

# St Michael's Catholic Primary School



## Behaviour Policy

July 2025

## **Policy Statement**

At St Michael's Catholic Primary School, we believe that the Catholic ethos of our school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. By working together, we can all ensure that we are promoting a productive, happy, caring and secure learning environment. We maintain that effective learning can only take place in a calm and orderly environment where there is mutual respect between all members of our school community.

High quality relationships throughout the school:

- Enable a conducive learning environment
- Promote pupil confidence and raise self esteem
- Encourage self-discipline and responsibility
- Foster an understanding and tolerance of all races, religions and cultures

## **Aims and Expectations**

- To ensure that excellent behaviour is a minimum expectation for all.
- To provide an environment where effective teaching and learning can take place.
- To ensure that all learners are treated fairly, shown respect and feel safe.
- To help learners take control over their behaviour, make positive choices and recognise the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, patience and empathy for others.
- To comply with all legal requirements whilst being led by Gospel values
- To apply appropriate discipline when pupil conduct falls below the standard which could be reasonably expected.
- Consistency in expectations, approaches, language and consequences

## **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise and positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Build good relationships in school

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.”*

Paul Dix

*Our behaviour policy and reward systems are based on our **four school rules**:*

- Be **ready**
- Be **respectful**
- Be **safe**
- Be **your best**

These rules run alongside our **Gospel values**:

- Forgiveness
- Honesty
- Compassion
- Friendship
- Patience
- Respect
- Thankfulness
- Service

### **Agreed Consistencies**

#### ***All staff every day will:***

1. Meet and greet children as they enter the classroom
2. Refer to the 4 school rules when promoting good behaviour
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Have well-practised methods for obtaining whole class attention
6. Be calm when going through the steps; look to prevent before sanctions imposed
7. Consistently follow steps and use associated scripts
8. Never ignore or walk past learners who are behaving inappropriately- 'Pick up your own tab'

#### ***The Head Teacher will:***

1. Support colleagues to guide, model and show a unified consistency to the learners
2. Meet and greet learners at the beginning of the day
3. Be a visible presence to encourage appropriate conduct
4. Support staff in reparation meetings and support staff with parent conversations
5. Regularly celebrate staff and learners whose efforts go above and beyond expectations
6. Encourage use of Facebook shout-outs

#### ***SLT will:***

1. Engage positively with all children in school
2. Be a visible presence across the school and especially at transition times
3. Regularly share good practice
4. Support staff in managing learners with more complex or entrenched negative behaviours
5. Use behaviour data to target and assess school wide behaviour policy and practice
6. Regularly review provision for learners who fall beyond the range of written policies

#### ***Pupils will:***

1. Always try their best and allow others to do the same
2. Treat others with respect and compassion
3. Follow instructions given by school staff
4. Take care of property and the environment

**Parents / Carers will:**

1. Be aware of and support the school rules and expectations
2. Encourage independence and self-discipline
3. Show an interest in all that their child does in school
4. Foster good relationships with the school
5. Make children aware of appropriate behaviour in all situations

**Getting the Basics Right**

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

- Before school - Children come straight into the classroom.
- Welcoming children as they come into school
- SLT being visible on the drive and staff standing at entrance doors.
- Teachers there to greet children as they come back into class after breaktimes
- Children need to come into Assembly in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout Assembly as appropriate.
- In the corridors - Children are expected to walk quietly and in single file in the corridors
- In the playground - Children should not climb on furniture / play equipment or go onto grass when out of bounds.
- Sports leaders support activities during the lunchtime session.
- Dining Hall- children remain in assigned seats and talk quietly to people they sit next to
- Walking back from the dinner hall- walk in pairs up the drive and then in silence once at the gate
- After School – children and parents leave school grounds as soon as they are collected.

