



St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Behaviour Policy

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Issue Date	September 2025	
Agreed & Authorised (Name & Designation)	Jim Hartley Interim Head Teacher	Mr Kevin Davies Chair of Governors
Next Review Date	September 2026	
Remarks		

At St Michael's CE (controlled) Junior School, we believe that children learn best in a happy, secure and safe environment promoted by the positive attitudes of children and adults.

At St Michael's our core Christian Values are **respect, courage and resilience**.

Based on these values, we focus our behaviour on the following principles:

We are considerate, caring and polite

We face new challenges and learn from our mistakes

We have pride in ourselves

We understand the importance of being good citizens of the school and of the world

We develop self-regulation and confidence

We affirm and nurture a partnership between the school, the home and the child

We ensure that all children, staff and visitors feel safe in school

At the centre of all that we do at St Michael's is the Christian vision:

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be

Within school we encourage children to take responsibility for how they act both in terms of their behaviour and learning; understanding that how well they do is their own responsibility as well as their teachers' and parents'. Through this they will develop as citizens who take on this responsibility and show respect for others both inside and outside of school.

Behaviour Policy GUIDELINES

As a church school, the fundamental principles behind our approaches to behaviour are those of forgiveness, reconciliation and restoration of relationships. In the spirit of reconciliation and forgiveness, each day will provide children with a fresh start.

Where consequences are necessary, this will include a time to reflect on what has happened through a restorative conversation (appendix 4). We hope that given this chance to reflect, pupils will come to the realisation that a different more 'caring choice' will be made in the future.

The curriculum at St Michael's provides structured opportunities for class teachers and pupils to explore a wide range of moral and behavioural issues. The material is informed by our core Christian values, our RSHE programme and the teaching of children's rights as outlined in the United Nations Convention for the Rights of the Child. The material is age related and developmental, allowing children more complexity as they mature. It is key in terms of developing shared values amongst staff and pupils. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND) in relation to this policy.

All adults will encourage positive behaviour by teaching and reinforcing the school's four rules:

Be kind

Be safe

Be respectful

Be responsible

Class Charters will be created at the beginning of the school year which will outline the wanted and unwanted behaviours in the class. Children will sign the charter and it shall be referred to throughout the year, particularly during redirections and restorative conversations.

Implementation

It is everyone's responsibility to implement the behaviour plan all adults in school will ensure that children comply with the school rules by applying them consistently.

The school's Relational approach to behaviour management is non-negotiable. Staff are trained to follow the principles of PACE in order to build strong relationships with pupils. This includes following the school's agreed practices with regard to:

- Developing a sense of belonging-e.g. Threshold, class family boards, class jobs for everyone.
- Putting in to place and practicing strong routines e.g. STAR learner, count downs, lining up etc

Good behaviour

Positive behaviour is re-enforced

Rewards are there to ensure that those who are good citizens of the school community are recognised for their good behaviour.

Praising the children's good behaviour, manners and efforts are fundamental to the practice at St Michael's Junior School. In addition, other rewards are used (see appendix 1).

Redirections

When a child does not follow a rule correctly a redirection is given. A redirection is usually low-key and is personal between an adult and a pupil. During a redirection all adults will make children aware of which rule/rules they have broken how to improve their behaviour in the future. It is then the adult's responsibility to help ensure that the child is successful by for example giving encouragement, 'catching' them doing the right thing, removing a distraction.

Restorative Conversations

Should a child then break the same rule again, a restorative conversation is needed. The child should be informed, discreetly, that you have seen that they are still not following the rule (despite the redirection) and that a restorative conversation will be needed. This conversation will take between the adult and the pupil in the classroom at play or lunch time. It will be a positive, learning experience. See appendix 4 for how to conduct an effective restorative conversation.

Parents are not informed of every restorative conversation. Class teachers will keep a record of restorative conversations. Should a child receive 3 or more within a short period, the class teacher will inform parents in person.

Guidance

- If a child is receiving a number of restorative conversations, and is still not turning their behaviour around, then a different approach is needed (it will not work to continue to

give restoratives). This is likely to be a tier 2 or tier 3 child, their behaviour plan should include what to do in these situations. Consider a change of face, calling the year leader, giving the child time out. (see support)

- If a child has been hurt by another child, class teacher to contact parents that day to tell them what has happened and that a consequence was put in place.
- Staff record breaches of the school rules on CPOMS (school's online reporting system) and incidents will be monitored by the Senior Leadership Team who will keep records for individuals as necessary.
- There is a child friendly document that tells children about the behaviour system
- Children must be told that each new day is a fresh start, we operate on forgiveness.

Reflect and Reset (R&R)

Should a child commit a serious offence a R&R will be given. Examples of such behaviour includes: violence, swearing that an adult hears, prejudicial language, shouting at adults, being rude to adults, dangerous behaviour including throwing objects in anger, leaving the classroom without permission

These will take place at lunchtime in Attenborough class with SLT supervision. The R&R, which lasts for 15 minutes, will start with a Restorative Conversation led by the adult who gave the R&R. The rest of the time will be spent reflecting on what the child will learn from the experience ie what they will do better in the future. Parents will be informed by the class teacher about R&Rs. (In the event that they cannot make contact, the office will contact parents.)

