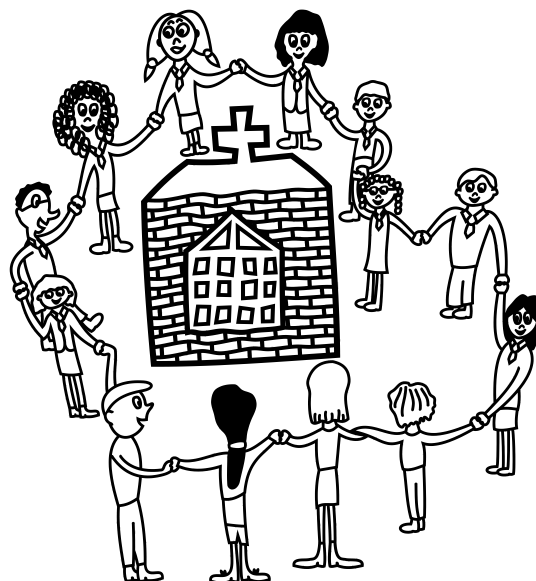


**St Michael's CE Primary School  
Sydenham**



## **Behaviour Policy**

Agreed by the Governing Body on: *Autumn 2022*

Signed (Chair): *Beryl Fielder*

Review Date: *Autumn Term 2025*

## Behaviour Policy

### Aims and expectations

The school's behaviour policy is designed to support our aim that we are a caring community where every member of the school community feels valued and respected, where each person is treated fairly and that our values are built on mutual trust and respect for all.

Our one golden rule is **respect**. The school expects every member of the school community to behave in a respectful way towards others and to respect staff, to respect the children's learning environment, to respect the children's learning and education and to respect our God.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of respect, kindness and cooperation.

### Two points of note:

1. Fair does not mean everybody getting the same thing. Fair is everybody getting what they need in order to be successful.
2. The behaviour policy is a strategic approach to teach children to make good choices, by rewarding good behaviour and by children facing consequences when they do not make good choices. For the majority of mainstream children, this system will be effective and will support their needs. For a small minority of children - most likely due to special needs - the behaviour system will, hopefully, help to *manage* behaviour, but is unlikely to *change* their behaviour patterns. In such circumstances, a differentiated approach might be needed, in liaison with the Inclusion Manager and SLT.

### Our expectations for behaviour are to :

1. Show kindness and thoughtfulness through sharing with and supporting others.
2. Demonstrate a commitment to learning.
3. Follow instructions – first time, every time
4. Self-efficacy: to practise self-control, self-regulation and self-motivation.
5. Take responsibility for your own behaviour.

### We seek to explicitly promote positive behaviour. In doing this we will:

- catch them being good
- praise good behaviour instead of responding to negative behaviour as a prompt for a child making wrong choices.
- reward children for making the right choices when no-one is watching
- friendly reminders
- articulating what is good behaviour *“well done to the children standing one behind the other being quiet as that is how we line up.”*
- move children to a space where they would be more focused
- give them a responsibility to allow them a bit more “movement” asking them to be a “helper”, etc.

**The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti-bullying Policy)**

***St Michael's School uses the 'Good to be Green' system for behaviour. Every morning all children start on green, regardless of what happened the previous day.***

