

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



Updated April 2026 in consultation with the Staff and Stakeholders.

INTENT STATEMENT

At St Michael's CE Primary School we believe that positive behaviour is fundamental to creating a safe, respectful and purposeful learning environment where all children can flourish.

Our behaviour approach is rooted in our Christian ethos and guided by our core values:

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

Through these values, we nurture children who are able to make positive choices, regulate their behaviour and contribute positively to the school community. We recognise that behaviour is closely linked to children's social and emotional development and we therefore teach, model and reinforce positive behaviour throughout the school day.

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 collaborative learning strategies. We actively teach and model our core values: resilience, courage, empathy, kindness, aspiration, and collaboration.

By engaging children in collaborative 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 children 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.

Behaviour expectations form part of the Home-School Agreement. Parents/carers will be informed promptly about significant incidents and involved in any co-produced behaviour plans. Regular communication (phone, email, meetings) and access to pastoral support will be documented.

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 collaborative learning, we create a safe, respectful, and purposeful environment where children are ready to learn and teachers can teach effectively.

This policy operates alongside and supports our statutory responsibilities. School leaders and staff will ensure behaviour practice complements safeguarding duties under Keeping Children Safe in Education (KCSIE), the Equality Act 2010, and DfE guidance on exclusions. Behaviour-related concerns which meet safeguarding thresholds must be reported immediately and recorded on CPOMS. The Headteacher and DSL(s) will coordinate any necessary safeguarding actions.

Staff Responsibilities by Value

Resilience

- Model perseverance and a “bounce back” attitude when faced with challenges.
- Encourage children to see mistakes as opportunities to learn and grow.
- Praise effort and determination, not just outcomes.
- Support children 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 children 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 children 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 children to consider the feelings and experiences of others before they act.
- Use restorative approaches when conflict arises to help children reflect on impact.
- Acknowledge and validate children emotions to build emotional awareness.
- Integrate role-play or literature to explore emotions and perspectives.
- Model empathetic responses in all interactions with children and colleagues.

Kindness

- Greet children 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 children 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 children, regardless of background or ability.
- Provide encouragement and feedback that motivates children 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 children.
- Use strategies (e.g. collaborative structures) to build group learning and peer interaction.
- Promote shared goals and support children 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.

All staff will receive induction training on this policy and on restorative practice, de-escalation, trauma-informed approaches, and SEND-related behaviour strategies. The SLT will monitor classroom implementation through learning walks, behaviour audits and staff coaching. Any inconsistencies will be addressed through CPD and line management.

Rewards

The rewards system will be applied fairly and inclusively. Staff will balance extrinsic rewards (dojos, trips) with intrinsic recognition (specific verbal praise, responsibility roles). Adjustments will be made to ensure pupils with SEND or persistent difficulties have equitable access to recognition.

- 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 postcard to take home and share with their family.
- Staff select a Star of the Week, which is awarded and celebrated during our Celebration Worship each week. Half termly we will choose a “Half Term Hero” who will receive a special trip.
- Pieces of excellent work are rewarded with 2 Dojos and a visit to the Headteacher for a special sticker.
- After producing three pieces of excellent work, a child will receive a Headteacher’s Award Certificate in our Celebration Worship.
- Children are awarded certificates for reaching each 100 dojos, the children can “spend” their dojos in the special shop.
- Children with 100% attendance each term will receive a certificate, and those who achieve full attendance across the academic year will also receive a badge.

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 behaviour includes (but is not limited to): physical violence, bullying (including online), theft, racist, sexist or homophobic language, deliberate damage to property, persistent defiance, bringing prohibited items to school, and behaviour that poses safeguarding concerns. Each incident will be investigated proportionately.
- Sanctions are used as a last resort and are always designed to teach, not simply punish.
- When behaviour falls short of expectations a learning ladder will be used to support expectations.
- If a child loses some play time as a consequence they will be asked to complete a reflection sheet relevant

- 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.
- In line with DfE statutory guidance on exclusions, the Headteacher may, in extreme cases, consider fixed-term or permanent exclusion. Exclusions will only be used as a last resort, proportionately, and following a full investigation and due process. The governing body will be informed and will ensure that the impartial review and reintegration support requirements are met. Any use of exclusion will be recorded and reported as required to the Local Authority.

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 children.

All behaviour incidents and relevant pastoral actions must be logged on CPOMS with clear categorisation (type of incident, location, staff involved, pupils affected, actions taken, follow-up). The Senior Leadership Team (SLT) will review behaviour data weekly and produce termly reports for governors highlighting patterns by cohort, pupil premium, SEND, ethnicity and gender. This data will inform targeted interventions and training.

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.

Staff may use reasonable force only when necessary to prevent harm, following Department for Education guidance 'Use of reasonable force' (2013). Items prohibited in school (e.g., illegal substances, dangerous items) may be searched and confiscated in line with DfE guidance. Any use of force or searches must be recorded, reported to SLT and parents in accordance with school procedures.

