completed and there will be a potential phone call home to their parents, by the class teacher, to discuss the unacceptable behaviours demonstrated, dependent on the severity of the act. When a child has reached this point, an adult from the class will have a restorative conversation* with them, as soon as it is possible, as well.

It is important that the children know and are aware that changes in behaviour will be recognised and praised.

***Restorative conversations** 1. Send a strong message of care to the student. 2. Give the student an opportunity to say what happened/give the student a voice. 3. Communicate to the student how it made you feel. 4. Reiterate your high expectations. 5. Create a plan together that sets both the teacher and student up for success.*

**Appendix 2 - Stages in Whole-School Management of Inappropriate Behaviour**

**Consequences**

We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep the mark. For a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate a pupil. It is crucial in helping to shape acceptable behaviour that children are clear what it is was that was unacceptable, and what they should have chosen to do instead.

**Consequences are a choice**

For consequences to be effective, and a helpful tool in teaching pupils how to behave, they are presented to pupils as a choice.

**Consequence Hierarchy**

When a pupil doesn't follow school values: Non-verbal warnings should be used whenever possible and then possible consequences as set out in appendix 1.

| If the misbehaviour persists then they should be sent to the Early Years Leader or the Deputy Headteacher, in the first instance, or Headteacher. | |
|---|---|
| Severe physical /verbal misbehaviour | Child is sent to the Early years Leader, Deputy Headteacher or Headteacher. A phone call home to notify parents/carers of the child's misbehaviour should be made. This may be by made by the member of SLT or passed to the class teacher, dependent on the behaviour. |

**Severe Misbehaviour**

In the case of serious or persistent misbehaviour, a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation and sent straight to the Deputy Headteacher or Headteacher. The decision will be taken when a child's behaviour:

**a.** is not compatible with the provision for the efficient education of other children with whom the child in question is being educated
**b.** involves serious, actual or threatened violence against another pupil or member of staff
**c.** puts them, other pupils, members of staff or the wider community at risk if harm or injury

In such cases the parents/carers will be informed as soon as possible.

A decision whether to exclude the child for a fixed period of time or to permanently exclude

the child will be taken. A pupil behaviour support plan will be offered (PSP – see below, Stage 4 of Challenging Behaviour).

**Loss of time in the afternoon session**

If children lose any break time during afternoon sessions and there is not the opportunity to 'pay back' their time during the afternoon, they will need to do so during morning break the following morning. It is important to ensure that the child understands that they start each day anew but that they have not yet faced the consequence of their choices the day before. Early Years children may be sat out of an afternoon activity instead to ensure their consequence is prompt.

**Managing behaviour at lunchtime**

Lunchtime Supervisors are encouraged to promote positive behaviour during dinnertime by using the following rewards:

- Use of verbal praise to encourage and develop the engagement in positive behaviours
- Stickers to be worn on school jumpers
- Pink team points

However when children choose to break the rules, Lunchtime Supervisors will use the following consequences;

1. Use non-verbal communication such as body language/eye contact whenever possible (i.e. shake of the head)
2. Give an informal verbal warning that reminds the child that they are choosing not to follow the school value (say which one) and that if they persist they will get a time out on the playground.
3. The child is given a warning. This means that the child has 5 minutes time out on the playground.
4. If the misbehaviour persists the child will be sent in to a member of SLT.

**Challenging Behaviour**

In the case that a pupil's attitude and behaviour is not responding to the system of rewards and consequences, and there is persistent inappropriate behaviour, the following stages will be followed:

Stage 1: The class teacher will talk to the pupil and make them aware that their behaviour is inappropriate. The pupils' behaviour will be monitored and behavioural targets set to encourage the pupil to make the correct choices. The parents/carers will be informed of the concerns about their child's behaviour and regular contact made to reinforce good behaviour.

Stage 2: The parents/carers will be invited into school to discuss the concerns about their child's behaviour and discuss how best to proceed. The child will be placed on an pupil

behaviour support plan and their behaviour monitored by the class teacher, alongside the Headteacher/Deputy Headteacher/Senco. A risk assessment may also be put into place.

Stage 3: Outside agencies will be involved such as educational psychologists and the behavioural support team. They will offer practical support and advice on strategies that can be used to help support the child within the school setting.

Stage 4: At this stage if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment could be completed with the parents/carers consent. If a child is in danger of exclusion, a Pastoral Support Programme (PSP) may be agreed with parents/carers and referral to the District Inclusion Hub made. **District Inclusion officer**

Stage 5: In exceptional cases, there may be times when all the support given does not work, and having tried every practicable means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive they have to be excluded from school, or have a managed move to a more suitable setting.

**In the event of severe behaviour, the exclusion policy will be used.**

**Playtimes**

Children whose behaviour is deemed to be inappropriate, dangerous, confrontational, provocative or uncooperative will be:

- Given a verbal warning
- On repetition or if severe, the child may be asked to stand next to the person on duty to take time out to calm down and reflect or sent to a member of SLT.

**Reporting and Recording**

- Inform the Headteacher or Deputy Headteacher of any incident involving racial abuse.
- Racial incidents will be recorded as necessary by the Headteacher or Deputy Headteacher.
- An Exclusion Report is kept and examined at each termly meeting of the full Governing Body.
- The Governing Body's Discipline Committee will monitor the use and application of exclusion within the school.