



BEHAVIOUR POLICY

Author/Person Responsible	<i>Kirsty Robson</i>
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Chair of Governor's Signature	<i>Jonathan Haddrell</i>



St Michael's Church of England Primary School

Learn ~ Care ~ Enjoy

Behaviour Policy Guidelines

This school aims to be a learning community in which all:

- Achieve their full potential
- Are motivated to work independently and collaboratively
- Take initiative and responsibility
- Show respect and consideration for others and their environment

Introduction

The school's Behaviour Policy Statement has been drawn up and approved by the academy council. The following, more detailed, guidelines aim to ensure that there are high standards of behaviour, widely agreed and consistently applied.

Good behaviour is developed by high expectations from all adults working in school and fellow pupils, developing a child's moral compass and social skills, assisting good learning, facilitating good teaching. Good behaviour is part of the ethos of the school to help contribute to the future adult as a citizen in society.

Good behaviour is seen by the school as a positive experience for children and all discipline should be conducted to improve behaviour as part of the education of the child. There are no bad children only bad behaviour. We believe that the vast majority of children can behave. If they don't behave it is because they don't know how to or because they have chosen not to.

We use our motto Learn-Care-Enjoy as a basis for all behaviour in school as this summarises our mission and embodies our school ethos. The motto can be used to help teach children good behaviour and also as a critique for bad or inappropriate behaviour. The motto is easy to learn and consistent throughout the school community.

The Christian ethos of the school means we have the capacity to forgive and start afresh. New chances must be given to children who break rules to allow them to change for the better. Mutual respect must be at the heart of interactions between adults and children to promote good role models and allow progress. A child misbehaving does not mean they will grow up to be bad adults.

All adults in school have a shared responsibility in promoting good behaviour, discipline and citizenship. The standards and expectations of these are informed by the school vision.

It is important that the teachers see behaviour and discipline as part of a child's education and it is the adults' responsibility to teach and help children learn and understand a moral code conducive to living in a community or society.

School Rules

- ***Be ready to learn***
- ***Look after the school***
- ***Be kind, caring & safe***

Rewards

1. Children respond to positive recognition and so we will try to celebrate their positive achievements rather than dwell on rules being broken.
2. We will praise individuals, groups (eg table groups) and the whole class, ensuring that the praise is personal, specific and genuine.
3. Special provision will be made for individuals or groups who are setting a high standard of behaviour.
4. Behaviour awards will be given to children - certificates, stickers, etc. Dojo points are given for good behaviour.
5. Year 1-4 class have a reward system linked to Class Dojo, whereby individual rewards will contribute towards a whole class reward. In this way all children can contribute to helping others and a reward system is accumulative, cooperative and collegiate.
6. Children can be praised publicly at Praise Service on Fridays. Children's achievements in school will be rewarded with a certificate and hot chocolate.
7. Children sent to the Head Teachers for good work, effort or behaviour will have a "special sticker" as recognition and a reward.
8. We start from the assumption that, during the week, all children have behaved in a way that deserves praise.

What happens if rules are broken?

Whole school

Children will be made aware of the consequences if they choose to break a rule. They should be clearly understood and fairly administered.

Much of the day-to-day interaction between teacher and pupil will be of an informal nature or a quiet private word. For most children this will be sufficient. However, if a rule is broken again, there will be a verbal warning. If there should be a further breach of the rules, then

time will be taken from Break time and an adult will reiterate appropriate behaviour following the consequence.

Yellow – Red

All children start positively. No matter what stage children on all will reset at given times in the school day eg after breaks, lunchtime etc. If behaviour modified at yellow level children can move back to green without sanction - however if a child is in red section a sanction must be carried out to reinforce acceptable behaviour. Only yellow and red cards will be displayed in the classroom as all children begin the day positively.

So,

1. Verbal warning
2. Move to Yellow - time to think and modify behaviour using the language of choice. If behaviour is modified this is reset..
3. Move to Red (Loss of part of playtime with reflection time) – clear reasons given why this has happened and what is desirable behaviour.
4. If this is repeated, parents and carers will be informed and further action taken

Children will be made aware of the consequences if they choose to break a rule and will be given a verbal warning. As a result of the warning, the child will be told they are on an Yellow warning. If the child continues to break the rules after the Yellow warning, they are moved to a Red warning and they will lose a part of their break time through a restorative conversation and time to reflect.

Children carry out their sanction at break time and they are supervised by a member of staff. The names of children on a Yellow or Red warning are cleared at the end of each session to ensure that children are given the chance of a fresh start to exhibit improved behaviour.