### Rewards for good behaviour:

We would like to promote an ethos where children's learning and acquiring knowledge is a reward in itself and are not only driven by external praise. However, there are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All teachers verbally praise children and give various rewards including stickers, class DOJOs (electronic reward system), SMS/App messages home, individual class rewards (see last bullet point about golden time).
- Children who have produced outstanding work are sent to the Headteacher **or** Deputy. This is for good quality work and at the discretion of the class teacher or teaching assistant. **The children are to be sent between 3pm and 3.30pm**
- We have weekly celebration worship where children are nominated for good effort, good values and being a star of the week. The parents of the children, who are nominated, will be invited by text on the Thursday to join the Celebration Worship on Friday. The 100 Club Dojo certificates are also given out during celebration worship, but parent are not invited for this.
- Good to be gold: If it is felt that a child deserves to go "beyond green", due to consistent impeccable behaviour, they can be awarded a good to be gold card. This is a daily incentive and children will go back on green the next morning. Children can be rewarded a gold sticker as evidence of their gold card.
- Privilege Cards/Platinum cards: A privilege card is for those children demonstrating exceptional behaviour and attitude to learning over a period of time. **We want the award to be special and would therefore expect no more than a third of the children to receive this in one half term.** Parents will be invited to celebration assembly when the children are awarded their privilege certificate. The card remains in place for the half term, unless they get a yellow or red card. Children who maintain their privilege cards for the entire half term are further rewarded with a '**Platinum Time**' activity with the Deputy Headteacher.
- House points are given during PE and as a recognition of team spirit and behaviour. House points can be given for showing respect, being prepared with correct PE kit, teamwork and effort. House points are collated weekly and house winners announced half-termly. Half termly house point winners will be allowed to wear their own clothes on one day at the end of term, dates to be agreed.
- Golden Time: At the discretion of the teacher, a class could earn "golden time" where children have special time to enjoy and be creative using some fun activities which there may not always be time for during the school week. The suggested strategy is for all the children's individual names to be displayed on a chart, indicating how many minutes of golden time they can potentially enjoy. Children can lose their minutes, moving down the chart. Ensure you have a strategy in place of what those children will be doing whilst other children have golden time. Please ensure that your system is fair and transparent to the children
- We have a "no sweets and chocolate policy", and therefore do not reward children with sweets.

### At St Michael's we follow the Restorative Justice Approach with the following procedures for inappropriate behaviour.

We use the word consequence rather than punishment. We believe consequences encourage responsibility by holding children accountable for *their* actions, whereas punishment tempts children to avoid responsibility by shifting their attention to the *adult's* actions.

Restorative Justice gives those who have been harmed the chance to communicate and explain the real impact of the harm that has been caused – it empowers those affected by giving them a voice. It also holds those who have caused harm to account for what they have done and helps them to take responsibility and make amends.

We operate an 'Amber Book' at St Michaels. This is a consequence for consistent disruption to learning. Should a child make wrong choices and not respond to more positive strategies, then these steps are followed for low level disruption, however, the expectation is that the teacher will always seek to find strategies to help children to "get it right" and that the amber book will only be used when all other strategies have failed *Please keep in mind – if you do it too often it will lose its effect.*

**Step 1:** The first step is to always seek to prompt children to change their learning behaviour **using non-verbal prompts (look, touch on table or shoulder)** and **general verbal prompts** (*please stop talking so you can listen to the instructions*). The verbal prompt should always include the child's name. Stop and think cards can be used here if appropriate. If these strategies do not work, then the following system is followed.

### **Step 2: Reminder**

This will explicitly state that it is a reminder of the expectations so that children are aware of their progression to step 2.

### **Step 3 – Warning – Reflection Time**

If the prompts to change behaviour are still required and unacceptable behaviour continues, the warning will be recorded as a name on the board. This stage has an opportunity for the child to reflect about their choices. The child may take a **few minutes** at the next available break in class (play or lunch) to complete a reflection sheet or have a discussion with you; the aim is to change the behaviour.

If a child is sent to the reflection area during the lesson, this should be for a maximum of five minutes to settle them. It is important that they should still be listening to the learning and joining in as appropriate. Therefore, reflection sheets should not be completed during the learning time.

Whilst in the reflection area, an adult must ensure a quick chat is had with them to remind about behaviour for learning.

**Remember** - if you see them making right choices give them praise for it. *“Well done, I can see you are really focussed now.”* Catch them the first moment they are making the right choice.

### **Step 4 – Yellow Card - Playtime/Lunchtime Sanction**

If step 3 warning does not lead to an improvement in behaviour, staff will issue a time sanction. This will require children to miss their playtime or lunchtime. *At this point a reflection sheet must be completed by the child.* These are then given to the Deputy Headteacher at the end of the week.

At playtime, lunchtime or before the end of the school day, the teacher needs to take a few minutes to keep the child behind and in a restorative manner help them to understand where they went wrong to receive a yellow card and how they can make better choices the next time. **At this stage, the class teacher must inform the parent/carer at the end of the day pick-up or by telephone call.**

### **Step 5 – Amber Book/ Peer and SLT Support**

In some cases, it may be necessary to remove a pupil from the classroom to ensure that a clear message is given about expectations, both to the pupil involved and to others in the class. Pupils will be sent to work in a different class/area for a set period of time. **The class teacher will enter the incident in the Amber book as a record of behavioural concerns. If a child has an entry in the amber book, they will miss the next available play/lunchtime with SLT.**

Amber book detail does not have to be extensive as it is for consistent disruption to learning, but please be specific. For example: *talking when class are listening, throwing pencils, snatching from others etc.* This is discussed with the child on a Monday during assembly/break time.

