



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

Creation Date	January 2023	
Issue Date	January 2024	
Agreed & Authorised (Name & Designation)	Mrs Jenny Jones Head Teacher	Mr Alan Jenner Chair of Governors
Next Review Date	January 2025	
Remarks	Appendix 6 Behaviour Flow chart added Reviewed and agreed at the FGB meeting held on 11 th January 2024	

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

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 3). 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

In order for children to be the best they can be.

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).

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. (more details in appendix 2)

The whole school community will know about the tiered system and accept that some children have different support to enable them to access school. 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.

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.

- all adults in school will ensure that children comply with the school rules by applying them consistently.
 - all adults in school will deal with incidents, or refer them to the class teacher/team leaders/Deputy Headteacher/Headteacher.
 - all adults will make children aware of which rule/rules they have broken how to improve their behaviour in the future.

- Parents will always be informed about serious incidents and children who persistently break the school rules and they will be involved in finding a solution in the future (tier 2 and 3 children)
- 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.
- Suspension will be used at the headteachers discretion. Violence against adults is likely to result
- in suspension. If suspension takes place a re-integration meeting will take place using a set format before the child re-joins their peers in order to support a successful reintegration.
- “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*

A detailed list of consequences is listed in appendix 3

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 3 certificates per week to those 3 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 Termly Awards

At the end of each term three children from each year group will be selected to win a termly trophy based on our school values.

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.

TT Rockstar Certificates

Each week one child from each class will be awarded a certificate for the most improved performance on TT Rockstars.

Governor Annual Awards

At the end of each academic year, three children will be selected to win a trophy based on our school values.

Attendance and Punctuality Certificates

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 Celebration Worship. Outstanding attendance is celebrated by the award of a certificate by the Headteacher at the end of each term and academic year.

Class Reward Chart

In each class the children can, as a collective, earn stickers 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.

Spelling Certificates

Each week, children from each class can be awarded a spelling certificate for progress in their spellings as demonstrated in their writing.

Appendix 2 Tiered system of support for behaviour (to link with work on My Happy Mind)

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.

Consequences for breaking school rules

- Children who break a school rule will be spoken to in order to redirect their behaviour and help them to understand what they did wrong and what impact this has on them and others
- If further rules are broken or it is evident that the child has ignored the redirection or if the behaviour was more serious (see below) then the child will miss 5 minutes of their break or lunch time to go through restorative questions with a member of staff (where possible the member of staff who was there or who was affected by the rules being broken). A reflection letter will be sent home with the child (Appendix 5) and a text sent to the parents at 3pm to let them know that their child is bringing home a letter.
- Where further rules are broken that week, the child will miss 10 minutes of break or lunch for a more detailed restorative conversation. A reflection letter will be sent home and a text sent to the 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.
- If a child leaves the school site without permission or deliberately hides from school staff, an after school restorative conversation will take place with the child and a member of SLT, this will be agreed with the parents. Once the conversation has taken place the child will complete the work they missed from being off site.
- Where children stay after school, this is always agreed with parents and the child has to be collected by a responsible person agreed with the parents.
- Where a child has missed doing work, there will be an expectation to catch the work up by either taking it home, or staying in one lunch time that week, for 20 minutes to complete the work. This will be supervised by an adult.
- If a child has completed a restorative conversation at break or lunch time, they will have a reflection letter to take home explaining the rules they have broken and their parents/carers will receive a text telling them to expect a letter about the situation.
- There will be a designated SLT room every lunch time for children to go to to complete their restorative conversation. If a teacher has more than one child from their class doing restorative conversations, a member of SLT will do the other ones so that staff do not miss their lunch time.
- 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. All restorative conversations are to be listed on the sheet, which will be sent to the office after lunch, in the register, so that a text can be sent at 3.15pm.

Some situations will be so serious that immediate help should be sought from Deputy/Headteacher. A responsible child should be sent to the office with the red triangle. For instances of inappropriate language (this includes the use of prejudicial language and swearing) or physical harm to another child, the year leader should be contacted for support. The child's parents will be contacted. The child will miss 15 minutes of lunch and complete a restorative conversation. If a child has been hurt, their parents should be informed when appropriate.

If a child breaks rules at break or lunch they will miss the following break to complete the restorative conversation.

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.

Appendix 4

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.

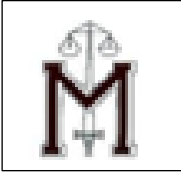
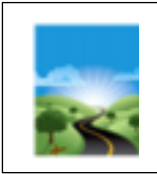
5) What have you learnt and what will you do differently next time?

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

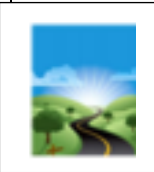
6) How can the damage be repaired?

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.

Reflection Letter

<div style="display: flex; justify-content: space-between; align-items: center;">  Reflection Letter  </div>			
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		Being rude to a child or adult	
Repeatedly calling out in class		Using offensive language	
Disturbing the learning of others		Damaging property	
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:			

Recording Sheet

Recording Sheet			
	Class: _____		
Date	Name	Reason for reflection	Text sent <input type="checkbox"/>

Appendix 6 Behaviour Flow Chart

