

## Behaviour Policy

*Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.*

***Valuing All God's Children, 2017***

### Aims

At St Michael's CE(VA) First School our aim is that every member of our school community feels valued and respected, and that each person is treated fairly and with respect. We are a caring and inclusive church school, whose values are built on Christian belief, mutual trust and respect for all.

Our core Christian values are:

- Kindness
- Service
- Joyfulness
- Perseverance
- Courage
- Respect

These values are at the centre of our school behaviour policy which aims to support the whole school in living and working together harmoniously in a Christian environment.

Expectations for Children are:

- To work to the best of their abilities and allow others to do the same
- To demonstrate a thirst for learning and **perseverance** in the face of challenges
- To treat others with **respect** and **kindness** showing tolerance
- To follow the instructions given by school staff and understand the need for the rule of law
- To have the **courage** to do the right thing and not the easy thing
- To take care of property and the environment in and out of school (**Service**)
- To cooperate with other children and adults (**Service**)
- To show forgiveness
- To celebrate their own achievements and be **joyful** in the success of others

Expectations for school staff, parents and carers:

- Act as role models for pupils maintaining the very highest standards
- Maintain a calm and purposeful learning climate

- Show respect and build positive relationships with pupils, families and the school community
- Promote personal responsibility and self- management, encourage and support pupils to be assertive but to disagree well
- Be consistent with expectations around behaviour and conduct
- Investigate all incidents fully giving all parties equal opportunity to have their say
- Be fair
- Apply a positive approach to behaviour management
- Intervene in a timely way
- Acknowledge and praise pupils when they have tried their best
- Proactively diffuse situations and give children an option of "time out" within the classroom instead of accruing sanctions quickly in a confrontational situation.
- Remember that all behaviour is a reaction to an emotion and help the child find strategies to modify their behaviour and take pre-emptive action when necessary.
- Challenge stereotypes.

### **Rewards**

A significant part of promoting the right learning culture to pupils are the incentives used to reward positive conduct. All children, whatever their ability or background have an equal opportunity to be rewarded for their efforts. Rewards are categorised as follows:

#### **House tokens**

House tokens of the relevant colour are awarded when pupils demonstrate their commitment to learning either through their work in lessons or their extra-curricular pursuits. Tokens are combined in a whole school display and also monitored for each pupil. A bronze, silver and gold award will be given to pupils who collect 50, 100 and 150 house tokens respectively. At the end of each half term tokens are counted and the totals are revealed in celebration worship. Annual House winners are determined by the cumulative yearly total.

#### **Head Teacher's Awards**

Each Friday the Head teacher gives out "Head teacher Awards" in the form of a sticker and a certificate to children nominated by their class teacher. Again, this could be for good work, behaviour, attitude, or improvement. It is an opportunity to rejoice in the achievements of individual pupils.

#### **Value Cards**

All children in school have a value card which is individual to them. In it, they collect stickers linked to the school's Christian values. This card not only acts as a record of their achievements but allows them to explore which value they demonstrate most frequently. At the end of each half term, children can choose whether to trade their current collection of stickers for a prize or whether to continue accruing their stickers for a larger reward. It introduces the idea of perseverance and challenges children to be patient and work hard for a long-term goal.

**"Good to be green, better to be gold"**

An integral part of the school's behaviour system is the traffic light tool found in each classroom. Pupils start each session (am and pm) on Green reflecting our commitment to forgiveness and a clean slate. For behaviour which goes above and beyond the school expectations, children progress to Gold.

**Sanctions**

We strive to equip pupils with the skills and strategies which will enable them to make good choices throughout the school day. If, however, choices and or conduct fall below the expected standards the school's agreed policy for sanctions will be followed. This is a consistent approach applied fairly across the school.

	EYFS (Nursery and Reception)	KS1 (Year 1 and 2)	KS2 (Year 3 and 4)
<b>Stage 1 (Yellow)</b> <ul style="list-style-type: none"> <li>Low level disruption</li> <li>Incorrect choice</li> <li>Failing to demonstrate Christian values</li> </ul>	Warning	Warning	Warning
<b>Stage 2 (Amber)</b> Repeat of or second stage 1 offence within a session	2 <sup>nd</sup> Warning	2 <sup>nd</sup> warning	2 <sup>nd</sup> warning.
<b>Stage 3 (Red)</b> Third stage 2 offence within session	Time Out - 3 minutes in neighbouring class  Reflection discussion to be completed at the next break. Parents informed	Time Out - 5 minutes in neighbouring class  Reflection discussion to be completed at the next break. Parents informed	Time Out - 5 minutes in neighbouring class  Reflection discussion to be completed at the next break. Parents informed
<b>Stage 4 (Purple)</b> Aggressive or verbally abusive or repeated low level disruption.	Sent to Headteacher  Parents informed by head teacher or class teacher depending on severity of action.	Sent to Headteacher  Parents informed by head teacher or class teacher depending on severity of action.	Sent to Headteacher  Parents informed by head teacher or class teacher depending on severity of action.

