

St Michael's Catholic Primary School

Behaviour Policy



Approved by:	LGC
Last reviewed on:	July 2025
Next review due by:	July 2027

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

“...I have come that you may have life and have it to the full.” John 10:10

Central to this aim is the expectation that the children and adults of St Michael’s Catholic Primary will display the highest standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our main school rule.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child’s self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Outstanding behaviour makes highly effective teaching and learning possible. Our academic and social standards cannot be maintained if they are impeded by inappropriate behaviour. We must have a consistent approach to behaviour throughout the school with parental co-operation and support.

At St Michael’s we have six school values. We aim to live our school values out every day

Resilience

- We believe in a ‘can do’ spirit
- We never give up
- We know when to seek help when needed
-

Excellence

- We try our best in everything that we do
- We take pride in ourselves, our work, our behaviour and our conduct

Respect

- We are honest in our speech and actions
- We value the people and our environment

Community

- We work together with our family, teachers and friends
- We work as a team

Aspiration

- We set high goals for ourselves
- We give our best in the things that we do

Celebration

- We recognise our own achievements and the achievements of others
- We value other people

Our school values are displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis. Members of staff regularly refer to our school values as part of our collective worship and PSHE programme.

We believe the key to having outstanding behaviour is to have high expectations that are applied consistently and fairly throughout the school.

We encourage children to walk quietly around the school and to open the doors to visitors, adults, as well as to each other.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

Rewards and sanctions

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways:

Teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work

- Displaying work throughout the school
- Children may be asked to show their work to another class teacher or to a curriculum coordinator or to the Head Teacher, to celebrate achievements
- Children receive reward postcards/certificates or reward stickers or stars
- At our celebration assembly, members of classes across the school are awarded Head Teacher Award certificates
- Classes have an opportunity to participate in sharing assemblies where they are able to show examples of their best work to their parents
- Giving children opportunities to succeed through responsibility, such as being members of our school council, play leaders, class monitors and other; roles however seemingly small

The school has high expectations of all pupils in order to promote a safe, positive and productive learning environment.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others or the child may have to miss some of their break or lunch time.
- Children may miss some of their break-time.
- We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in CPOMS. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the SEN Coordinator and targets are set as part of an individual SEN Support Plan on the Special Needs Code of Practice.
- At the beginning of the school year, the class teacher works with their new class to create class rules based upon the rules outlined in this policy. Our main school rules are a regular theme in our collective worship programme. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher may discuss these with the whole class during circle time, which is timetabled at least once a week.
- Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our anti-bullying policy outlines our approach.
- To ensure the safety of our children we employ a 'Positive Handling Policy' that enables staff to have the power to use reasonable force when required to prevent a pupil being harmed or causing harm. A copy of the policy is available on the website.

The school employs a number of sanctions to enforce our school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

Recognising the impact of SEND on behaviour

At St Michael's we recognise that pupil's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehavior arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehavior will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehavior will be made on a case- by -case basis.

When dealing with misbehavior from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and families act 2014).
- If a pupil has an Education Health and Care Plan (EHCP), the provisions set out in the plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehavior, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and will be outlined on the pupil's individual SEN Support Plan. These preventative approaches may include the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow full participation and engagement.
- Use of nurture rooms/calm corners where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes,' it may be unlawful for us to sanction the pupil for the behaviour.

We will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Break times

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Dedicated staff, along with all staff in their lunchtime role, are responsible for developing and playing games with the children in order to promote a playful atmosphere for both KS1 & KS2. In addition to this there is a supervised 'quiet area' provided where children, who need to, can have time out from the more lively activities of the playground.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Children are less likely to be distracted if planned activities are stimulating and are 'hands on'.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher and involves the parents of the child. Please see the 'Behaviour Steps' appendix.

The class teacher liaises with the Special Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at the termly parent's evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

Teaching assistants

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups, they refer to class rules and

guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We actively encourage parents to come into school to clarify any issues.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Head Teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider exclusions, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

When a pupil returns to school, following a fixed-term exclusion, they must do so accompanied by a parent/carer and engage in a reintegration meeting with a member of the Senior Leader Team. This must take place in all cases before the pupil is allowed to re-join normal classroom activities.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The school records classroom incidents on CPOMS (action taken is also recorded). We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that is kept by the lead lunchtime supervisor.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Behaviour Management Procedures

Outstanding behaviour results in outstanding learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure to ensure clarity and consistency for all.

Rewards

We have a range of positive behaviour systems which operate simultaneously.

There will be a display in each classroom which outlines this system - a five coloured behaviour display and a 'Going for Gold' chart.

If a child has done something really good they will be rewarded with a note/ sticker home and move to the **blue zone**. Stickers are used from Nursery to Year 3 and notes home are used from Year 4 to Year 6. There will be a separate chart for the child to indicate that they have been awarded this prize. They will get one point on the 'Going for Gold' chart.

If they have done something exceptional they can be sent a postcard home and the child will move to the **gold zone**. They will be awarded with one point on the 'Going for Gold' chart.

The 'Going for Gold' chart will last the entire academic year. When the children are awarded twenty-five points they will receive a bronze award in our whole school celebration assembly. When the children are awarded fifty points they will be awarded a silver award. When the children are awarded seventy-five points they will receive a gold award.

