

Behaviour Policy

St Michael's CE Primary School



"Creating a community where we learn together through respect, kindness, curiosity, and faith."

Our Vision

We aim to create the best possible environment in which to stimulate the personal and social growth of all children in our school, whilst promoting high quality teaching and learning. Our school values underpin our expectations for the behaviour of ALL members of the school community. We celebrate those who have shown specific values during 'Achievement Assembly' each week. The values are:

- Respect
- Kindness
- Curiosity
- Faith

These principles are woven together with our school mission statement:

Creating a community where we learn together through respect, kindness, curiosity and faith.

Rationale

At St. Michael's, our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens. We aim to create a welcoming, safe and caring environment where the well-being of all is at the heart of everything we do. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers actively support, model and encourage the positive behaviour of their child throughout their time at the school. We believe that by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

Aims

1. To promote positive behaviour in and out of school; which enables children to make positive choices.
2. Provide a framework of expectations of behaviour within the school community.
3. Encourage a shared responsibility between home and school for the positive management and modelling of good behaviour.
4. Provide a clear structure for recognition and restorative measures to manage behaviour consistently across the school.
5. Enable all children to access the curriculum and feel secure in the school environment.

Responsibilities

Everyone at our school has the responsibility to ensure that we achieve our aim of being safe, ready, kind and respectful. In the classroom and around the school, these are explained to children and reinforced.

Pupil responsibilities:

- work to the best of their ability
- listen to school staff in school and respond appropriately

- show respect to everyone in school
- take pride in our school building
- look after our school equipment
- be truthful, well-mannered and kind
- set a good example to others

Staff responsibilities:

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Routines for behaviour in the classroom and around the school are explained and reinforced. Staff will:

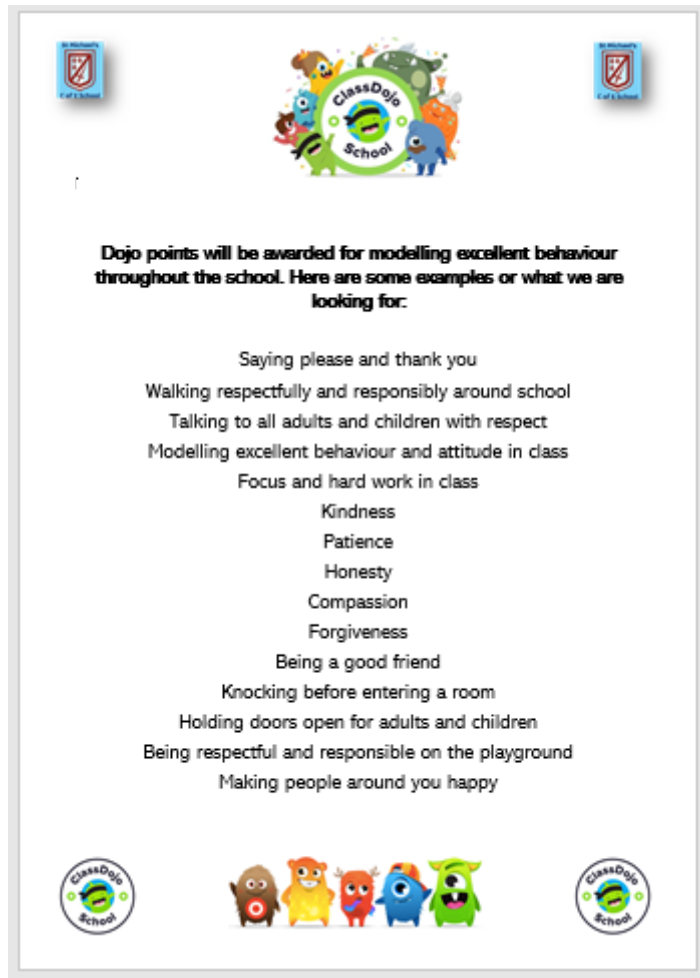
- provide a challenging and relevant curriculum that enables all children to reach their full potential
- treat all pupils fairly and with respect, making adjustments when needed for those with additional needs
- to follow school behaviour rules, rewards and consequences consistently
- use positive language

Rewards

Children are rewarded for positive behaviour choices and following our school vision and values of ‘creating a community where we learn together through respect, kindness, curiosity, and faith.’

- Praise and encouragement
- Positive reinforcement is used such as verbal praise, stickers, Dojo points and praise postcards sent home to parents and carers
- Positive messages home, in-person at the end of the school day or by phone
- Pupils receive Dojo points electronically in class and these are collected each Friday by Year 6 monitors in preparation for these to be shared in our Friday celebration collective worship
- Whole-class rewards are used by class teachers at their discretion and when they feel this is needed
- Children are sent to the Headteacher or Deputy Headteacher for displaying excellent behaviour or work and are awarded with praise and a special sticker for their achievements. These are also often shared on our school Facebook page.

