



St Michael's C of E Primary School

Realising of potential, Respect for others, Responsibility for own actions, Honesty, Co-operation

BEHAVIOUR POLICY 2021-2022

Our Mission Statement

To provide a Christian environment in which children are encouraged to grow as individuals whilst learning to live in and contribute to society in a positive way

Our core values

- Realising of potential
- Respect for others
- Responsibility for own actions
- Honesty
- Co-operation

Vision Statement

- Living and learning together

Ethos

- Children learn best when they feel secure, respected and valued
- St Michael's aims to provide the best teaching and learning in a happy and stimulating environment which allows children to fully develop and realise their potential
- The school aims to help every child discover and maintain a love of learning

1. Introduction

St Michael's C of E School is dedicated not only to the educational development, but also the personal and social development of each child in its care. This is achieved through the emphasis of a positive, stimulating and happy environment for all pupils.

Each child is valued as a unique individual and is supported and encouraged to achieve the school's high expectations of good behaviour. Every member of the school community is responsible for modelling and promoting these high expectations of behaviour, both in and out of the classroom.

2. Aims

This policy aims to promote a positive approach to behaviour management that is shared throughout the school that results in a safe, happy, healthy and inclusive learning environment.

We believe that our pupils will achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.

We believe that using positive behaviour systems will produce a warmer and stronger sense of security, care and respect for others and the whole school environment.

Our aim is to achieve a peaceful and positive solution to any behavioural problems that may arise.



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We aim to help children develop into people with a clear sense of responsibility and an understanding of their place in the world.

We aim to provide a Christian environment and instil a Christian ethos that enables us to love our neighbour.

'Do for others what you want them to do for you.' Matthew 7:12

3. Principles

The principles of our behaviour policy are to:

- Raise pupils' self esteem
- Promote and develop empathy and respect for self and others
- Develop in pupils' a sense of self discipline and an acceptance of responsibility
- Develop an awareness of and adherence to appropriate behaviour
- Encourage pupils to value the school environment and its routines
- Acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- Ensure that positive behaviour is always recognised
- Ensure regular attendance
- Empower staff to determine and request appropriate behaviour from everyone
- Ensure the rights and responsibilities of all members of the school community
- Ensure effective mechanisms are in place for the monitoring and evaluation of this policy

4. Curriculum

At St Michael's, through our curriculum, we teach pupils the above mentioned principles. PSHE and Citizenship, taught using a variety of methodologies addresses our ethos and expectations directly.

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Through planning, the active involvement of pupils in their own learning and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities.

5. School Systems

Each pupil belongs to one of four house teams. Pupils receive house points for their house for their efforts in completing work related tasks as well as demonstrating positive behaviour as characterised by the school's Golden Rules.

6. Support Systems for Individual Pupil Need

If there is a persistent problem the class teacher and the S.L.T will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. nurture room, positive play, circle of friends, peer buddies/mentors etc)



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7. Physical contact

There may be *very exceptional circumstances* when contact needs to be used to prevent a child hurting themselves or others. Physical contact will only be used when all other de-escalation strategies have failed. Ideally members of staff who have undergone TEAM TEACH training will be responsible for managing behaviour at this level. These are the people who need to be called in all exceptional cases. When physical contact is made it needs to be appropriate to the child's age, stage of development and size. If physical contact is used the incident will be recorded by the acting member of staff and any staff witnesses and the child – if appropriate.

If physical contact is used to prevent a child hurting themselves or others then parents will be informed.

8. Our Golden Rules

(These expectations cover all aspects of school life including lunchtimes)

*Be polite and well mannered, be a good listener, be kind and caring, be tidy and helpful,
share and take turns, try hard and do your best*

Each class works together to draw up its 'code of conduct' at the start of each school year with the Golden Rules at its core. This is signed by all members of the class and displayed, so a clear understanding is shared. They aim to reinforce positive actions and the expectations highlighted above to create a positive and happy learning and social environment.

9. Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Class reward systems (i.e. house points).
- Stickers, Certificates, Credits, Merits, Prizes, Badges
- Special privileges.
- End of week/term/annual rewards.
- Rewards from variety of staff in school
- Notes from Head of School or Senior Leaders
- Letters to parents/carers.
- Peer praise/awards.
- Golden playtime
- Achievement assembly



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The 'Rainbow' is an illustration of a cloud, rainbow and sun that is in both Reception classes. All the children have a name card that is initially attached to the middle of the rainbow. If a child demonstrates good behaviour they move their name up the rainbow and onto the sun, where they receive a certificate and a sticker. However, if the child behaves inappropriately they move their name down the rainbow and lose part of their golden time. If they reach the cloud once in a day the child may miss all of their golden time.