On a Monday morning, amber books must all be sent to the deputy, who will monitor the entries and log them onto ScholarPack. The deputy and Headies will speak to all the children whose names were logged in the amber book during the previous week. At this meeting the children will be reminded of expectations and their parents will be informed. They will also have the opportunity to reflect on the choices they have made and what they can do to improve their behaviour.

**Please note, the parent/carer must have previously heard from the class adult at the yellow card step before the Deputy makes contact at Amber step.**

### **Step 6 – SLT/Inclusion Manager**

Where earlier stages of the process have been ineffective in improving behaviour, pupils will be taken/ sent to the Deputy Headteacher or the Headteacher. At this stage, appropriate sanctions may include removal from class for an extended period, internal exclusion, or in some cases a fixed-term or permanent exclusion may be required.

### **Pupil referral to Headteacher or Management**

In cases of intentional physical harm, or refusal to follow instructions given by a member of staff, sanctions will move immediately to step 5. All behaviour at this stage will be entered onto Scholar Pack as an incident by the Deputy Headteacher or Headteacher in order to maintain a record of such incidents.

These incidents include:

- hitting an adult
- Spitting
- Swearing at a member of staff
- Arguing with an adult
- Stealing
- Bullying
- Fighting or hitting another child
- Racist or homophobic language
- Serious outburst

### **POINTS TO CONSIDER:**

- ❖ If a child receives **three Amber entries within a half term**, the Deputy will inform parents giving specific details and this will be a **red card**.
- ❖ There will be some actions which bypass the stages in class – (violence, abusive actions), but it is more likely that those actions will be a red card. Please still complete the book when sending the child for a time out of class, but also speak to the deputy, as it may escalate to a **red card**. If this is the case, contact will be made with home.
- ❖ The email sent home for three amber entries also specifies that the child has now received a **red card** for consistent disruption to learning. This will need to be displayed in class in the behaviour chart..
- ❖ Finally, please bear in mind that the amber books work on a half termly basis, like privilege cards. Therefore, a new half term indicates a fresh start.

### **Exceptions – children beyond the behaviour system**

*On rare occasions children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will always be a very small minority of children. These children should be referred to the Inclusion Manager and an individualised behaviour plan will be implemented, specific to the child's need. This might mean that the good to be green system is not relevant to them. The school will aim to work in co-operation with parents if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, Inclusion Manager and Head/ Deputy HT and teaching assistants if needs be. The extreme behaviour will be logged on ScholarPack. If appropriate, the Inclusion Manager will refer to outside agencies.*

### **Red cards are reserved for extreme cases of poor behaviour and/or high level of disruption:**

A red card could be issued by a member of the SLT (Senior Leadership Team) if a child does not respond to the steps.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson. In light of the new" joint enterprise law" we will consider giving children similar consequences even if they played very different roles in causing harm. This will always be done in a restorative approach, in line with our policy.

### **Procedures regarding red cards:**

If a child is given a red card in class he/she must be sent to the Deputy Headteacher, or in her absence the Headteacher, where the child will have the opportunity to explain the actions using a red Card RJ record. At the infants a staff member could either call for the Head or Deputy to come over or they could bring the child to the office.

Consequences:

- I Time is spent out of class/playtimes to complete the red card RJ record with a member of the SLT
- II Parents will be informed of a red card. The SLT member who dealt with the incident will phone home/ send a letter to the parents or invite the parent for a meeting with the school staff.

III RJ conference where consequences\*\* are discussed and agreed as well as having the opportunity to make amends. Class teacher will then be informed of the outcome of the conference and where appropriate an email will be sent to inform relevant staff.