**Recognition and rewards for effort**

We recognise and reward learners who go “over and above” our standards. Although there are various forms of recognition, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

***Class level:***

1. Praise for good choices
2. Stickers (either on clothing or in books)
3. Family beads (contribute to whole school Family Groups total)
4. Raffle tickets (daily/weekly draw)

***School level:***

1. Star awards -Each teacher chooses a star learner every week.
2. Headteacher award (weekly role model)
3. Sports awards- chosen by P.E. teacher
4. Proud cloud - shown Gospel values
5. Positive postcards – sent out monthly by teachers
6. Facebook shout-outs (children sent to HT office for photo with work)
8. Mini-Vinnies award- child who is loving and compassionate (chosen by Mini Vinnies)

## Response to low-level behaviours

**Picking up your own tab:** When dealing with low level behaviours, adults will 'pick up their own tab'. Children will not be sent to another member of staff for behaviours to be sanctioned. Children will not be stood outside of a classroom to rectify behaviour. Once a low-level behaviour has been stopped, the adult should demonstrate forgiveness.

The adults in our school will endeavour to be:

- Forgiving
- Un-shockable
- Consistent
- Relentless
- Calm

Adults will encourage good behaviour in the first instance by building up *positive relationships* with all children. Low-level behaviours will be discouraged by recognising and praising positive and desired behaviours demonstrated by other children in the class. Low level behaviours should not be allowed to disrupt learning. Therefore, the following steps will be followed when positive reinforcement proves ineffective:

### Behaviour Code

#### **Step 1- Nudge**

Gentle encouragement, a "nudge" in the right direction, small act of kindness, check they are okay – active listening. Tone remains calm, friendly and light.

#### **Step 2-Reminder**

Adult explicitly uses the word 'reminder' and refers to one of the 4 rules; quietly reminds child what is expected of them e.g. "This is a reminder that you need to 'be ready' which means putting your pen down and showing me you are listening." Tone of voice is neutral.

#### **Step 3- Warning**

Quietly and discreetly speak to child. Tell them this is their 'warning' then use 30 second script:

-I notice you are...

-You have broken the rule.....

-Positive affirmation e.g. I know you are a really kind/hardworking person etc.

-That is what I need to see now. Thank you for listening.

*Adult will move on and will not allow for engagement. Tone of voice is slight disappointment.*

#### **Step 4- Consequence**

If the warning is not successful and the low-level behaviour continues, the child will receive a consequence during which a restorative conversation and action will take place. This will involve missing time either during break time or another activity that they enjoy (up to 10 minutes). Ensure the child is calm. Have a discussion with the child that reflects on the behaviour. Tone of voice shows clear disappointment (stern but not shouting) Use the following questions:

-“Which rule were you struggling to follow?”

“What were you thinking/how were you feeling?”

“How do you think this made other people feel?”

“Who was being affected by your behaviour?”

“What could you do differently?”

“I need to see your behaviour improve for the rest of the day/week otherwise you will need to go and have some thinking time with Mrs Parker”

If appropriate, the child may need to complete unfinished work.

**If the behaviour occurs during breaktime, the pupil stands with the adult. The same script is used.**

**The pupil stays with the adult for a total of 5 minutes.**

**Whenever a child receives a ‘consequence’ the behaviour will be recorded on Arbor.**

Children receive a fresh start each session.

KS1: Before morning break, after morning break and afternoon session. Breaktimes are also treated as a session. KS2: morning session, lunchtime,, afternoon session. However, if there is a pattern of low-level behaviour over a serious of lessons/days, then this will need to be escalated and a meeting will be required as outlined below.