	Sanctions to be considered on a case by case basis.	Sanctions to be considered on a case by case basis.	Sanctions to be considered on a case by case basis.
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These stages will be displayed in all classrooms in an interactive way where the children's names can be moved. Class teachers will make a record of all pupils who reached amber or above during each session. This information will then be scrutinized by the school's pastoral team who will identify any pupils who are demonstrating persistent low level disruption with a view to contacting parents.

### **Serious Incidents**

We consider the following to be serious breaches of the policy and they will therefore be subject to more serious sanctions. The behaviours must be dealt with by a member of SLT. All serious incidents must be passed to the office to be recorded on SIMs. Parents will always be contacted about these incidents.

Example incidents/behaviours include but are not limited to:

- Racism
- Homophobic, biphobic and transphobic language/attitudes
- Inappropriate Sexual language/behaviour

The incidents above are all logged. In some cases, school may need to contact other agencies (e.g. social care, police)

- Bullying (See Anti-Bullying Policy)
- Stealing
- Aggressive/violence fighting
- Spitting and biting, taking into account the age of the child
- Throwing of objects where safety is compromised
- Leaving the school site without permission
- Ongoing or repeated defiance towards a member of staff
- Violent behaviour, including hitting out at adults
- Swearing/offensive language towards adults
- Bringing a weapon into school
- Using a dangerous weapon against another person (e.g. scissors, knife)
- Bringing other prohibited items into school (e.g. lighters, fireworks, bangers)
- Serious vandalism

Depending on the severity of each incident, the school's [exclusion policy](#) may be used to determine whether or not an exclusion is appropriate.

**Discipline beyond the school gate**

The school's aim is to instil its core Christian values as the t-shirt that the child never takes off. Therefore, where appropriate, the school will impose a sanction in any case where misbehaviour and or bullying occurs outside the school gate, including when the child is:

- taking part in any activity or visit organized by school
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school.

**Online Safety**

The school monitors the children's activity and use of the internet whilst in school. Children agree to the [Acceptable Use Policy](#) and are expected to adhere to the policy. In cases whereby children do not abide by the Acceptable Use Policy their activity will be logged. Children will be spoken to about any violations and parents will be informed. Depending on the severity of the breach, internet access may be limited or given with supervision only.

**Staff Development and Support**

As part of the school induction process new staff will be signposted to the Behaviour Policy. Early Career Teachers or teachers showing a need for development of behaviour management skills will be supported through CPD.

**Physical Restraint**

There may be occasions where the behaviour of an individual means that staff need to intervene physically in order to control or restrain pupils. In accordance with DfE guidance, 'Use of Reasonable Force and Other Restrictive Interventions in Schools' July 2025, all school staff have legal power to use reasonable force in certain circumstances.

All staff must use their professional judgement when considering a physical intervention and this should only be applied as a last resort. Circumstances where intervention might be deemed appropriate include:

- To prevent pupils from hurting themselves or others
- To prevent pupils from damaging property
- To prevent pupils from causing disorder

All staff receive awareness training and individual training is provided for staff in specific roles within school.

Physical intervention will never be used as a punishment. Where physical intervention has been necessary, the 'Record of physical intervention' form will be completed and parents will be notified.

**Linked policies:**

- Safeguarding inc child protection
- Child on Child Abuse Policy
- Preventing radicalisation and extremism
- Exclusions
- Anti-bullying policies
- Acceptable use
- Online safety policy

**Date Re-adopted: September 2025**

**Review Date: September 2028**

**Signed: \_\_\_\_\_ (Chair of Governors)**

**Version control:**

<b>Review Date</b>	<b>Reviewed by</b>	<b>Changes Made (please specify section/ paragraph/line)</b>
21.6.22	Teaching staff	Removed reference to praise postcards Removed reference to written reflection document E-Safety removed and replaced with Online safety
18.6.25	SLT	No changes made
27.8.25	AHT	Replaced peer on peer policy with Child-on-Child abuse Policy Updated with new DFE guidance on use of reasonable force

**Notification of use of Reasonable Force or Restrictive Intervention**

<b>Child/Year group:</b>	<b>Date:</b>	
<b>Location:</b>	<b>Start time:</b>	<b>End time:</b>
<b>Why was RF or RI was deemed necessary:</b>		
<b>Strategies used to de-escalate:</b>		
<b>Staff using RF or RI:</b>	<b>Other staff:</b>	
<b>What happened: who did what</b>		
<b>Details of resolution:</b>		
<b>Support given to child following incident:</b>	<b>Details of any injury:</b>	
<b>Signed: Staff Member:</b>	<b>Signed headteacher:</b>	

**Parent/Carer informed by/on:**

**Views of the pupil following intervention:** Views gathered by? What did the child feel caused the incident? How could they have done things differently? How could the adults have done things differently?

**Staff de-brief:**

Reflective notes on the incident, What actions could prevent this in future? Does the child need an individual RA or other support?

**Signed: Adult**

**Signed: Adult conducting de-brief**

**Headteacher summary and next steps:**