*\*Once they return to class, they stay on red as a reminder. If their behaviour improves dramatically they could move back to green, or if not, they stay on red until the end of the day at which time the teacher must encourage them to show improved behaviour the following day.*

*\*\*Those consequences that are agreed at the RJ conference are final and there should be no additional 'punishments' given by any other member of staff.*

**It is against our policy to give whole class 'consequences' e.g. keeping entire class in at playtime.**

**At in between times, e.g. moving between classes and playtimes –yellow cards must not be given.**

#### **Communal areas:**

The staff member who witnesses children making wrong choices must deal with it at that time by explaining our school rule, making it clear to them where they went wrong, how they can make amends and what they can do to make sure this does not happen again. Unless there was extreme language used or violence with a malicious intent, it will be assumed there will be no further consequences other than that intervention by the staff member who dealt with it. Behaviour choices around the school is everyone's responsibility to monitor and address, not only the class teacher.

#### **Playtimes:**

The staff member on duty must deal with the behaviour incident using the Restorative Approach. If it is a **serious offence**, such an act of violence, a member of the SLT should deal with the situation. The SLT member will decide on an appropriate cause of action. Outside the classroom/ in the playground no yellow cards should be given and only members of SLT should give red cards.

*Behaviour such as disengagement in learning, homework not being completed does not warrant a red card – the teacher should find alternative strategies to engage and motivate the child in their learning.*

#### **Exclusions:**

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

#### **The role of outside agencies:**

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

#### **The role of parents:**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. At the start of the school year, parents, teachers and pupils sign the home/school agreement, which states that the family will 'support the school's policies and guidelines for behaviour'. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents as appropriate if we have any concerns about their child's behaviour.

If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.



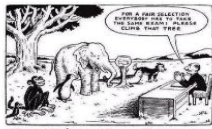

#### **The role of governors:**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

**Warning Step Reminders**

**Our motto: “Catch the children being good” and “make the right choices even when you think no-one is watching”**

<p><b>Step 1</b></p> 	<p><b>Verbal and non- verbal prompts.</b></p>	<p>Stop and think card on table as a visual prompt may be used</p>
<p><b>Step 2</b></p>	<p><b>Reminder</b></p>	<p>Remind children of expectations</p> <ol style="list-style-type: none"> <li>1. <i>Show kindness and thoughtfulness through sharing with and supporting others.</i></li> <li>2. <i>Demonstrate a commitment to learning.</i></li> <li>3. <i>Follow instructions – first time, every time.</i></li> <li>4. <i>Self-efficacy: to practise self-control, self-regulation and self-motivation.</i></li> <li>5. <i>Take responsibility for your own behaviour.</i></li> </ol>
<p><b>Step 3</b></p>	<p><b>Warning Card – Reflection Time</b></p>	<ul style="list-style-type: none"> <li>• Keep child in for reflection for part of break time/lunch time or break time the following day (if yellow card given in afternoon).</li> <li>• Discussion with teacher</li> <li>• <b>Catch them being good</b></li> </ul>
<p><b>Step 4</b></p> 	<p><b>Yellow Card: Playtime/Lunchtime Sanction</b></p>	<ul style="list-style-type: none"> <li>• Time sanction.</li> <li>• Reflection sheet completed by the child. (<i>Reflection sheets to the DHT at the end of the week.</i>)</li> <li>• Discussion with CT during next available unstructured time, including where they went wrong to receive a yellow card and how they can make better choices.</li> <li>• <b>Class teacher must inform the parent/carer at the end of the day pick-up or by telephone call.</b></li> </ul>
<p><b>Step 5:</b></p>  <p>Our Education System</p>	<p><b>Amber Book: Peer and SLT Support</b></p>	<ul style="list-style-type: none"> <li>• The class teacher will enter the incident in the Amber book as a record of behavioural concerns.</li> <li>• Pupils will be sent to work in a different class/area for a set period of time.</li> <li>• Miss the next available play/lunchtime with SLT.</li> <li>• Discussion with DHT and Headies on Monday during collective worship, reminder of expectations (step 2) and opportunity to reflect on choices and discuss steps to improve. Recorded on ScholarPack.</li> <li>• DHT informs parents</li> </ul> <p><b>(Parent/carer must have previously heard from the class adult (step 4) before the DHT makes contact at step 5)</b></p>
<p><b>Step 6:</b></p> 	<p><b>SLT/ Inclusion Manager</b></p>	<ul style="list-style-type: none"> <li>• Parents informed by SLT</li> <li>• Recorded on ScholarPack.</li> <li>• Consequences discussed.</li> </ul>