2. Principles of Effective Behaviour Management

Our behaviour systems are informed by research, which emphasises that:

- Prevention is more effective than punishment
- Strong relationships between staff and children improve behaviour
- Explicit teaching of learning behaviours is essential
- Consistency across staff is critical
- Some children require personalised support strategies

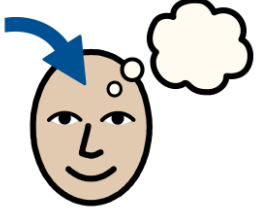
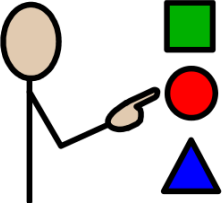
At St Michael's we therefore focus on:

- building positive relationships
- teaching expected behaviours explicitly
- consistent responses across staff
- restorative approaches to conflict

- supporting children to regulate emotions and repair relationships.

3. School Rules

To ensure expectations are clear and consistent, the school has three simple rules that apply in all areas of school life:

	<u>Ready</u> We are prepared, listening and trying our best.
	<u>Respectful</u> We are kind, caring and include everyone.
	<u>Responsible</u> We make safe choices and work together.

These rules are taught explicitly and referred to regularly across lessons, playtimes and worships.

4. Teaching Behaviour

Behaviour expectations are taught proactively through:

- modelling respectful behaviour
- clear classroom routines
- collaborative learning strategies
- PSHE and collective worship
- explicit teaching of social skills
- restorative conversations when conflicts occur.

Children are supported to understand why behaviour expectations exist and how their actions affect others.

5. Behaviour Ladders

The behaviour ladder provides a clear framework for how behaviour is recognised, supported and addressed.

EYFS and KS1 Behaviour Ladder

Children are supported through a simple progression:

	I am always Ready, Respectful and Responsible. I help others. I make great choices. I show our school values.
	I am doing the right thing. I am listening and looking. I am kind. I am making safe choices.
	I need a reminder. Am I ready? Am I being kind? Am I making a safe choice? → Adult gives a gentle reminder.
	Thinking Time I need time to think. I am not following the rules yet. → Short reflection time with adult support. → What can I do to fix it?
	Fix & Make It Right My behaviour has hurt someone or been unsafe. → I talk with an adult.

	→ I say sorry and fix the problem. → Grown-ups may talk to parents if needed.
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KS2 Behaviour Ladder

Older children follow a similar structure but with increased responsibility:

	Role Model I consistently demonstrate Ready, Respectful and Responsible behaviour. I lead by example. I show resilience and self-control. I positively influence others.
	Going Above I exceed expectations. I am focused and prepared. I show empathy and kindness. I make mature, safe decisions.
	Meeting Expectations I am following school rules. I am ready to learn. I treat others with respect. I take responsibility for my actions.
	Warning I have chosen not to meet expectations. → Clear verbal warning. → Opportunity to reset behaviour
	Reflection Time I am continuing to make poor choices. → Time out or move location. → Reflection task or restorative conversation. → Behaviour may be recorded.
	Serious Concern My behaviour is unsafe, disruptive or harmful. → Senior leader involvement. → Parents informed. → Restorative meeting and next steps agreed.

6. Restorative Approach

At St Michael's we believe that behaviour incidents should lead to learning, reflection and repair.

When conflict occurs, staff guide children through restorative conversations which help them to:

1. Explain what happened
2. Understand the impact of their actions
3. Reflect on their choices
4. Repair relationships
5. Reset and move forward.

Typical restorative questions include:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to make things right?
- What will you do differently next time?

This approach promotes empathy, responsibility and problem solving.

10. Supporting Children with Additional Needs

Some children may find behaviour regulation particularly challenging.

Where this occurs the school will use a graduated approach, including:

- individual behaviour points strategy
- behaviour risk assessments
- support from SEND specialists
- collaboration with parents and external agencies.

Adjustments are made where appropriate while maintaining clear expectations for behaviour.

In line with our school improvement priority to develop comprehensive support for neurodiverse children, we will carry out individual functional behaviour assessments where behaviour is persistent or escalates. Behaviour plans will include specific adjustments (sensory regulation strategies, visual prompts, reduced task demands, movement breaks), measurable targets, and success criteria. Where relevant, staff will follow EHCP provisions and seek input from educational psychologists, specialist teachers and health professionals. Parents/carers will be fully involved in planning and review.

The school may apply this policy to behaviour outside school (on trips, during travel to/from school, online behaviour) when it impacts the school community. Staff will take proportionate action and involve parents when necessary.

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. Any withholding of break time must be proportionate, time-limited and used for constructive repair (reflection sheet, restorative conversation). Parents will be informed if a child loses more than a single, short period of play (e.g., more than two consecutive break periods).

	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.

Half Term Heroes: Awarded half-termly by class staff and presented in celebration worship, children will receive a trip as a reward.

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. Children can actively spend their dojos in the dojo shop.

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

The Headteacher has overall responsibility for behaviour policy implementation. DSL(s) oversee safeguarding-related behaviour concerns. Governors will receive termly behaviour data and challenge leaders on policy impact and exclusions. The named behaviour lead (insert name/title) will coordinate behaviour data, training and interventions.