Class Dojos are used as a behaviour reward system throughout the school. The Dojo Points are given to children for modelling good behaviour, manners and hard work. At the start of the academic year, there is an assembly and the teachers will introduce/recap how to earn Dojo Points. All staff in the school are made aware of the purpose behind giving Dojo Points and what to celebrate. The aim is that staff around school have the same expectations to ensure consistency. The following poster is displayed around school to remind and inform children and adults how Dojo Points are earned:



Consequences

The following procedures are followed by class teachers and applied consistently to address behaviour that is not appropriate:

1. A warning is given to the child to remind them of the rule that they are not following
2. The child will be given the opportunity to improve their behaviour and make a good choice. The consequence for continuing to not follow the rules is explained to the child.
3. If the behaviour continues, the child is taken to a member of the Senior Leadership Team.
4. If the behaviour continues, the child will be taken to the Headteacher.
5. Serious behaviour incidences will be added to CPOMS by the class teacher of adult present. If a pupil is found to be using violent/aggressive behaviour or using abusive language, they will be sent directly to the Headteacher. We will follow our 'Exclusion and Suspension' policy where applicable.

Continued Misbehaviour

When a pupil displays repeated or persistent misbehaviour, the class teacher will make contact with parents/carers. If the behaviour persists, a member of SLT will hold a conference with the pupil's parent/carer to discuss their child's behaviour. Other methods of support will be put into place to support the pupil and encourage positive behaviour:

- Informal behaviour charts instigated by the class teacher as required and deemed necessary
- Formal ABC behaviour chart completed in conjunction with SLT and Inclusion Lead (Antecedent Behaviour Consequence) to identify patterns of poor behaviour and to help further support the child [Appendix 1]
- Daily verbal report to a member of the Senior Leadership Team
- A report book to be shared between school and parents/carers
- Regular review meetings to assess progress
- If behaviour does not improve and is impacting on others, the school may follow the anti-bullying policy, if appropriate, or a move towards internal isolation, fixed term suspension or permanent exclusion

Removal from Classrooms and Internal Exclusion

At St. Michael's, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to serious disruptive behaviour, to maintain the safety of the other children and staff or to take the child to a safe place to regulate. There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home. In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers. Parents will be informed if a child has been removed from a classroom and the incident logged on CPOMS.

Fixed Term Suspensions and Permanent Exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, physical aggression, extreme verbal or racial abuse, vandalism, theft or persistent defiance or disruptive behaviour, the Headteacher can suspend a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child suspended, and other children and staff affected by their behaviours. A reintegration meeting between the parents, the child and the Headteacher will always be established before a child returns from suspension. Finally, and in the last resort, the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour. In all cases of exclusion, both fixed term and permanent, the school will comply with our Exclusion and Suspension Policy and follow all DfE and Royal Borough of Windsor and Maidenhead guidelines on exclusion and suspension.

SEND and Behaviour

It is recognised that for children with special educational needs there may be a need to use other systems not outlined in this behaviour policy. These may be recommended/agreed by the SENDCo, SLT or outside agencies. In such cases, the child's Individual Support Plan will have strategies and targets bespoke for the child. As much assistance as possible will be given to these pupils to follow our school rules. Where a pupil has a disability that impacts on their behaviour, adults are expected to make reasonable adjustments. Rigid application of this policy without adjustment for such pupils would not be appropriate. However, we still have high expectations of all pupils and provide support for those pupils that may need it.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour

will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Early Years Foundations Stage (EYFS)

In the Early Years Foundation Stage at St. Michael's, we introduce children to our school vision and values that encompass kindness, respect, curiosity and faith at the very beginning of their learning journey with us. At the start of their Reception year, adults guide the children to make a class set of rules that are underpinned by the school behaviour policy. We understand that the children come from a wide range of backgrounds and experiences with their parents being their main provider of education. As they start formal school, they learn a sense of belonging into our community that promotes building positive relationships with familiar adults and their peers. Adults support children within the PSED scheme of learning, the use of social stories and positive role models. Children are rewarded with class Dojo points for acts of kindness, respect and bravery.

During the times when negative behaviour is demonstrated, children will be spoken to by their class teacher in the first instance to reinforce the expectations and reason why children should alter their behaviour. If the negative behaviour continues time for reflection at a quieter time will be given to the child so they can discuss further how to improve their behaviour with the class teacher. Persistent negative behaviour will be notified to the Head Teacher or Deputy Head teacher and parents informed accordingly so we can work as a partnership for improving the opportunities for the child. Personalised strategies are integrated into the day appropriate to the child's individual needs. The SENDCo and external agencies will be contacted for further support if necessary.

