

# Behaviour and Social and Emotional Development Policy

## ETHOS

**We will prepare the children at St. Michael's to fulfil their potential within a happy caring Christian environment, where every individual is valued.**

The Governing Body and staff at St. Michael's are committed to fostering an environment that supports effective teaching and learning. We believe that good behaviour is essential for success in all aspects of school life.

Positive behaviour, reinforced with the support of parents, allows teachers to teach effectively and children to fully engage in their learning. Guided by our School's Mission Statement, which is rooted in Christian values, we create an environment where children are nurtured in understanding what is right and wrong.

For those who struggle with self-regulating emotions and behaviour, we use a graduated approach to provide the necessary guidance and support.



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 2024  
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.

**Excellence:** Achieving personal excellence  
Do work hard in all you do and always give your best  
*Wisdom*

**Perseverance:** Perseverance and passion  
Do work hard and show a growth mindset- not wasting your own or other people's time  
*Endurance*

**Caring:** Respecting and Caring about everyone in God's family Do be gentle, kind and helpful- not hurting others feelings. Do show forgiveness and friendship. Do look after property.  
*Compassion, Service and Forgiveness*

**Collaboration:** Supporting each other to succeed together  
Do be honest- not covering up the truth  
Do listen to others- not interrupting  
*Trust, Justice, Hope*

We understand the importance of educating children to develop both socially and emotionally, and our behaviour policy is grounded in a values-based approach. We encourage our pupils to be sensible, friendly, polite, helpful, hardworking, and respectful towards others. These values bring social benefits not only to the children but also to teachers and parents. Children learn to care for one another, appreciate the value of friendship, build self-confidence, and strive to do their best. This, in turn, enables teachers to teach more effectively without the disruption of behaviour issues, allowing them to better meet the needs of all pupils and foster positive relationships with parents.

By attending our school, parents agree to support our home-school agreement, which can be found on the school website.

As Tom Bennet outlines in his book "Running the Room – A Teacher's Guide to Behaviour," teaching behaviour explicitly follows these steps:

Identify the routines you want to establish.

Clearly communicate your expectations.

Practice the routines until everyone understands them.

Consistently reinforce, maintain, and monitor the routines.

It is essential that all staff are familiar with this approach, teach it explicitly to pupils, and maintain high standards at all times. By doing so, we create a supportive culture where pupils feel safe and ready to learn, and teachers can teach without interruption.

## DETAILS OF OUR BEHAVIOUR CURRICULUM

### STAFF RESPONSIBILITIES

#### Excellence:

- Have high expectations of behaviour and clear rules and routines in classrooms
- Will establish a framework for discipline with a range of strategies using praise, sanctions and Rewards.
- Will encourage and challenge the children to use please and thank you.
- Will support an orderly and prompt start to lessons.
- Will ensure there are clear routines for arriving and leaving the classroom.
- Ensure that appropriate equipment is available.
- Will support lining up in an orderly way and begin lessons promptly.

#### Collaboration:

- Promote good relationships with pupils and parents
- Use praise and rewards consistently and fairly
- Staff will give children Dojos for positive behaviour, they will be rewarded when they hit 100, 200 etc
- Manage classes using effective approaches to involve and motivate all children.
- Model how children can support others to succeed to others.

#### Caring:

- Staff will greet children and promote good and courteous behaviour in class and around school.
- Use restorative practice to resolve conflict and support forgiveness and friendship
- Ensure that children are supported to respect school property.
- Adapt appropriately using approaches to enable pupils to be taught effectively.
- Have a clear understanding of the needs of all pupils, including those with special needs: those with EAL, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### Perseverance:

- Staff will persistently model what is expected of the children.
- Staff will encourage pupils to develop a growth mind-set.

### PUPIL RESPONSIBILITIES

#### Excellence:

- Work hard in all you do and always give your best.
- Look when someone is speaking to you and respectfully listen to instructions.
- Respect all staff saying “please and thank you” and open doors for others.
- Be ready to learn in lessons and have all the resources needed to complete a task.
- Line up quietly and sensibly.
- Walk around school and use our inside voices.

#### Collaboration:

- Support each other by respectful listening and talk.
- Line up in an orderly way to move around the school.
- Move around school and classroom calmly and safely.
- Work as a team in all aspects where I am required to do so.

#### Caring:

Be gentle, kind and helpful –not hurting others and their feelings.  
Show forgiveness and friendship  
Look after property.

#### Perseverance:

Work hard and show a growth mind-set –do not waste your own or other people's time.  
Keep trying even when I am finding things tough

#### REWARDS

- ✚ When a child demonstrates one of our values, they will receive a values leaf to hang on the tree, followed by a certificate to take home.
- ✚ Staff award a Star of the Week which is presented in Celebration Worship.
- ✚ All excellent work receives 2 Dojos
- ✚ Three pieces of excellent work gain a Head teacher award.
- ✚ When children reach 100 and 200 dojos they will get a certificate, when they receive 300 they will get a prize
- ✚ 100% attendance is awarded a termly certificate and a badge pin if a child has a full year's attendance

#### SANCTIONS

**Unacceptable behaviour.** Fighting, theft, inappropriate language during lessons or playtime/ lunchtime will result in the teacher operating an immediate internal exclusion depending on the context of the misdemeanour and the parents will be informed by phone by the end of the day.

- ✚ Sanctions should be used as a last resort to teach a child appropriate social behaviour
- ✚ The behaviour is identified and a reminder of the expected behaviour
- ✚ If more than two reminders are given then an appropriate amount of minutes will be lost off playtime (see appendices)
- ✚ The child will be sent to the hall at the start of play. A member of the SLT will be there at 10.15am
- ✚ If the behaviour becomes persistent over time, the Head will work with class staff and the parent to work out supportive strategies under the graduated approach to change poor behaviours.

All behaviour incidents that result in a sanction will be recorded on CPOMS to ensure that any emerging patterns can be monitored and addressed promptly. This allows staff to track individual behaviours and intervene where necessary to support the child's development. We implement a restorative justice approach, which focuses on repairing relationships and understanding the impact of one's actions. Instead of simply punishing, we encourage children to reflect on their behaviour, take responsibility, and make amends with those affected. This approach promotes accountability, empathy, and positive conflict resolution.

#### GRADUATED RESPONSE FOR THOSE WHO FIND IT VERY DIFFICULT TO SELF REGULATE

All schools will have pupils who both experience challenges and may present behavioural difficulties. Children with specific social and emotional needs, such as those with ASD, may need an individualised approach to our values-based behaviour framework. In certain cases, we may create a behaviour risk assessment to identify potential triggers and provide targeted support for children who find behaviour regulation difficult. We also work closely with external agencies and our school nurse when additional resources or support are required to meet the needs of these pupils.

## EXCLUSIONS

The decision to exclude a child is taken very carefully. The Head would inform the governors and the parents with a letter explaining how long the exclusion is for and why the exclusion is being made.

## 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.

	<b>Time lost</b>
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- Perseverance

Blue Leaf- Excellence

Green Leaf- Collaboration

Red Leaf- Caring

- **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 at 100 and 200 Dojos. Upon reaching 300 Dojos, the child will receive a prize.
- **Values Leaves:** Awarded for demonstrating Christian values. A leaf is placed on the values tree, and the child receives a certificate.

