



Whole School Behaviour Policy 2024-25

Approved by:	Governing Body	
Last Reviewed:	27/09/2024	
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Whole School Behaviour Policy 2023-24

"Living and Learning Together"

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 of others
- Responsibility for own actions
- Honesty
- Co-operation

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 children discover and maintain a love of learning.

Introduction

Good behaviour at St Michael's is central to a good education. We manage behaviour so we can provide a calm, safe and supportive environment which the children want to attend and where they can learn and thrive. 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.

Aims

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

We believe that our pupils achieve through appropriate expectations of praise, reward and celebration with 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.

We aim to achieve a peaceful and positive solution to any behaviour problems that may arise.

We aim to positively reinforce a clear sense of responsibility and understanding of children's place in the wider world through a Christian ethos, which is instilled to enable all to love thy neighbour.

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

Purpose

- 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
- Encourage pupils to value the school environment and routines
- Acknowledge that maintaining good behaviour is a shared responsibility
- Ensure positive behaviour is always recognised
- Ensure regular attendance
- Empower all staff to determine and request appropriate behaviour from everyone
- Ensure the rights of all members of the school community
- Ensure effective monitoring and evaluation processes are in place

The Curriculum

Positive behaviour reflects St Michael’s school values, readiness to learn and respect for others. Through our curriculum we teach pupils the school principles. PSHE and Citizenship is taught through a variety of methodologies addressing the ethos and expectations directly. Whole school worship is values focused and give children the opportunity to develop individually and as a whole school community. This is celebrated and children are praised throughout the school for their demonstration of a positive attitude to learning in and out of the classroom.

All lessons have clear objectives which are differentiated and can be clearly understood by a range of different abilities. The curriculum is well planned to give opportunity for clear feedback, so the children are actively involved in their own learning.

Leadership and Management

The school leadership team will routinely engage with all pupils, staff and parents, creating a whole school culture where everyone feels safe and supported. The leadership ensure behaviour expectations are understood and maintained. School leaders make sure all new staff have a clear induction to ensure they understand rules and routines and how best to support pupils to participate in creating the culture of the school. Appropriate training is in place for all staff so they can meet their duties and functions within the behaviour policy.

The leadership team will ensure staff have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour. St Michael’s will have ongoing engagement with experts, such as Educational Psychologists and other support services such as counsellors and mental health support teams. This will ensure appropriate and effective school approaches within the behaviour policy.

The role of teachers and staff

St Michael’s staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable behaviour. Staff uphold the whole school

approach to behaviour by teaching and modelling expected behaviour and positive relationships as defined by the school behaviour policy. Pupils will see good habits and feel confident for asking for help when needed.

Staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and through every interaction with pupils. All staff will uphold the school culture by considering their conduct in school and within the wider community.

Positive strategies will be prioritised. Behaviour to meet the school rules needs to be taught and not assumed.

Level 1: De-escalation/ Classroom Management Strategies

Level 2: Reminder Given

Level 3: Formal Warning

Level 4: Reflection Time out: An orange card will be issued along with reflection time when a child continues to disrupt teaching and learning when appropriate classroom management strategies are not effective. The time of this will vary depending on level of behaviour displayed. Teachers may use a break time reflection when needed and it is up to the discretion of the teacher whether parents are informed at this stage.

If behaviour does not improve, a break time reflection will be put in place and parents/carers informed.

Level 4a: A yellow card will be issued along with a breaktime reflection that will be served with a member of the Senior Leadership Team. For more serious breaches of the behaviour policy a lunchtime reflection will be served. Reasons can include, but are not limited to, physical aggression, graffiti, self-exiting a classroom, swearing, damage to property or 5 orange cards. When a yellow card is issued, parents will be notified. Letters will be sent home to parents of children who have had 5 yellow cards within an academic term.

Level 5 Fast Track Behaviours: Putting others at serious risk, complete non-compliance, extreme physical aggression, 5 x level 4, exiting the school grounds. Physical aggression, bullying, self-exiting, swearing, damage to property, graffiti. For extreme breaches of the behaviour policy, a red card will be issued and a meeting with parents/carers and Head teacher to agree a behaviour plan. This can only be issued by the HoS or DHoS.

If behaviour continues to cause concern the following will be considered: Inclusion team, Multi Agency Referral, PCSO's, and Parenting Contracts.

Following interventions not impacting behaviour or when a serious breach of the behaviour policy has taken place, a fixed term suspension will be issued.

Staff induction, development and support

All new staff will undergo an induction process to include Safeguarding, Code of Conduct, Health and Safety, Fire Safety and Behaviour Policy, E-safety, Prevent, GDPR, Equality and

Diversity, Manual Handling and Information Security training. Staff training is reviewed regularly at training days and during staff appraisals.

Support structure

Class Teacher- Year Group Team - Senior Teacher - Head Teacher

Midday Assistants - Class Teacher - Head Teacher.

School reward systems are used at lunchtime by midday assistants and shared with class teachers in the form of “Well done” certificates, stickers and postcards home.