### **Step 5 – Restore (Time with SLT)**

If the child’s low level behaviour still does not improve (or there are repeated incidents throughout the day/week), they will need to spend time discussing their behaviour with the headteacher or another member of SLT. This will happen as soon as possible. Parents will also be informed that their child needed to spend time reflecting on their behaviour with a member of SLT. A reflection sheet may be used or the child may be asked to write a letter of apology. If the child did not complete their work as a result of their behaviour, they will complete it at this time. **The behaviour and actions will be recorded on Arbor.**

***Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger/shouting. An adult shouting is an adult that has lost control. Children will either find it frightening or funny.***

### **Response to High-Level behaviours**

High-level negative behaviours may include but are not restricted to:

- Use of racist or homophobic language
- Physical assaults
- Swearing/abusive language
- Bullying
- Refusal to follow school rules
- Behaviour that puts themselves or others at risk of harm

Incidents of high-level behaviours should always be recorded on Arbor and also CPOMs if the behaviour posed a safeguarding risk. It must be reported to a member of the Senior Leadership Team as well as parents/carers.

School responses to high level behaviours will be explained to parents/carers and may include:

### **Reparation meetings**

A restorative meeting should take place as soon as possible. This can be supported by another colleague or member of SLT.

Staff have a script for the restorative conversation. Staff choose appropriate restorative questions from the following and address each question together.

1. What happened? (listen to each other's account carefully)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

The teacher involved will take responsibility for leading reparation meetings. SLT will provide support. If behaviour happened in absence of a teacher, a member of SLT will lead the meeting. Reflection sheets will be used where appropriate and kept in behaviour folder in HT's office.

### **Formal meeting and reward charts/marble jars**

If behaviour is consistently poor as shown by Arbor monthly reviews or becomes a cause for concern there will be a formal meeting with teacher and Head Teacher and parents. There will then be agreed targets that will be monitored over the course of two weeks. A *reward chart* may be put in place. The reward chart will be used discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour. The child will be given either a star or a spot at the end of each session. The aim is to receive a specified amount of stars over the course of a day/week. The chart should highlight any areas in which the child requires extra support. The chart should be shown to a nominated trusted adult (not the class teacher) at the end of each day. The trusted adult will take this as an opportunity to reflect on the stars and spots and give encouragement for the following day.

Alternatively, younger children may be given a 'marble jar'. At the beginning of each day, a reward will be agreed. Each positive behaviour shown by the child earns a marble. If the child fills the jar, they receive their reward. The jar may be shown to a nominated trusted adult at the end of the day. This is an opportunity for reflection on their behaviour that day.

### **Further support**

Children who may need some additional *emotional support* will be supported by the SENDCO and outside agencies such as an Educational Psychologist, CAMHS or the Emotional Wellbeing for Effective Learning Team. They may require access to trusted adults who can provide short time-outs from class and with whom they can go to for support.

Some children will have a *Behaviour Support Plan* to address particular needs and these should be adhered to in addition to the usual behaviour policy. This will be devised alongside parents and then shared with pupil. It will be reviewed after 4 weeks.

If one or more children is struggling with inappropriate behaviour, a "Getting Along" *intervention* or group such as Lego Therapy is convened, run by a Teaching Assistant, to support the struggling child in developing personal awareness, social and self-management skills.

### **Serious breaches**

A serious breach is an incident that may lead to an internal exclusion, a fixed term exclusion or a permanent exclusion. Alternatives to exclusion where appropriate, will be sought.

Serious breaches of discipline include:

- physical assault resulting in injury
- deliberate damage to property
- stealing

- leaving the school premises without permission
- verbal abuse of a serious nature
- defiant refusal to follow rules and instructions
- disruptive behaviour in class which prevents learning and teaching.

This type of behaviour is generally rare and it is the responsibility of the members of the SLT, who will deal with it severely, particularly if the problem keeps recurring.

#### **Procedures for Dealing with More Serious Incidents**

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for a session or the rest of the day (internal exclusion)
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
  - Fixed term exclusion-these are reported to the Local Authority and parents are informed informally by telephone/in person and formally by a written letter which states the reason for exclusion and the period of time. Work must be supplied for the duration of the exclusion.

In addition to the above, all major breaches of discipline will be recorded on Arbor (and CPOMS if posing a safeguarding risk)

A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away by a caregiver.

