

St Michael's CE Primary School



Behaviour Policy

Agreed by the Governing Body on: Spring 2026

Signed (Chair): *Beryl Fielder*

Review Date: Spring 2029

Behaviour Policy

Aims and expectations

This behaviour policy supports St Michael's CE Primary School in maintaining a calm, safe and supportive community in which every member feels valued and respected. Our approach is rooted in mutual trust, respect, positive relationships and high expectations for all pupils.

Our one golden rule is respect. We expect every member of the school community to behave respectfully towards others, staff, learning, the school environment and our Christian ethos and faith foundation.

We seek to treat pupils fairly, consistently and with regard to their individual needs. This policy helps pupils to feel safe and secure and to become positive, responsible and increasingly independent members of the school community. Reasonable adjustments will be made where required for pupils with SEND or disabilities.

The school explicitly teaches, recognises and rewards positive behaviour because this helps to develop an ethos of respect, kindness, cooperation and readiness to learn.

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 teaching pupils to make positive choices, by recognising good behaviour and applying clear, proportionate consequences when expectations are not met. For most pupils, the whole-school system will provide appropriate support. Some pupils, including pupils with SEND, disabilities, trauma or other additional needs, may require reasonable adjustments or an individualised approach, agreed with the Inclusion Manager/SENCO and SLT. This does not mean that expectations are removed; rather, support and responses are adapted so that pupils can participate successfully and safely.

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 and reinforce positive behaviour, while calmly addressing behaviour that does not meet expectations.
- 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, prejudice-based or discriminatory behaviour. Concerns are acted on promptly, recorded where appropriate and addressed in line with this policy, the Anti-Bullying Policy and safeguarding procedures.

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 want pupils to develop intrinsic motivation, recognising that learning, progress and contributing positively to the school community are valuable in themselves. We also celebrate success through the following positive recognition and rewards:

- All teachers verbally praise children and give various rewards including stickers, class DOJOs (electronic reward system), Arbor 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.
- 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, including learning 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 use a restorative approach alongside the following procedures for behaviour that does not meet our expectations.

We use the word ‘consequence’ rather than ‘punishment’. Consequences are intended to be reasonable, proportionate and educational: they help pupils understand the impact of their actions, take responsibility and make better choices in future.

Restorative practice gives those who have been harmed an appropriate opportunity to explain the impact of what has happened. It also supports the pupil who caused harm to understand the impact, take responsibility and, where appropriate and safe, make amends. Restorative conversations do not replace safeguarding action, investigation or appropriate sanctions where these are required.

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

This stage should be used consistently and proportionately so that it remains meaningful and effective.

Step 1: The first step is always to prompt pupils to change their learning behaviour using calm, low-key strategies, including non-verbal prompts (for example, eye contact, a gesture or a tap on the table) and general verbal prompts (for example, 'Please stop talking so you can listen to the instructions'). The verbal prompt should include the pupil's name. Stop and Think cards can be used where appropriate. Any physical contact must be appropriate, necessary and in line with the school's approach to safeguarding and restrictive interventions. If these strategies do not work, 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.

- 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.**

Step 3 – Warning – Reflection Time

If prompts are still required and unacceptable behaviour continues, the warning will be recorded as a name on the board. This stage gives the pupil an opportunity to reflect on their choices. The pupil may spend a few minutes at the next available break in class (playtime or lunchtime) discussing the behaviour with an adult; the purpose is to support a change in behaviour.

If a pupil is directed to the reflection area during a lesson, this should normally be for a maximum of five minutes to help them regulate and refocus. The pupil should continue to access learning as far as practicable and rejoin the lesson promptly. Reflection sheets should not be completed during teaching time.

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

If the time out/ reflection time takes place in the afternoon, the discussion will take place at break time/lunch time the following day.

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 pupils to miss some or all of the next available playtime or lunchtime, in line with the school's established process. A reflection sheet must be completed by the pupil and passed to the Deputy Headteacher at the end of the week. Any sanction must be reasonable and proportionate, taking account of the pupil's age, needs and circumstances.

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 for a set period to restore calm, protect the learning of others and support the pupil to regulate and reflect. Removal is a serious response and must be used in line with the school's established Step 5 process. The class teacher will record the incident in the Amber Book. If a pupil has an Amber Book entry, they will miss the next available playtime/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 Friday afternoon ready for Monday morning, amber books must all be sent to the deputy, who will monitor the entries and log them onto Arbor. 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 – Red Card

Where earlier stages of the process have not improved behaviour, pupils will be referred to the Deputy Headteacher or Headteacher. At this stage, appropriate responses may include a longer period working away from the class, an internal arrangement, additional pastoral/SEND support, or consideration of suspension or permanent exclusion in accordance with current statutory guidance. The school will not use informal or unlawful exclusions.

Pupil referral to Headteacher or Senior Leadership

In cases of intentional physical harm, serious aggression, or serious/refused compliance with a reasonable instruction that creates a significant safety or behavioural concern, the response may move immediately to Step 5. Behaviour at this stage will be recorded on Arbor by the Deputy Headteacher or Headteacher. Safeguarding concerns will also be reported to the DSL in accordance with the Child Protection and Safeguarding Policy.

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, homophobic, biphobic, transphobic, sexist, disability-related or other discriminatory language or behaviour
- *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.