At the end of each week the class teacher will nominate a Head Teacher Award Winner

Sanction Pathways

There are a minority of children who display behaviour that is inappropriate (disrupting lessons, wasting time, spoiling other children's playtime and lack of respect). The following is to act as a deterrent.

Where a child displays inappropriate behaviour they will be given a verbal reminder. If the behaviour continues then the pupil will be issued with a warning and will be moved to the **amber zone**. Staff will use their professional judgement to determine whether a visual or verbal warning is given.

Once a child has moved into the amber zone they can move out, and back to green, if their behaviour improves. This decision is at the discretion of the class teacher.

Where behaviour doesn't improve, or for more serious inappropriate behaviour, a child will be moved into the **red zone** where sanctions will be put in place.

Children will be sent to 'time in' with a behaviour slip completed by the class teacher/ member of staff who distributes the sanction. The behaviour slip will indicate if the child is in 'time in' for either a stage one or

stage two behaviour. The behaviour slip will indicate details of the unwanted behaviours. This will be supervised by Mrs Monkley and will take place in workroom 1. The child will be supervised and be given the opportunity to reflect upon their actions. A restorative conversation and reflection activity will be given to support the child (see appendix 2).

A record of the name and reason will be kept for monitoring purposes on CPOMS.

examples	Stage One	Stage Two
	Low level disruption Talking excessively and disrupting the learning of others Mis- use of equipment Refusal Defiance	Physical Violence Racism Persistent refusal Persistent disruption Putting others at risk of harm
	EYFS: 15mins KS1: 30mins KS2: 40mins	60mins

NB: This is not to be used for finishing work or missed homework. Finishing work is the responsibility of the class teacher and missing homework should be referred to homework club.

Further Sanctions

Where unwanted behaviours are identified on a more regular basis, additional sanctions will be utilised:

For frequent stage one behaviours the class teacher will meet with the child's parents to discuss how the school can support their child.

Behaviour monitoring report: A child will be placed upon report. If a child is placed upon report, a behaviour mentor will be appointed. The behaviour mentors will formally touch base with the class teachers/children on daily basis and SLT on a weekly basis. At this time the parents of the pupil will be informed of this decision and invited into school to meet with the behaviour mentor, class teacher and HT to discuss and help to improve their child's behaviour. A child will only come off report when it is **agreed by all parties** that their behaviour has improved enough to warrant it. This is to be reviewed regularly.

A behaviour report will track a child's behaviour. If it does not improve then one of the following can be imposed:

- A decision could be made by the SLT that the child will miss an activity they are motivated by i.e. if they have been selected for a sports team or school trip. The class teacher can recommend to the SLT that this action might be used.
- Internal exclusion with another class. The child would be dropped off at the school entrance.
- Fixed term exclusion – work provided by the school to be completed during exclusion
- Permanent exclusion

In virtually all cases, any of the above can take place if the child is on report however extreme behaviour could result in such sanctions being used without a child reaching the report stage.



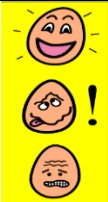

Please note that other children may have mentors to help with other aspects of school i.e. Mentors for Emotional Support or Organisational Help. They are not to be mixed up with the Behaviour Mentors.

A reintegration meeting must be held with the child, parents/carers and Head Teacher or member of SLT before a child is allowed to re-join normal classroom activities.

Appendix 2- Reflection Activity to be completed during ‘time in’

KS2 Time In

Name: _____ Date: _____

Check In				
Tick				
Looks like	Rubbing eyes Head down on the desk Sad Daydreaming	Getting on with things Relaxed Smiling Engaged	Distracted Wiggly Fidgety Energetic	Hiding Running away Refusing to work Throwing or breaking things Running around
Sounds like	Yawning Crying Withdrawn/quiet Sighing	Kind words Listening to others Working together A reasonable speaking volume	Making lots of sounds Asking lots of questions Arguing Talking lots or not at all	Crying Shouting Stomping Arguing
Feels like	Feeling hot and bothered Not motivated No energy	Relaxed Ready to learn	Shaky Busy mind Not in control	Shaky Busy mind Sweaty Not in control

When I was feeling like this my behaviour looked like...



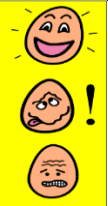

Next time I feel like this I can try...

 story
  move
  take 5
  focus on my breathing
  have a drink of water
  Ask for help


It would help me if....


KS1 Time In


Name: _____ Date: _____


Check In				
Tick				
Looks like	Rubbing eyes Head down on the desk Sad Daydreaming	Getting on with things Relaxed Smiling Engaged	Distracted Wiggly Fidgety Energetic	Hiding Running away Refusing to work Throwing or breaking things Running around
Sounds like	Yawning Crying Withdrawn/quiet Sighing	Kind words Listening to others Working together A reasonable speaking volume	Making lots of sounds Asking lots of questions Arguing Talking lots or not at all	Crying Shouting Stomping Arguing
Feels like	Feeling hot and bothered Not motivated No energy	Relaxed Ready to learn	Shaky Busy mind Not in control	Shaky Busy mind Sweaty Not in control


Next time I feel like this I can try...



 focus on my breathing


 have a drink of water


 Ask for help


 story


 move


 take 5

It would help if