#### **Permanent Exclusion**

If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body. Exclusion guidance is based upon current Local Authority and DFE guidance. Permanent exclusion will only be issued after consultation with the Governing Body and the Bishop Wilkinson Trust

Only the head teacher has the authority to exclude and will notify parents within one school day by phone or letter.

The school will take reasonable steps to set and mark work for the first five days of exclusion and alternative provision will be arranged from the sixth day.

Parents will be required to attend a re-integration interview regarding pupil's fixed term exclusion.

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise for an accumulation of fixed-term exclusion or as a result of a very serious one-off offence. Serious one-off offences may include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

#### **Pupils with Special Educational Needs**

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in

consultation with the SENCO/ Headteacher /Deputy Headteacher and class teacher. Key staff may need to liaise with external agencies as necessary.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Physical restraint / Use of reasonable force**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs and reported to parents

Please refer to the Positive Handling Policy for further details

### **Child on Child Abuse / Sexual Violence**

Please refer to the Safeguarding and Child Protection Policy for details

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

## **Behaviour Code in the Early Years**

At St Michael's Catholic Primary School, we recognise that children in the Early Years Foundation Stage (EYFS), particularly those aged **three and four**, are at an early stage of developing **self-regulation, emotional control and social understanding**. As such, behaviour in the nursery is viewed through a **developmentally informed and nurturing lens**.

Our approach is underpinned by the principles of the EYFS Framework and informed by *Birth to 5 Matters*, which emphasises that **self-regulation is a developmental process**, not a fixed skill, and that children require **consistent co-regulation from adults** before they are able to manage their behaviour independently.

In Early Years, behaviour is understood as a form of **communication**. What may appear as challenging behaviour often reflects a child's developmental stage, emotional state, unmet need, or difficulty expressing themselves verbally.

In the Early Years Foundation Stage, the school's Behaviour Code (*Nudge, Reminder, Warning, Consequence, Restore*) is **applied flexibly and developmentally**, recognising that children aged 3–4 are still learning to regulate their emotions, attention and behaviour.

For nursery-aged children, the Behaviour Code focuses on **teaching behaviour, co-regulation and restoration**, rather than compliance or sanctions.

Formal warnings and consequences used in Key Stage 1 and 2 are **not routinely applied** in the nursery.

### **Developmentally Typical Behaviours in 3–4 Year Olds**

According to *Birth to 5 Matters*, children aged 3–4 years are **still developing emotional and cognitive self-regulation** and therefore may:

- Struggle to **follow instructions**, particularly when they are:
  - deeply engaged in play
  - emotionally overwhelmed
  - asked to follow multiple steps
- Act impulsively or find it difficult to wait or take turns
- Experience **strong emotional reactions**, including frustration or distress
- Need adult support to manage transitions and changes in routine
- Show inconsistent behaviour depending on tiredness, hunger, or emotional security

These behaviours are **developmentally appropriate** and should not automatically be labelled as 'poor behaviour'.

Self-regulation at this age is **emerging, uneven and highly dependent on adult support**, predictable routines and emotionally secure relationships.

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## Making Adaptations and Considerations in Early Years

In the Early Years, behaviour expectations and responses are adapted to reflect children's developmental needs. This includes:

- Placing a strong emphasis on **positive relationships and emotional security**
- Using **co-regulation strategies**, where adults model and support calming and problem-solving
- Providing **clear, simple and age-appropriate boundaries**
- Allowing additional time and flexibility for children to meet expectations
- Using observation to understand the **underlying cause** of behaviours
- Ensuring responses are **proportionate, restorative and educational**, not punitive

Formal sanctions used elsewhere in the school are **not automatically applied** to nursery-aged children.

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### EYFS Behaviour Code (Nursery)

#### Step 1 – Nudge (Support and Co-Regulation)

A **gentle, supportive nudge** to help the child re-engage or regulate.