If a child refuses to stay in during break or lunch time, their parents will be called and a time, that week will be arranged for the child to stay after school to complete the conversation, their parents will be expected to be present at this session and it will last for 15 minutes.

Records

There will be a recording sheet for each class to show which children have had a restorative conversation each day (appendix 6), which will be kept on the class teacher's desk. The member of SLT who is supervising restoratives will list all children receiving a restorative on a sheet. All restorative conversations are to be listed on the sheet, which will be sent to the office after lunch, in the register, so that an email can be sent at the end of the school day.

Further Consequences

- If children are caught fighting (this is a full fight, with multiple hits exchanged) then they will miss their whole lunch time. The headteacher or DHT will supervise the children in this situation.
- Suspension will be used at the headteachers discretion, based on the statutory government guidance. It is not possible to list all of the reasons for suspending a child, however, violence against adults and persistently disruptive behaviour which disrupts learning is likely to result in a suspension. If a suspension takes place a re-integration meeting will be arranged, using a set format before the child re-joins their peers. This is to support a successful reintegration. Class teachers and LSAs who work with the child will be invited to the re-integration meeting.
- “Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.” *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement; DfE September 2022*

Support

Some children find it more difficult than others to keep to the school rules. Where this has been recognised a tiered support system is in place

Tier one – this exists for children who are able to be good citizens of the school and wider community. The aim is for all children to be at tier one. Children here are recognised with rewards and encouragement and will need little redirection.

Tier two – a plan is agreed with parents to enable the child to return to tier one – this could involve: fidget toys, brain breaks, standing desks, adapted resources, a report card that goes home each week, regular teaching of correct behaviour, a journey of expected improvements with celebrations for when each milestone is achieved (more details in appendix 2)

Tier three – this is for children on a specific behaviour plan – support will be fully personalised and parents will meet half termly (at least) with school staff to review progress towards tier two support. Support will be detailed on the plan and may also include regular teaching of the correct behaviour, a journey of expected improvements with celebrations for when each milestone is achieved.

General

- Learning Support will be accessed where needed. This is given in a 1 to 1 or small group situation and may involve emotional awareness, anger management, self esteem, social communication and friendship skills.
- Where a child has a 1:1 or small group support, movement breaks and rewards for meeting targets must be carefully planned with the children. Football of any kind cannot be used as a movement break or a reward. The chosen activity must be calming and not distracting for other children.

- The whole school community will know about the tiered system and accept that some children have different support to enable them to access school. They will be aware of the needs of and plan for these children. This is not a reward, but a support mechanism to teach and enable all children to become good citizens in the school community and in the wider world.

Appendix 1

Rewards used across the school

House Points (for learning)

Any member of staff may award a House Point to a child for achievement within their learning. House Points will be collected by the House Captains weekly and celebrated in Collective Worship. At the end of the academic year, the House with the highest number of House Points will be awarded the House Cup.

Raffle Ticket Reward Scheme (for good behaviour)

Any member of staff may award a Raffle ticket to a child who demonstrates the school values, behaves well, is polite and treats others with respect. The raffle tickets are collected by the Class Teacher in a container and a small reward given to the child whose name is picked out of the container on a Friday.

Celebration Certificates

Celebration certificates will be awarded each week in Celebration Worship. Each class teacher will award 2 certificates per week to those 2 children within their class who have made a positive contribution to school life.

Headteacher Award Certificates

Each week one child per year group will receive a Headteacher Award Certificate – this will be personalised, with the reason for the award stated on the certificate.

Headteacher Award Stickers

Any member of staff may refer a child to the Headteacher in respect of any work or behaviour of a particularly high standard for a Headteacher's Award.

Governor Annual Awards

At the end of each academic year, six children (3 girls and 3 boys) children will be selected to win a trophy based on our school values.

Attendance Ted and Punctual Polly

Attendance Ted and Punctual Polly are awarded to the class (or classes) each week who have the best attendance and/ or punctuality (two separate awards). This is also celebrated in Worship on

Monday. Outstanding attendance is celebrated by the award of a 100% badge by the Headteacher at the end of each term and academic year (bronze, silver and gold).

Class Reward Chart

In each class the children can, as a collective, earn stickers/blobs for their class reward chart. Once they have earned 50 stickers and completed the chart, they will be given a class reward that the children will decide upon alongside the class teacher.

Stickers

Any member of staff may award an additional sticker for good work, trying hard, positive behaviour or attitudes shown in any area. These stickers will be awarded either directly to the child to stick on their uniform and take home, or will be placed on work where appropriate.

Good Behaviour Reward

Children who have not received a restorative for the whole half term will be able to choose an activity to do for half an hour at the end of the half term. This is a reward and a thank you to all of those children who always keep to the school rules. Children who have only had one restorative over the half term will miss 5 minutes and then join the activity, 2 restoratives will miss 10 minutes, 3 restoratives miss 15 minutes, 4, 20 minutes, 5, 25 minutes. Any more than 5 will miss the whole activity. This is not a punishment, the children can sit and colour under the supervision of an adult.

