



## 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                                  | September 2024                  |                                      |
| Agreed & Authorised<br>(Name & Designation) | Mrs Jenny Jones<br>Head Teacher | Mr Alan Jenner<br>Chair of Governors |
| Next Review Date                            | September 2025                  |                                      |
| Remarks                                     |                                 |                                      |

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 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**

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/Year 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.
- 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.
- 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*

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 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.<br>Occasional deviation in a minor way (talking at the wrong time for example)<br>Understands and is able to follow the school rules                                | Rewards used.<br>Conversations to redirect behaviour are used and immediately acted on.<br>Praise and recognition through the school day for keeping to the school rules and showing self-regulation.   | Attend parents meetings<br>Reinforce what good behaviour looks like at home<br>Talk about the school rules at home.   | Follow school rules<br>Talk to an adult about anything that has gone wrong<br>Be honest about situations<br>Participate in conversations about behaviour<br>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.<br>Sometimes distracts others in lessons<br>Refuses to complete learning tasks<br>Difficulty at play times with social interactions leading to conflict                       | As for tier 1<br>Meeting with parent/carer to discuss reasons for the behaviour and strategies<br>Discussion with SENCO or other organisations<br>De-escalation strategies used<br>Teach good behaviour<br>Teach oracy to help interactions<br>ELSA | As for tier 1<br>Understand and support the school with consequences and catching up missed work<br>Share successful home strategies and test out successful school strategies at home<br>Have high expectations at home and don't allow violence from the child. | As for tier 1<br>Accepted the consequences and try to learn from the situation<br>Make up lost learning time<br>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<br>Limited language skills for social interaction<br>Requires modifications of curriculum and play times<br>May dysregulate easily | As for tier 1 and 2<br>Referrals made to other organisations<br>Individual behaviour plan<br>Risk assessment where needed<br>Part time timetable to help self regulation if needed  | As for tier 1 and 2<br>Consent to additional assessments/agency involvement<br>Give consent to reduced hours where necessary<br>Seek support with dealing with violent behaviour at home  | As for tier 1 and 2<br>Use resources provided – visual timetable, now/next board<br>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 (**the member of staff who was there or who was affected by the rules being broken must have the conversation**). A reflection letter will be sent home with the child (Appendix 5) and an email is sent to the parents at 3pm to let them know that their child is bringing home a letter.
- 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 (30 minutes).
- 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 stayed in 3 times in a week to catch up on the work, then parents will be called and the child will need to do the work after school, staying for 30 minutes.
- 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. With the exception of the member of SLT overseeing the restoratives, no member of staff needs to stay for longer than 5 minutes; once the conversation is over they can leave, the child will stay with the member of SLT.
- 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.
- If a child has been given one restorative 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.



- If a child receives 3 restoratives in a week, they will have to stay in for 30 minutes and their parents will be called by the class teacher to come in and have a conversation about their behaviour.
- All staff must know who the tier 2 and tier 3 children are. All staff need access to behaviour plans so that they know what action needs to be taken in different situations.
- Some situations will result in an instant restorative without a redirection being given: going into the bushes without permission, violence, swearing that an adult hears, prejudicial language, shouting at adults, being rude to adults, throwing objects in anger, leaving the classroom without permission, fighting, dangerous behaviour e.g climbing the wrong side of the stairs. All of these will be an instant 15 minute restorative.
- If a child displays dangerous behaviour e.g. climbing the wrong side of the stairs their parents will be asked to come in and talk through this with SLT and the child.
- If a child leaves the classroom without permission, more than once in a day, their parents will be called and they will have to stay after school for 15 minutes.
- If children are caught fighting (this is a full fight, with multiple hits exchanged) then they will miss their whole lunch time. The headteacher of DHT will supervise the children in this situation.
- If a child breaks rules at break or lunch they will miss the following break to complete the restorative conversation.
- 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.
- Children who have reported that a school rule has been broken need to be told what the consequence was so that they know that it was dealt with.