Resources

The following resources can be accessed by the school to further support behaviour:

- Emotional Literacy Support Assistant (ELSA)
- Sensory Room
- Educational Welfare Officer (EWO)
- Educational Psychologists
- Behaviour Support Team
- Early Help

Linked to policies

Safeguarding Policy

Exclusion and Suspension Policy

Anti-bullying Policy

SEND Policy

The Staff Code of Conduct

Approved by:

Viktoria Bebbington

Date: 21 October 2024

Last reviewed on:

October 2024

Next review due by:

October 2025

Appendix 1

ABC Behaviour Chart

Date	Time	Lesson/Where	Antecedent	Behaviour	Consequence
		eg: Class/ Maths	Sitting at desk, listening to input	Scratching hand Asked for ice pack	Ice pack given for use in class

Appendix 2

Behaviour Risk Assessment	
Child's name: Date of incident: Name of assessor: Position: Date behaviour risk assessment completed: Signed:	
What inappropriate behaviour was displayed?	
Evidence	
Witnesses	
Evidence of provocation?	
Previous incidences?	
Child's response	
Other	
How high is the assessed risk that this will happen again?	Comments: High Medium Low

Appendix 3



St Michael's CE Primary School

Home/School Agreement

2024 - 2025

At St Michael's CE Primary School, we all agree that the school should provide an effective learning environment which both supports and challenges every child to achieve as highly as possible. In order to achieve this, we recognise that:

- Home and School need to work together as an effective partnership with the child's best interests at the heart of the relationship.
- Home and School need to display mutual support, trust and respect, valuing and listening to all feelings and points of view.
- All children are equally deserving of the best chance for a successful future.
- Children benefit from working within an environment conducive to quality work, with high quality resources, e.g. books, computers, sports equipment, which will allow them to learn effectively.
- We should all celebrate the achievements of the children.

The Agreement

Parents/Carers

I/We will:

- Be courteous and respectful of all staff at all times.
- Use social media responsibly and refrain from using it to bring the school or members of the school community into disrepute
- Make sure that my child gets to school on time.
- Make sure that my child attends school regularly and that the school is informed of the reason for any absence by telephone on the first day of absence.

- Not take my child out of school for holidays or other time off during term time unless there are exceptional and unavoidable circumstances.
- Complete a 'Request for Absence' form in the event I need to take my child out of school for medical appointments, exams or other unavoidable circumstances.
- Make sure bedtime routines are established to ensure that my child gets plenty of sleep.
- Provide my child with a healthy breakfast and a healthy packed lunch or school dinner.
- Make sure that my child is dressed in full school uniform with appropriate outdoor clothing suitable for the weather.
- Ensure my child follows the uniform guidelines for suitable hairstyles, jewellery and shoes.
- Ensure that my child has everything they need in school, including full P.E. kit and lunch boxes at the beginning of the school day.
- Attend parent consultation evenings to discuss my child's progress.
- Make sure that the school is kept informed of any change of circumstances that may have an effect upon my child's behaviour and/or progress.
- Support my child by attending school functions and family learning events, or appointing somebody to attend on my behalf.
- Never be negative about school, its staff, other children or other parents in front of my child.
- Support the teachers and school, never bringing the school into disrepute through negative comments to others, including on social media, as this could be potentially damaging to the school and our pupils.
- Discuss any concerns privately and directly with the class teacher or headteacher.
- Support the school in implementing their approach to good behaviour, discussing any issues with my child and emphasising the importance of the school's values.
- Support my child with homework tasks, including reading, spelling and learning times tables.
- Work positively with the school in supporting my child's individual needs.

School

We will:

- Provide a safe and effective values led learning environment for the children, where all rights are respected.
- Provide a challenging but supportive classroom environment, which encourages children to do their best, to take risks and aspire to success.
- Provide an interesting and enriched curriculum to develop and sustain a love of learning for life.

- Motivate children with good quality teaching appropriate to the individual needs of each child.
- Value each child as an individual, working with parents to develop responsible citizens of good character.
- Keep parents informed about the teaching planned through the school website.
- Provide induction information each year in order to aid smooth transition.
- Provide Family Learning (homework) experiences in line with the school's policy.
- Keep parents informed and involved with regular newsletters through the school website, school Facebook page and newsletters.
- Praise good behaviour and challenge non-acceptable behaviour, informing parents of serious misdemeanours on the day they occur.
- Keep parents regularly informed about their child's progress, alerting them promptly if there are any concerns about academic progress or behaviour.
- Be available for additional appointments as and when they are necessary.

Child

I have discussed the following with my child and they understand the school's expectations for their behaviour:

- Follow and demonstrate the school vision and values.
- Take responsibility for my actions and be honest.
- Work and play safely and cooperatively at all times.
- Listen carefully and follow the directions of adults.
- Wear my school uniform smartly and take pride in my school and my work.
- Always do my best and work hard.
- Concentrate on my learning and allow others to concentrate on theirs.
- Care for the school environment and look after school resources, including books, equipment and furniture.
- Use social media responsibly and in a positive manner.

Child's Name: Year Group (from Sept 2024)

Signed: Parent: Headteacher: Mr M Thompson