### Expectations for lunch time.

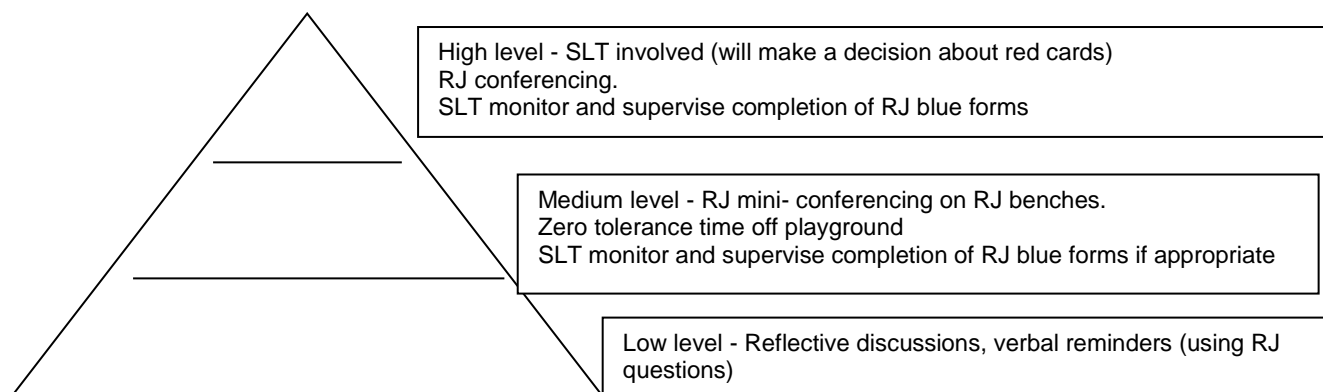
Our aim is for lunch times to be fun for the children where they have access to a wide range of activities. We want to see impeccable behaviour and it is our job to TEACH CHILDREN how to play in a respectful manner and to actively develop their social skills. Where there are disagreements we should support the children to resolve it in a calm and mature way.

During the lunch time period, children should:

- Behave respectfully in the dinner hall
  - Line up outside and walk into the dinner hall calmly
  - Use good table manners
  - Talk quietly to the children around them
- Show respect to all adults
- Follow any instruction given by all adults (first time, every time)
- Use outside equipment appropriately
- Seek adult intervention if a disagreement arises
- Not engage in rough play
- Not resort to physical violence or aggression

#### Unacceptable behaviour

Adults outside are responsible to work with the children to resolve issues in the playground **using a restorative approach** in an effort for the behaviour to be impeccable.



\*At the infants one of the lunch time staff must take the role of RJ mediator

Children do make wrong choices at times, quite often when they get excited and competitive. It is our job to support them to make better choices, with an aim is to change their behaviour so that they will make better choices in the future. Effective use of the Restorative Justice approach encourages children to reflect on their behaviour.

#### Low level at lunch times:

Play fighting/ “rough physical play” are not tolerated and the children will have time out if continuing to demonstrate this behaviour. Teasing (e.g. snatching hats and running away), bickering, not sharing or not letting someone play, low level name calling, interfering with flow of play, not playing with the equipment properly, running in and out of the building, football disagreement, “dirty looks/cutting eyes”



**Medium level at lunch times:**

Persistent play fighting, very rough play, name calling, teasing  
Hurting another child (possibly due to anger/ aggression\*)  
Being malicious and/or unkind  
Damaging property\*  
Disruptive behaviour in dinner hall  
Disrespect and disregard for adults

**High level at lunch times:**

Violent behaviour and deliberate action where the intention is to harm  
Disrespectful behaviour towards property or people (including running away and hiding from adults)  
Bullying

**At all times, the discussion will centre around the Restorative Justice questions (see RJ blue form)**

**Monitoring and review**

The Board of Governors will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

RESTORATIVE JUSTICE FORM

<b>Child's name:</b>	<b>Year:</b>	<b>Date:</b>
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	<i>Child to complete following incident</i>
<b>What has happened?</b>	
<b>What were you thinking at the time?</b>	
<b>What have your thoughts been since?</b>	
<b>How has this affected you and others?</b>	
<b>How can you make amends?</b>	
<b>How can we make sure this does not happen again?</b>	

**Children are to sign a contract**

<i>SMT</i> Comments/notes	
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