

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 to learn and work 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 challengedisagree well
- Be consistent with expectations around behaviour and conduct applying school policy as agreed
- Investigate all incidents fully giving all parties equal opportunity to have their say
- Be fair and objective
- 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 "personal reflection time" away from the situation to prevent further escalation.
- 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.
- Be alert to the knowledge that behaviour is often an indicator of a wider issue and take time to investigate and support fully
- To apply this policy with flexibility having regard for the 'Equality Act' for those pupils who have SEND or trauma related needs.
- Challenge stereotypes
- To promote restorative approaches to behaviour management promoting improved outcomes for pupils

Rewards

A significant part of promoting the right learning culture for pupils is 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 are 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 presents "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 can be awarded a Gold star at the end of each day.

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 (Reception)	KS1 (Year 1 and 2)	KS2 (Year 3 and 4)
Initial verbal reminder	Children across the school will be reminded of the school's expectations by way of a verbal reminder. This is intended to allow pupils to modify their behaviour. This verbal reminder would not be appropriate where a pupil has exhibited a serious breach of the school's behaviour policy as detailed on pages 4 & 5.		
Stage 1 (Yellow) - Low level disruption - Incorrect choice - Failing to demonstrate Christian values - Failing to modify behaviour after a verbal reminder	Name moved to yellow and recorded on Arbor Where pupils accrue 10 yellow warnings, a member of SLT will be notified and a letter will be sent to parents.		
Stage 2 (Amber) Repeat of or second stage 1 offence within a session	Named moved to orange should this be Amber and not orange on behaviour chart and logged on Arbor. Where pupils accrue 5 orange (amber) warnings, a member of SLT will be notified and a letter will be sent to parents.		

Stage 3 (Red) Third offence within session Or behaviour which is likely to lead to harm or injury of another pupil or damage to property	Personal reflection period - 5 minutes in neighbouring class Restorative discussion to be completed at the next break. Parents informed, logged on Arbor
Stage 4 (Purple) Continued behaviours following personal reflection. Any behaviour as detailed in the Serious Incident list on pages 4 & 5.	Sent to Headteacher/SLT Parents informed by head teacher or class teacher depending on severity of action. Sanctions to be considered on a case by case basis.

These stages will be displayed in all classrooms in an interactive way where the children's names can be moved. This information will then be logged and analysed through Arbor to identify any trends or changes to patterns of behaviour.

The school's sanctions are intended to be used in a way which promotes the Christian value of forgiveness. As such, each session (am, lunch, pm) will be considered as a fresh start/clean slate so that children feel that they can succeed.

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 will be recorded on Arbor as soon as possible after the incident alongside any further investigation outcomes. Parents will always be contacted about these incidents.

Example incidents/behaviours include but are not limited to:

- Racism
- Misogyny including the use of sexist and degrading language
- Homophobic, biphobic and transphobic language/attitudes
- Inappropriate Sexual language/behaviour - staff will have due regard for the guidance in KCSIE 2026 when dealing with any incidents of harmful sexual behaviour
- Bullying (See Anti-Bullying Policy)
- Stealing

- Aggression/violence fighting
- Spitting and biting, taking into account the age and need 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
- 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)
- vandalism - including causing damage to property
- Cyberbullying or improper use of technology

Depending on the severity of each incident, the school's [exclusion policy](#) may be used to determine whether 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. As such we actively promote parental engagement with our school values and operate a 'value nomination' protocol whereby pupils can be nominated for an award by a family member or someone in the wider community.

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 organised by school
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school.
- Being educated at an alternative setting including via off-site direction or dual registration

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, 'Restrictive interventions, including use of reasonable force, in schools' April 2026, 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 2026

Review Date: September 2029

Signed:  (Chair of Governors)

Version control:

Review Date	Reviewed by	Changes Made (please specify section/ paragraph/line)
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
22.9.26	ZC	Updates to procedure Updates to guidance on reasonable force

Notification of use of Reasonable Force or Restrictive Intervention

Child/Year group:	Date:	
Location:	Start time:	End time:
Why was RF or RI was deemed necessary: - o To prevent a pupil from causing injury to themselves or others. - o To prevent a pupil from committing a criminal offence. - o To prevent a pupil from damaging property. - o To prevent a pupil from causing disorder among pupils at the school, whether during a teaching session or otherwise.		
Strategies used to de-escalate:		
Staff using RF or RI:	Other staff:	
What happened: who did what		
Details of resolution:		
Support given to child following incident:	Details of any injury:	

Signed: Staff Member:	Signed headteacher:
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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:

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