

Behaviour and Social and Emotional Development Policy



Rooted in Faith, Growing Together

At St Michael's, we desire to be a community where we inspire and nurture everyone to grow as resilient, empathetic, and courageous individuals. Together, we empower all to thrive academically, personally, professionally, and spiritually, becoming compassionate agents of change who positively impact the world around them.

The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop." – Luke 8:15





New government advice came into force September 2022. This policy incorporates DFE advice. This policy is shared annually at the September Insets and at induction if this happens at another time in the school year.

Updated September 2025 in consultation with the Staff and Stakeholders.

INTENT STATEMENT

We embody the Gospel values of kindness, generosity, love, justice, fairness, truth, hospitality, service, compassion, forgiveness, and redemption, as outlined by the Anglican Church.

	<p>Resilience- 'I can do all this through him who gives me strength.' Philippians 4:13</p> <p>We encourage children to show resilience by learning from mistakes and persevering when faced with challenges in their behaviour choices.</p>
	<p>Aspiration- 'I can do all things through him who strengthens me.' Philippians 4:13</p> <p>We support pupils to aspire to be their best selves, showing high standards of behaviour as part of their personal growth.</p>
	<p>Collaboration- 'Therefore encourage one another and build each other up, just as in fact you are doing.' Thessalonians 5:11</p> <p>We value collaboration by encouraging teamwork, active listening, and shared responsibility in creating a positive school culture.</p>
	<p>Courage- Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.' Joshua 1:9</p> <p>We promote courage by supporting pupils to make the right choices, even when it's difficult or when others are not.</p>
	<p>Kindness- 'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.' Ephesians 4:32</p> <p>Our behaviour policy emphasises kindness as a foundation for positive relationships and a caring school environment.</p>
	<p>Empathy- Rejoice with those who rejoice, weep with those who weep. Live in harmony with one another. Romans 12:15</p> <p>We expect pupils to consider how their actions affect others, using empathy to guide respectful and thoughtful behaviour</p>

At our school, we recognise the vital role of social and emotional development in shaping children's behaviour, and our behaviour policy is rooted in a values-based approach. Through carefully structured opportunities—including the use of Kagan cooperative learning strategies. We actively teach and model our core values: resilience, courage, empathy, kindness, aspiration, and collaboration.

By engaging pupils in Kagan structures such as *Think-Pair-Share*, *Timed Pair Share*, and *Round Robin*, children learn to listen, take turns, show respect, and develop a sense of shared responsibility. These strategies reinforce positive behaviour, encourage respectful interaction, and help embed our expectations in day-to-day learning. We expect all pupils to act sensibly, be polite and helpful, and treat others with kindness and respect. In doing so, they not only support their own personal growth but also contribute to a calm and inclusive learning environment.

The social skills gained—such as teamwork, confidence-building, and valuing others' perspectives—enhance relationships between children, teachers, and families. This positive

atmosphere allows teachers to teach without disruption, supports high-quality learning, and builds strong home-school partnerships.

By attending our school, parents agree to uphold the values and expectations outlined in our Home-School Agreement, available on our website.

We follow the approach to teaching behaviour described by Tom Bennett in *Running the Room – A Teacher’s Guide to Behaviour*, which outlines the following steps:

1. Identify the routines you want to establish
2. Clearly communicate your expectations
3. Practise the routines until they are embedded
4. Consistently reinforce and maintain them

All staff are expected to understand and implement this approach with consistency and clarity. When combined with active engagement strategies like Kagan cooperative learning, we create a safe, respectful, and purposeful environment where pupils are ready to learn and teachers can teach effectively.

Embedding Our Values in Behaviour: A Shared Responsibility

At our school, we believe that positive behaviour is nurtured through shared values, consistent expectations, and a caring, inclusive environment. Our behaviour policy is built upon the core values of Resilience, Courage, Empathy, Kindness, Aspiration and Collaboration. These values shape how we teach, model, and manage behaviour, helping our pupils grow into respectful, responsible, and resilient individuals.

We use strategies such as Kagan cooperative learning to actively develop social skills and support inclusion, encouraging all children to engage, reflect, and work together.

Staff Responsibilities by Value

Resilience

- Model perseverance and a “bounce back” attitude when faced with challenges.
- Encourage pupils to see mistakes as opportunities to learn and grow.
- Praise effort and determination, not just outcomes.
- Support pupils in setting goals and reflecting on their progress.
- Use language that promotes a growth mindset (“You can’t do it yet...”).
- Create a safe environment where children feel secure enough to take risks in learning.

Courage

- Celebrate pupils who make brave choices—like speaking up, apologising, or trying something new.
- Challenge negative peer pressure by encouraging children to do what’s right, not what’s popular.
- Share stories or examples of courage in everyday life and curriculum.

- Create opportunities for pupils to take on responsibilities and leadership roles.
- Model courage by addressing difficult issues calmly and consistently.
- Support children who are anxious or afraid, helping them build confidence over time.

Empathy

- Listen actively to children and help them understand others' points of view.
- Teach pupils to consider the feelings and experiences of others before they act.
- Use restorative approaches when conflict arises to help pupils reflect on impact.
- Acknowledge and validate pupils' emotions to build emotional awareness.
- Integrate role-play or literature to explore emotions and perspectives.
- Model empathetic responses in all interactions with pupils and colleagues.