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 (Appendix 7), a flow chart for adults (App 6).

Children must be told that each new day is a fresh start, we operate on forgiveness.

### **Length of Restoratives**

- Breaking a school rule **5 minutes**
- Third restorative that week – **30 minutes** and a phone call by class teacher to parents
- Instant restorative for the reasons listed **15 minutes** (going into the bushes without permission, violence, swearing that an adult hears, prejudicial language, shouting at adults, being rude to adults, throwing objects in anger, leaving the classroom without permission)
- Instant restorative and **whole lunch time missed** for fighting (where it is clearly a fight and not hitting each other once)

After school

- Leaving the class without permission for the second time that day **15 minutes after school**
- Refusing to do work for the third time that week **30 minutes after school**
- Leaving the school grounds or hiding from adults (**30 minutes**)
- Refusing to do the restorative at lunch time or refusing to stay in and catch up on missed work (**30 minutes**)

## 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

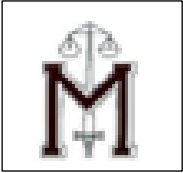

#### 6) How can the damage be repaired?

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;">  <div style="text-align: center;"> <h3 style="margin: 0;">Reflection Letter</h3> </div>  </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<br><input type="checkbox"/>   |
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## Appendix 7 Information for children

### What rewards can I get for good behaviour?

Certificates, house points, raffle tickets, recognition, good behaviour reward every half term.

What is a redirection? If a child is breaking a school rule, the adult will give a redirection so that the child has the chance to turn things around. If they do, that is good, if they continue to break the rule, they will receive a restorative.

What is a restorative? This is given when a school rule is broken. It is the chance to talk about what happened and learn from it so that it does not happen again.

Why do children get restoratives? So that they can talk about their behaviour, learn from what happened and be able to keep to the school rules.

How long will my restorative be? See list below

Will my parents find out? Yes, a text will be sent home to them and you will have a letter to take home.

What happens if I get more than one restorative in a week? The time of each one will go up, if you get three you will stay in for half an hour of your lunch time.

What happens if a refuse to do my restorative? Your parent will be called and asked to come in after school at the end of the day to do the restorative with you.

What happens if I leave the classroom without permission? You will get an instant restorative lasting 15 minutes, if you do it again you will have to stay after school for 15 minutes.

What happens if a refuse to do my work? You will have to stay in at lunch time to do it. If this happens 3 times in a week then your parents will be called and you will have to stay in for 30 minutes at the end of the school day. If you refuse to do the work at lunch time, your parents will be called and you will have to stay for 30 minutes at the end of the school day.

What are the tiers? Most children are able to behave well and keep to our school rules (tier 1 children). If a child is not able to do this we will give them extra help.

Tier 2 children need a bit more help to teach them what to do to get back to tier 1.

Tier 3 children will need more help and support. They may need some movement breaks and a chart to help them to focus on their work.

If children need a movement break or earn a reward for good work, this will not be playing football. Football only takes place at break or lunch or at an afterschool club.

### **Length of Restoratives**

- Breaking a school rule **5 minutes**
- Third restorative that week – **30 minutes** and a phone call by class teacher to parents
- Instant restorative for the reasons listed **15 minutes** (going into the bushes without permission, violence, swearing that an adult hears, prejudicial language, shouting at adults, being rude to adults, throwing objects in anger, leaving the classroom without permission)
- Instant restorative and **whole lunch time missed** for fighting (where it is clearly a fight and not hitting each other once)

#### After school

- Leaving the class without permission for the second time that day **15 minutes after school**
- Refusing to do work for the third time that week **30 minutes after school**
- Leaving the school grounds or hiding from adults **(30 minutes)**
- Refusing to do the restorative at lunch time or refusing to stay in and catch up on missed work **(30 minutes)**

#### 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.