The role of parents and carers

The role of parents and carers is crucial in helping the school develop and maintain good behaviour. Parents and carers are encouraged to get to know the behaviour policy, and where possible, take part in the life of the school and its culture. Parents and carers are encouraged to reinforce the behaviour policy at home as appropriate.

Where a parent or carer has a concern about the management of behaviour, they should raise it directly with the school while continuing to work in partnership with them.

- 1) Parent/ Carer Behaviour Concern: Speak to Class Teacher
- 2) Parent/Carer Concern from outside of school: Parent Support Advisor Mr Squires
- 3) Parent/Carer Concern about bullying or safeguarding: Head teacher or senior leader

Class teachers will be available to raise any additional concerns with our parent support advisor Tony Squires who can be contacted via the school office.

St Michael’s will reinforce the whole school approach to behaviour by maintaining positive relationships with parents and carers. We will do this by keeping parents and carers updated about their child’s behaviour and encourage parents/carers to celebrate their successes. Where appropriate, parents and carers will be included in pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

The role of pupils

Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and consequence processes. All pupils have a duty to uphold the school rules and contribute to the school culture. Pupils will provide regular feedback to school leaders on the school’s behaviour culture. This feedback will support the evaluation, improvement and implementation of the behaviour policy.

Provision will be made for new pupils to ensure they understand the school’s behaviour policy and wider culture. Where necessary, pupils will be provided with additional support and induction.

School Systems and Social Norms

All staff and pupils will understand the behaviour policy. Each class will have a rewards system which contributes to the whole school focus. The behaviour foci are based on the school values,

but also includes rules and routines. 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.

Pupil Transition

Transition programmes are in place so the children can settle into their new classes. Activities include shared play times, visiting classrooms, teacher visits and assemblies.

Secondary schools have an excellent transition programme where teachers visit Y6 children and arrange open days.

For children that need additional support, additional visits are put in place and supported through social stories and pastoral interventions.

Pupil Support

Pupils are supported by key adults in the inclusion team, behaviour team, class teachers and support staff. If there is a persistent problem the class teacher and the SLT 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).

Behaviour expectations and pupils with special educational needs and/or disability (SEND)

Values and Rights at St Michael's School and the School Behaviour Policy are designed to ensure that all children will have the right to learn and teachers will have the right to teach and that the work of all members of the school community is respected equally. There may however be times when a child has a differentiated behaviour policy to meet their individual special need.

Behaviour modification may become a Special Educational Need. Help may be sought from outside agencies. These may include: The Educational Welfare Officer, The Educational Psychologist, Learning Support Service, Social Care, Clear, and Dreadnought. It may also be necessary with parental/carer consent to initiate a CAF (Common Assessment Framework) for a multi-agency approach. This involves holding regular multi-agency meetings.

Child on Child Abuse

Bullying behaviour is repetitive and over time. It may include:

- Name calling
- Physical violence
- Threats
- Isolating individuals.

The school should at all times show disapproval of such behaviour and protect children from it through the sanction's hierarchy. However, it is important to recognise that many children engage in these activities at some time as they experiment with relationships. Often problems are short lived and falling out with friends does not become an issue – this is not the same as bullying (See **Anti-Bullying Policy**). St Michael's School implements its Behaviour Policy to create a culture in which bullying cannot thrive. Building self-esteem in children is the single most powerful strategy in ensuring that children respect themselves and each other. This is done through:

- Implementation of Values and Rights
- Class teacher relationships with pupils including role modelling
- The reward system
- Being a Leader of Your Own Learning
- Teamwork and group work
- The duty of care which ensures supervision wherever possible
- Playground organisation including observation of isolated children and perimeter areas
- Playground Buddies
- Kindness Ambassadors

Incidents of bullying may be reported by children, members of staff, parents. The initial contact is with the class teacher of the child affected. Usually intervention is successful, especially if children are involved to support each other. However, if class teacher actions do not stop the situation the Head teacher will be involved. The head teacher will log information and the action, see all children involved, contact parents and take all steps open to them to stop the bullying behaviour continuing to protect the children and the school. (See **Anti Bullying Policy** for full procedure)

Monitoring and review

The behaviour policy is monitored by the Head teacher by examining the behaviour log - recorded on My Concern, discussions with the midday supervisors, nominations for 'well done' certificates, through regular contact with class teachers, child focus at staff meetings, documentation of the Behaviour Support Plans and by the observation of and discussion about the everyday life of St Michael's School. Governors also monitor behaviour during their visits. The behaviour policy will be reviewed every year.

Links to:

- Anti-bullying Policy
- SEN/D Policy
- Child on Child Abuse Policy
- Online Safety Policy

- Child Protection Policy (KCSIE 2024 Updates)
- Code of Conduct
- Children in Care
- Home/School Agreement
- Policy for Intimate Care
- Suspension and Exclusion Policy
- SEN/D Information Report and School Offer
- Positive Handling Policy

Appendix: Behaviour Flow Chart