Kindness

- Greet pupils warmly and foster a culture of friendliness and respect.
- Recognise and praise small acts of kindness throughout the school day.
- Encourage inclusive play and friendships, especially during unstructured times.
- Challenge unkind behaviour in a calm and constructive manner.
- Provide opportunities for pupils to care for others (e.g., buddy systems, classroom roles).
- Use positive reinforcement to help children understand the impact of their kindness.

Aspiration

- Set high expectations for all pupils, regardless of background or ability.
- Provide encouragement and feedback that motivates pupils to aim high.
- Celebrate achievements and progress across academic, social, and emotional development.
- Plan lessons that inspire curiosity, ambition, and independence.
- Support children in setting personal targets and reflecting on their growth.
- Share examples of inspiring role models from diverse backgrounds.

Collaboration

- Model positive teamwork and cooperation with staff and pupils.
- Use strategies (e.g. Kagan structures) to build group learning and peer interaction.
- Promote shared goals and support pupils to work effectively with different partners.
- Celebrate group success and effort as well as individual achievements.
- Encourage respectful discussion, active listening, and turn-taking.
- Build strong partnerships with families and engage parents as co-educators.

Rewards

We believe that recognising and celebrating positive behaviour encourages children to live out our school values and strive for excellence in all they do. Our rewards system is designed to be meaningful, motivating, and inclusive:

- When a child demonstrates one of our core values, they will receive a Values Leaf to hang on our school Values Tree, followed by a certificate to take home and share with their family.
- Staff select a Star of the Week, which is awarded and celebrated during our Celebration Worship.
- Pieces of excellent work are rewarded with 2 Dojos.
- After producing three pieces of excellent work, a child will receive a Headteacher's Award.
- Children are awarded certificates for reaching each 100 dojos, and receive a special prize when they reach 500.
- Pupils with 100% attendance each term will receive a certificate, and those who achieve full attendance across the academic year will also receive a badge pin.

Sanctions

While we aim to nurture positive behaviour through encouragement and example, we recognise that sometimes children may need clear guidance and support to make better choices. Our approach to managing unacceptable behaviour is restorative, supportive, and proportionate:

- Unacceptable behaviours such as fighting, theft, or the use of inappropriate language during lessons or break times may result in an immediate internal exclusion, depending on the context and severity. In such cases, parents will be informed by phone by the end of the school day.
- Sanctions are used as a last resort and are always designed to teach, not simply punish.
- When behaviour falls short of expectations, the child will be:
 1. Given a clear reminder of the expected behaviour.
 2. If behaviour continues, and more than two reminders are needed, the child may lose an appropriate amount of playtime minutes (see Behaviour Appendices for guidance).
 3. The child will report to the school hall at the start of playtime, where a member of the Senior Leadership Team will be present at 10:15am to supervise and support.
- If concerning behaviour persists over time, the Headteacher will work closely with the class staff and the child's parent(s) to implement supportive strategies, following the graduated approach to improving behaviour.

All behaviour incidents resulting in a sanction will be recorded on CPOMS to enable effective tracking, identify emerging patterns, and provide timely, targeted support to pupils.

We adopt a restorative justice approach to behaviour management. This encourages children to reflect on their actions, understand how others have been affected, and actively work to repair any harm done. Restorative conversations promote accountability, empathy, and positive conflict resolution helping to build a respectful, safe, and inclusive school community.

Graduated Response for Pupils Who Find Self-Regulation Challenging

We recognise that some children may face significant challenges in managing their emotions and behaviour, particularly those with additional social, emotional, or neurodiverse needs (e.g. pupils with Autism Spectrum Disorder). While our behaviour policy is grounded in our shared school values, we understand that a one-size-fits-all approach is not always appropriate.

For pupils who struggle with self-regulation:

- We adopt a graduated response, tailored to the child's individual needs, ensuring they are supported fairly and consistently.
- In some cases, we may develop a Behaviour Risk Assessment to help identify triggers, outline supportive strategies, and ensure staff can respond effectively and safely.
- We work collaboratively with parents/carers, external agencies, and our school nurse to access the right support and ensure a joined-up approach to the child's development and wellbeing.
- Adjustments may be made within our behaviour framework to ensure every child can succeed while still upholding our school's expectations and values.

Exclusions

Exclusion is always considered a last resort, used only when a child's behaviour poses a serious risk to the safety or learning of others, or when all other strategies have been exhausted.

- The decision to exclude a pupil is taken with great care and consideration by the Headteacher.
- In the event of an exclusion, the Headteacher will notify the parents/carers and the governing body, providing a written explanation that outlines the reason for the exclusion and its duration.
- During and after any exclusion, we will continue to work with the child and their family to support reintegration and address any underlying needs, in line with our commitment to inclusion and restoration.

Appendices

Children who do not follow the values and make the wrong choices will be kept in at break time for the following amounts of times.

	Time lost
Year 1	3 Minutes
Year 2	5 Minutes
Year 3	5 Minutes
Year 4	5 Minutes
Year 5	7 minutes
Year 6	7 minutes

Leaves

Yellow Leaf – Resilience

Purple Leaf – Courage

Blue Leaf – Empathy

Red Leaf – Kindness

Orange Leaf – Aspiration

Green Leaf - Collaboration

Star of the Week: Awarded weekly by class staff and presented during Friday worship.

Headteacher's Award: Given after a child completes three pieces of outstanding work.

Dojos: Awarded for making positive choices, with certificates presented each 100 dojos. A prize will be presented at 500 dojos.

Values Leaves: Awarded for demonstrating Christian values. A leaf is placed on the values tree, and the child receives a certificate.