Appendix 2 Tiered system of support for behaviour

Tier	Profile of child	Strategies/approaches used in school	Role of parents	Role of child	Outline of behaviour journey
1	Generally good behaviour in all parts of school life. Occasional deviation in a minor way (talking at the wrong time for example) Understands and is able to follow the school rules	Rewards used. Conversations to redirect behaviour are used and immediately acted on. Praise and recognition through the school day for keeping to the school rules and showing self-regulation.	Attend parents meetings Reinforce what good behaviour looks like at home Talk about the school rules at home.	Follow school rules Talk to an adult about anything that has gone wrong Be honest about situations Participate in conversations about behaviour Talk to a trusted adult about anything that is worrying them.	To remain at this stage and continue to develop as a good citizen of the school.
2	Occasional deviation from the school rules. Sometimes distracts others in lessons Refuses to complete learning tasks Difficulty at play times with social interactions leading to conflict	As for tier 1 Meeting with parent/carer to discuss reasons for the behaviour and strategies Discussion with SENCO or other organisations De-escalation strategies used Teach good behaviour Teach oracy to help interactions ELSA	As for tier 1 Understand and support the school with consequences and catching up missed work Share successful home strategies and test out successful school strategies at home Have high expectations at home and don't allow violence from the child.	As for tier 1 Accepted the consequences and try to learn from the situation Make up lost learning time Respond sensibly to sessions where behaviour is taught	To work towards being at tier 1 where behaviour is managed well and the child is able to self-regulate and take some responsibility for their behaviour. To have an action plan for achieving this.
3	Is currently unable to abide by the school rules and finds unstructured time difficult Limited language skills for social interaction Requires modifications of curriculum and play times May dysregulate easily	As for tier 1 and 2 Referrals made to other organisations Individual behaviour plan Risk assessment where needed Part time timetable to help self regulation if needed	As for tier 1 and 2 Consent to additional assessments/agency involvement Give consent to reduced hours where necessary Seek support with dealing with violent behaviour at home	As for tier 1 and 2 Use resources provided – visual timetable, now/next board Listen to adults and talk honestly about what happened	To have an action plan for getting to tier 2, with recognition when each stage is reached.

Appendix 3

Restorative Conversation

1) What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.

2) How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. A Feelings and needs card can be really helpful for this. –

3) What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others in the next question.

4) Who else has been affected? How do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

5) What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another

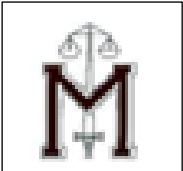
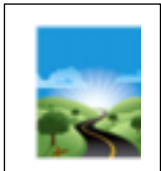
6) How can the damage be repaired?

This step is often missed with 'Punitive Justice' where a pupil might have to do a detention but won't necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of

resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

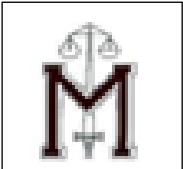

Appendix 4

Reflection Letter – to be used if parents cannot be contacted

 Reflection Letter 			
Name of child:	Date:		
<p>Dear Parent/Carer</p> <p>_____ completed a restorative conversation today for breaking our school rules (see ticked boxes or other explanation)</p> <p>Be safe, Be respectful, Be responsible, Be kind</p>			
Hurting a child or adult	<input type="checkbox"/>	Being rude to a child or adult	<input type="checkbox"/>
Repeatedly calling out in class	<input type="checkbox"/>	Using offensive language	<input type="checkbox"/>
Disturbing the learning of others	<input type="checkbox"/>	Damaging property	<input type="checkbox"/>
Other:			
Summary of the reason for a restorative conversation:			
Please could you talk to him/her at home about this so that we are giving consistent messages that this behaviour does not fit with our school vision and values.			
Letter completed by:			

Appendix 5

Recording Sheet

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div> <p>Recording Sheet</p> <p>Class: _____</p> </div> <div style="text-align: center;">  </div> </div>			
Date	Name	Reason for reflection	Text sent <input type="checkbox"/>

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Appendix 6

Banned Items

There are certain items that children must not bring into school. If the school staff have reason to believe that a child has one of these items on them then senior staff, following clear guidance, can search the child's bag for these items or ask the child to show what is in their pockets. If there is still doubt, then parents will be called before the child is allowed around the school. If a child's bag is searched, parents will be told the reason for the search and the outcome.

Banned items

Any weapon

Any part of a gun – bullets, toy gun, cartridges

Anything sharp – Stanley knife, apple cutter, peeler, blade, knife of any kind

Illegal substances

Drugs of any kind – prescribed or other

Vapes or cigarettes

Recording devices

Phones (these must be taken to the school office at the start of the day)

Alcohol

Unsuitable or illegal images (digital or paper)

Fireworks

Stolen items

Anything that has been or is likely to be used to cause injury or commit an offence.

Where pupils break the school rules and it is deemed to be deliberate, disrespectful or disobedient behaviour that has a negative impact on the learning of themselves or others then restorative conversations will take place.