Sanctions

The school makes use of a variety of sanctions to enforce the school rules. They should be applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and the situation. They will include:

- Informal and verbal warnings
- Removal from their place to nearer the teacher, or to sit on their own
- Restorative conversation with an adult
- Reflection time using dual coded reflection book
- Loss of playtime
- They may be asked to repeat work if it is below their expected standard
- The withdrawal of break or lunch-time privileges

- Behaviour sheet or home / school book- monitored and discussed appropriately with parents or carers
- Short period of time in other class
- For more serious and repeated low level disruption longer periods of time working in other class to complete work and remove child from negative situation in the class may be appropriate
- Use of break/ lunchtimes to complete work
- School based community services or imposition of task eg cleaning mess caused by bad behaviour, help clearing lunch hall.

Consequences that are humiliating or degrading will not be used.

Also consequences that withdraw children from their educational entitlement are not to be used unless the behaviour infringement breaks specific rules for that curriculum area eg missing swimming for poor or dangerous behaviour whilst attending swimming or not attending field trips due to poor, dangerous or erratic behaviour with a possibility of causing concern for safety.

Serious Incidents

1. At all times there will be a "Serious Incident" clause which allows all the previous steps to be bypassed. This will involve the Head Teacher and parents and carers.
2. St Michael's does not tolerate bullying of any kind. If we become aware of any bullying, we will respond immediately to stop it. Where bullying is alleged or suspected, we will act immediately to try to ascertain the facts, and then we will respond accordingly. (please refer to the Anti-bullying Policy)
3. Mosaic Partnership Trust has a clearly defined Exclusion Procedure, which we endorse and will enact in serious cases.
4. Teachers at St Michael's will intervene to prevent injury to a child or adult, or if a child is in danger of hurting him/herself in accordance with the Physical Interventions Policy.
5. Persistent poor behaviour will be addressed through a pastoral support plan and adhered to by all staff.
6. If behaviour is deemed dangerous and the safety of the pupil or others cannot be guaranteed, withholding participation in any school trips or sports events may be necessary.

Sanctions for serious incidents

Sanctions for serious incidents will largely depend on the nature of the infringement but could include

1. Working with Headteacher

2. Calling in additional services to assist in modifying behaviour
3. Suspension
4. Permanent exclusion

Low level disruption

This is by far the most difficult form of bad behaviour to deal with in the class and usually perpetrated by one or small group of children in direct challenge to the authority of the teacher. This behaviour can have very negative effects on the quality of learning and teaching in the class to the detriment of all the class. Therefore it will be taken seriously and needs to be addressed.

An action plan to manage behaviour of these children will be necessary and agreed procedures/protocols for rewards and actions needs to be agreed. Children who persist in low level disruption will need sanctions and rewards that ultimately will modify their behaviour. A balanced focus must be kept on negative sanctions and positive rewards as to break the cycle of poor behaviour will take time especially if a child has an entrenched pattern of behaviour for a long time. Parents and carers are key to the success of this in preventing more serious sanctions in the future , therefore they will need to be informed and will be part of the monitoring and modification of behaviour.

Mobile Phones & Smart Devices

In line with the Department for Education's strengthened guidance, our school operates a **mobile-phone-free environment for all pupils throughout the entire school day.**

Mobile phones and smart devices must **not** be used, carried, or accessed by pupils while on site. If a mobile phone or smart device is brought to school, it **must be handed in at the school office on arrival** and will be stored securely until **collected from the office at the end of the school day**. This approach supports a calm, focused learning environment and removes distractions in line with national expectations that pupils should not have access to mobile phones or smart devices during lessons, breaks, lunchtime, or between lessons.

Behaviour outside school

Bad behaviour outside school, including the use of digital technology, (see Esafety policy), may be disciplined if:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- it has repercussions for the running the school
- it poses a threat to another pupil or member of the public
- it affects the reputation of the school.

Firstly if poor behaviour occurs outside school, parents/ carers will need to be informed as they will be part of the disciplining of their child.

Malicious accusations

Children making malicious false accusations against school staff and volunteers will be viewed as a serious breach of discipline and therefore sanctions used will be the same as 'For serious incidents,' depending on the nature of the accusations.

Confiscation of inappropriate items

Staff members have the power

“to confiscate, retain or dispose of pupils property as a punishment so long as it is reasonable in the circumstances. The law protect teachers from liability for the damage to, loss of any confiscated items provided they have acted lawfully.” (Behaviour and discipline in schools 2014).