Children in KS1 and KS2 will have the opportunity, each week, to earn their Golden Time. Each class has displayed a chart which is clearly visible and placed at an appropriate height so that children can access it themselves. Each coloured stripe of the chart will equate to minutes of Golden Time. The children will start at the bottom of the chart each week and will earn their Golden Time by displaying positive behaviour in accordance to the school's Golden Rules. Teaching staff will be encouraged to use proximal praise as and when necessary to highlight positive choices in behaviour and actions.

General Reward guidelines that would earn a 'move up' include:

Good social behaviour: Being respectful towards others by; caring, sharing, helping others, playing well, telling the truth, apologising for accidents, dealing with problems sensibly or calmly, saying please and thank you.

Good class behaviour: following routines, tidying away well, listening to and following instructions, moving around school appropriately, helping others and making helpful choices.

Good learning behaviour: listening, enthusiasm, participation, working cooperatively, asking questions, starting a task promptly, on-task behaviour, persevering with problems, and achievement/completion of a task.

The children take ownership of their success by moving their own name up each stripe. Teaching staff should praise children by always using the language " Well done. You have earned a move up because...../ I'm proud of you because..." Through this technique all children are exposed to positive behaviours/choices that are rewarded.

All teaching staff need to be mindful regarding where the chart is located within their rooms. It needs to be clearly seen and accessible.

10. Whole School Sanctions and Consequences

If a child disrupts teaching and learning the teacher/teaching assistant will use appropriate strategies (including use of class/year group sanctions) to stop the behaviour e.g a look, moving the child, an informal warning, time out, marble in the jar, behaviour chart.

However, if the classrooms strategies/sanctions do not seem to be having an effect, the teacher/teaching assistant may decide to use the whole school sanctions and consequences system.

It is unusual for children in the infants to be given a break time detention as infant classroom strategies/sanctions should be sufficient.



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Verbal Warning (whole school sanction)

If the teacher/teaching assistant decides to use the whole school system the adult will say, "I am giving you a verbal warning". The child has an opportunity to change their behaviour. The class teacher may at this point decide to ask the child to move (within the classroom) or use a T.A to de-escalate the behaviour. The child's initials will be written on the board and VW written so that it is not forgotten. A verbal warning can be removed at any time. All verbal warnings are removed at the end of each lesson. Each lesson is a fresh start. However, if a member of staff feels that a child is causing constant low level disruption resulting in several verbal warnings each day, the warnings will be tracked.

Reasons for a verbal warning

- calling out after being warned once already
- not following simple instructions (including in the dinner hall)
- answering an adult back
- inappropriate comments/ noises
- damage to school equipment
- refusing to cooperate/complete enough work
- behaving in an inappropriate way anywhere inside the school building
- refusal to answer a question when asked
- persisting in irritating other children
- being unkind to other children
- preventing other children from learning
- unacceptable playground behaviour

Verbal Warning Plus (orange card) (whole school sanction)

If a child's behaviour is continuing after a verbal warning has been given and other classroom sanctions are not having an effect the teacher/teaching assistant may give an orange card which means the child will be removed from the classroom for a minimum of 10 minutes. The maximum time a child may be removed for an orange card is one hour. The child needs to be accompanied by an adult with work to complete to a middle leader or senior leader. This sanction may also be appropriate for staff covering P.P.A or lunchtime supervisors. The sanction must be recorded on a clipboard in the junior staffroom including how long the child was removed. Five orange cards within a term will result in a formal yellow card detention.

Break time detention – (yellow card)

Reasons for a detention

- physical aggression towards another child/adult (could be deemed as a red card by HoS/AHT)
- self-exiting the classroom (self-exiting the school site is a red card)
- bullying
- graffiti
- swearing/offensive language



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- sexualised behaviour
- major damage to school property
- 5 orange cards
- Failure to bring correct P.E kit (following 4 warning letters)

Break time detentions will take place each morning in the rainbow room or in the leadership room and be supervised by the Head of School or another member of Senior Leadership Team in their absence. For more serious breaches of the behaviour policy detentions will also be served at lunchtime.