Adults may:

- Move closer and offer calm presence
- Use the child's name and make eye contact
- Acknowledge feelings (*"I can see you're feeling frustrated"*)
- Model the expected behaviour
- Redirect through play or choice

**Tone:** Warm, calm and reassuring

**Purpose:** Support regulation and re-engagement

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#### Step 2 – Reminder (Clear and Simple Expectation)

A **brief, age-appropriate reminder**, linked to the school rules.

Adults will:

- Use the word “*reminder*”
- Refer to **one** school rule only (e.g. *Be safe, Be ready*)
- Use simple, concrete language
- Support understanding with gestures or visuals

Example:

“This is a reminder to **be safe**. Feet stay on the floor.”

**Tone:** Neutral and supportive

**Purpose:** Teach expectations clearly

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### **Step 3 – Support (Guided Regulation and Adjustment)**

*(EYFS replacement for “Warning”)*

If the child is unable to respond to reminders due to emotional overload or developmental need, **additional adult support is provided instead of a warning**.

This may include:

- Time with a familiar, trusted adult (from within the EY team)
- A calm space or sensory break
- Reduced expectations or task demands
- Adult modelling and shared problem-solving (e.g. using puppets/soft toys)
- Support with transitions

**Tone:** Empathetic and steady

**Purpose:** Help the child regain emotional balance

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### **Step 4 – Restore (Repair and Reconnection)**

Once the child is calm, adults support **restoration**.

This may involve:

- Talking through what happened in simple terms
- Naming feelings and impacts with adult support
- Modelling or practising the expected behaviour
- Supporting the child to repair relationships (e.g. kind words, shared play)

Children are **not expected to apologise before they are emotionally ready**.

**Tone:** Calm, reflective and encouraging

**Purpose:** Repair relationships and reinforce learning

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### **What We Do Not Use in Nursery**

In line with developmental guidance:

- Children are not given formal warnings
- Children are not required to miss playtime as a sanction
- Behaviour is not recorded on Arbor unless there is a safeguarding or significant concern (a separate behaviour log is kept to help identify any patterns in behaviour)
- Children are always given a **fresh start**

### **Key Principles Underpinning EYFS Behaviour Practice**

- Behaviour is a **form of communication**
- Self-regulation is **taught and modelled, not demanded**
- Consistency lies in the **behaviour of adults** (tone plays a vital role in this)
- Calm, predictable responses build emotional safety
- Restoration always follows regulation

### **Escalation and Additional Support**

If a child's behaviour:

- is persistent,
- causes significant distress to themselves or others, or
- appears outside what is developmentally typical,

staff will:

- observe patterns over time,
- work closely with parents/carers,
- adapt provision and routines as needed,
- and involve the SENDCo or external professionals where appropriate.

This ensures that children receive **early, appropriate support** and that behaviour is understood within the context of their development and wellbeing.

## **Appendix 1**

### **DISCIPLINE IN SCHOOLS - TEACHERS' POWERS - key points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers can confiscate pupils' property

## **Appendix 2: Children's Behaviour Code**

## BEHAVIOUR CODE: LESSONS

1	Nudge	Words of encouragement to do the right thing.
2	Reminder	Adult will remind you of the behaviour/rule that is expected
3	Warning	Adult will explain why your behaviour is unacceptable and give you a chance to improve it.
4	Consequence	Miss break 5-10 minutes of break time to discuss wrong choices
5	Restore	Immediate time-out with HT/DHT to reflect on your behaviour and how we can fix this. <b>Parents will be informed.</b>

## BEHAVIOUR CODE: BREAKTIMES

1	Nudge	Words of encouragement to do the right thing.
2	Reminder	Adult will remind you of the behaviour/rule that is expected
3	Warning	Adult will explain why your behaviour is unacceptable-stand with adult for 1 minute
4	Consequence	Miss break 5-10 minutes of break time to discuss wrong choices-sent to teacher/SLT if necessary.
5	Restore	Immediate time-out with HT/DHT to reflect on your behaviour and how we can fix this. <b>Parents will be informed.</b>