Teachers have the power to search without consent for prohibited items including, knives, lighters, matches, stolen items, or other items expressly forbidden by the school.

Damage to property

Any damage to school property resulting from inappropriate behaviour will not be tolerated and the cost of replacement will be asked for from parents or carers. The school will not take responsibility for recompense for any damage caused by inappropriate behaviour of pupils from the school but the school will inform carers and parents that they may be asked to make good, damage caused by their children due to wilful act or inappropriate behaviour.

SEND (Special Educational Needs and/or Disability) and EBD (Educational Behaviour Difficulties)

Children with behavioural difficulties must have clear procedures / protocols specifically designed for their needs supported by this policy. External advice **must** be sought and acted upon at some time in an attempt to prevent an escalation of bad behaviour. It may mean that there are inconsistencies between the school policy and specific procedures/ protocols however what is in the best interest of the child will determine how their behaviour is best managed. Good practice means all adults involved with the child need to be aware of the procedures/ protocols. Parents/ carers must also be involved and procedures/ protocols shared.

Role of the Class Teacher

1. It is the responsibility of all teachers and staff supporting the class teacher to ensure that children behave in a responsible manner at all times e.g walking to swimming, assemblies etc.
2. Class teachers should ensure that school rules are regularly discussed with the children, displayed and enforced.
3. Class teachers must have high expectations of the children, both in standards of work and behaviour.
4. The class teacher should enforce the school rules fairly and consistently, and treat all the children in their care with respect and understanding.
5. The system for dealing with “Rule breaking” should be used fairly and consistently.
6. The class teacher should liaise with parents and carers as soon as practical after an incident has occurred.
7. Whenever necessary, the class teacher liaises with external agencies to support the

child.

Role of other adults

1. All other adults employed in the school or volunteering have a responsibility for translating school policies into practice and they should, therefore, adopt the school's approach to behaviour and discipline.
2. Teaching assistants, following school guidelines and guidance offered by the class teacher, will provide backup to the teacher when dealing with disruptive or potentially disruptive behaviour from a pupil.
3. Lunchbreak Supervisors should also adopt the school guidelines - praise and use of informal warnings before verbal warnings become necessary.
4. Behaviour and discipline should be part of the spiritual, moral and social education in school – aspects of this can be found throughout the curriculum especially the PSHE curriculum.

Role of the Head Teacher

1. Under the School Standards and Framework Act 1998, the head teacher is responsible for taking measures to secure good behaviour in line with the written statement of general principles prepared by the governing body – the Behaviour ~ Policy Statement.
2. The head teacher has the duty to ensure that the School Behaviour Policy is applied fairly and consistently throughout the school.
3. The head teacher is responsible for the health, safety and welfare of all children and staff in the school.
4. The head teacher will support staff in the implementation of the policy.
5. In the case of serious incidents, the head teacher has the right to exclude pupils, and the Mosaic Suspension and Exclusion Policy will be followed.

Role of Academy Council

1. The Academy Council has the responsibility of drawing up and keeping under review the school's Behaviour Policy Statement.
2. The Academy Council has a role in reviewing, as the need arises, the head teacher's exclusion decisions.
3. The Academy Council must establish a Discipline Committee to consider the exclusion of a pupil.

Role of Parents and carers

1. At St Michael's we wish to have a supportive and positive partnership with parents and carers, so that children receive consistent messages about behaviour at school and at home.

2. Therefore parents and carers need to co-operate with school, as set down in the home-school agreement to improve behaviour.
3. We hope that, when the school has punished a child using reasonable sanctions, parents and carers would support the actions of the school. However, if parents and carers have a concern about the way that their child has been treated, they should initially contact the class teacher and discuss the matter. If they remain concerned they should then contact the Head Teacher. If the concern remains they should contact the Chair of the Academy Council.

Monitoring

1. The head teacher will monitor the effectiveness of this policy on an ongoing basis and will make recommendations to the Academy Council whenever it is considered appropriate; at least annually.
2. The headteacher will monitor behaviour on a weekly basis and complete a termly analysis report which is sent to the Central Team.
3. The class teacher records persistent and significant incidents on Arbor.
4. The head teacher will record incidents where a child is sent to him/her on account of significant bad behaviour on Arbor.
5. Serious incidents, children who are receiving support from outside agencies, and children who are a cause for concern or protocols will need more detailed, regular and specific monitoring.
6. Records of all exclusions are kept and reported to the Director of Education and Inclusion Lead at Mosaic Partnership Trust.