Staff may give a detention without verbal warning for behaviour that is judged more serious. The member of staff who has given the detention must inform parents when a detention has been given. A detention list will be hung in the junior staff room where names can be added and ticked off when the detention is completed. Detention time will be spent copying information from a book or completing an actions and consequences sheet. Letters will be sent home when a child has had 5 detentions (within an academic year). This is the equivalent of a red card and will be recorded in the red card book (kept in the Head of School's office).

The school will do its best to reward and encourage children who find playtimes challenging. However, it reserves the right to exclude children from parts or all of play/lunchtime if they are deemed to put other children's health and safety at risk.

Sanctions – (Red Card)

This sanction can only be given by the Head of School or a member of the SLT in the absence of the Head.

A red card can be issued immediately for a serious breach of the behaviour policy e.g putting other children/adults at risk from their behaviour, complete non-compliance, self-exiting school grounds, putting themselves at risk from their behaviour, extreme physical aggression towards other children or adults, bullying behaviour, five yellow cards.

The child's name will need to be recorded in the red card book in the Head's office. A letter will then be sent home by post explaining what the child has done and the resulting punishment. These may include:

- a lunchtime detention(s) with Head of School or SLT
- loss of morning break (s)
- exclusion from an after school club or team
- exclusion from a visit or from attending a special visitor presentation
- exclusion from a residential trip
- a half-day internal exclusion from their class where they have to go and work in another class
- loss of golden time

The decision on what punishment will be given for a red card will be made by the leadership team and will be based upon the specific incident that has occurred. Red card punishments are incremental.



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If a child has received three red cards, the following will happen:

The parents will be invited to attend a meeting with the Head of School, class teacher and any other relevant parties to agree a short term behaviour plan/contract which will include a home/school diary (15 school days).

The child will be referred to the behaviour base (rainbow room) for an agreed period of time (up to five days of the contract period). The behaviour base will be supervised a rota of teaching assistants who will arrange social skills, counselling work, restorative justice, mediation or any other work that may help support the child to integrate back into the class. If a child is in the behaviour base, they will have no contact with their class, nor will they go out at break or lunchtime with their peers. They will go outside for a break at a different time. The child will undertake all tasks their class are currently working on plus any additional tasks they have refused to do in class (if applicable).

If a child has achieved the targets in the behaviour plan/contract they will be integrated back into class.

If a child's behaviour continues to cause concern the following options will be considered: Special Educational Needs (S.E.N) will be reviewed e.g school action, multi-agency working, managed move to another school, parenting contracts/orders, Educational Welfare Officer (E.W.O), involvement of PCSO's (Police Community Support Officers). Following an exclusion, a behaviour Management Plan will be either created or amended with the class teacher, Inclusion team member and an SLT member of staff.

Fixed term exclusion will be used where the school's behaviour policy is severely breached, where there is persistent disruptive behaviour and lesser sanctions are considered inappropriate. Fixed term exclusion may be used if the child is putting other children or adults at risk of harm by their behaviour or if they have caused damage to school property. Authorisation will be sought from the CEO for an exclusion. The number of days for a fixed term exclusion will be depend on the specific incident.

The Head of School or a member of the SLT in the absence of the Head of School will:

- inform parents/carers of the reasons for exclusion
- inform parents/carers of the length of exclusion
- explain the reintegration process back into school to parents
- complete local authority exclusion forms
- inform the Chair of Governors

If 3 fixed term exclusions have occurred within the academic year a P.S.P (Pastoral Support Plan) will be established. This plan will be put together at a meeting chaired by a representative from the local authority. If the Executive Head Teacher/Hub Leader, Head of School and Governors are not satisfied that progress has been made at the end of the P.S.P period permanent exclusion may be considered.

Permanent exclusion is always a last resort. A decision to permanently exclude will only be taken if there is a serious breach of the behaviour policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.



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In summary

Behaviour is identified



Verbal warning



Verbal warning plus – orange card



Detention – yellow card



Sanctions – red card



Behaviour contract



Multi-agency working



Fixed term exclusion (s)



P.S.P (with support of local authority)



Permanent exclusion



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Other school policies that support this policy:

Children in Care
Complaints
Home/school agreement
P.E policy (with regard to kit)
Child Protection policy
Use of physical restraint
SEN information report and school offer
Anti-bullying policy
Peer on Peer Abuse Policy
Code of conduct for parents
Single equality scheme
Policy for intimate care
Exclusion Policy

Our schools recognise that radicalisation is a safeguarding issue and has clear procedures in place to assess the risk of, and protect, our students from being drawn into radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

Reviewed: Autumn 2021

Next Review: Autumn 2022