Individualised behaviour support and reasonable adjustments

On some occasions a pupil may display behaviour which indicates that the whole-school system alone is not sufficient to meet their needs. The pupil should be referred to the Inclusion Manager/SENCO and, where appropriate, an individual behaviour or support plan will be developed. Reasonable adjustments will be considered in line with the Equality Act 2010 and the SEND framework. This may mean that aspects of the Good to be Green system are adapted for that pupil. The school will work with parents/carers and, where appropriate, the pupil and external professionals. Significant incidents will be recorded on Arbor and safeguarding concerns will be referred to the DSL.

Red cards are reserved for serious incidents of behaviour and/or a 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 and welfare of pupils and staff are paramount. If a pupil's behaviour presents a risk of harm to themselves or others, staff will take proportionate action to reduce the risk, which may include stopping the activity, removing other pupils, or using an appropriate restrictive intervention where lawful and necessary. Any significant use of force or seclusion will be recorded and reported to parents/carers in accordance with current statutory guidance.

Where several pupils are involved in an incident, the school will establish the facts and consider each pupil's actions, level of involvement, intent, impact, needs and circumstances individually. Consequences may differ and will be reasonable, proportionate and applied through the school's restorative approach.

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

Communal areas:

The member of staff who witnesses behaviour that does not meet expectations should address it at the time, explaining the school rule, helping pupils understand the impact of their actions, and supporting them to put matters right. Unless the incident involves serious aggression, discriminatory abuse, safeguarding concerns or other serious behaviour, there will normally be no further consequence beyond that intervention. Behaviour around the school is everyone's responsibility to notice and address, not only the class teacher's.

Playtimes:

The member of staff on duty will respond to behaviour incidents using the restorative approach. If the incident is serious, including violence, discriminatory abuse or a safeguarding concern, a member of SLT should be involved and will decide the appropriate course of action. Outside the classroom/in the playground, yellow cards are not issued and only members of SLT issue 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.

Suspension and permanent exclusion:

Only the Headteacher (or the acting Headteacher) can suspend or permanently exclude a pupil. Suspension or permanent exclusion will be considered only in accordance with the current Department for Education statutory guidance. Permanent exclusion is a serious decision and will normally be used only as a last resort in response to a serious breach or persistent breaches of the behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. All statutory notification, education, governing board review and record-keeping requirements will be followed.

The role of outside agencies:

The school works with external agencies, where appropriate, to support pupils' behaviour, wellbeing, safeguarding and additional needs. This may include education, health, social care and specialist services. Information will be shared lawfully and proportionately where necessary to safeguard a child or provide appropriate support.

The role of parents:

The school works in partnership with parents/carers so that pupils receive clear and consistent messages about behaviour. Parents/carers are expected to support the school's behaviour expectations and the Home-School Agreement. The school aims to maintain constructive communication with families and will share concerns, patterns of behaviour and agreed support as appropriate.

Where the school applies a reasonable and proportionate consequence, we ask parents/carers to support the school's approach. Concerns about the application of this policy should initially be raised with the Headteacher. If the matter remains unresolved, parents/carers should follow the school's Complaints Policy. Statutory suspension and permanent exclusion decisions have separate review and appeal arrangements set out in Department for Education guidance.

The role of governors:

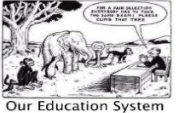
The governing body is responsible for ensuring that the school has an effective behaviour policy and that it is implemented lawfully and fairly. Governors hold leaders to account for behaviour, safety, inclusion, equality and the use of suspensions and permanent exclusions, while recognising the Headteacher's day-to-day responsibility for managing behaviour.

The Headteacher has day-to-day responsibility for implementing the school's behaviour policy and ensuring staff understand and apply it consistently. The governing body monitors implementation and may provide challenge and support, but does not direct the outcome of individual behaviour incidents except where it has a statutory role, including in relation to suspensions and permanent exclusions.

Warning Step Reminders

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

Step 1 	Verbal and non- verbal prompts. <i>Adult and child actions at this stage</i>	<i>Stop and think card on table as a visual prompt may be used</i>
Step 2	<i>Reminder</i>	Remind children of expectations 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.
Step 3	Time-Out Reflection Time Discussion (Can be part of break/ lunch) <i>This discussion is to be had with the class adult, or, if available, the adult who was in class</i>	- Keep child in at the next available break for a discussion around choices that do not meet expectations that have affected their learning behaviour. Child will orally reflect on what the wrong choices were with an aim to change the disruption to learning behaviour. - If the time out/ refection time takes place in the afternoon, the discussion will take place at break time/lunch time the following day. - Child has discussion then goes out for their play. Catch them being good
Step 4 	Yellow Card: Playtime/Lunchtime Sanction <i>Reflection Sheet completed -</i> <i>Class adult speaks to child's adult at pick or calls them the same day. Reflection sheet to DHT</i>	- Time sanction and yellow card in chart Reflection sheet completed by the child at next available playtime. Child stays in at next available playtime to reflect. (Reflection sheets to the DHT at the end of the week.) - Discussion with CT during next available playtime, including where they went wrong to receive a yellow card and how they can make better choices. Class teacher must inform the parent/carer at the end of the day pick-up or by telephone call that they have had a yellow card.

Step 5:  Our Education System	Amber Book: Peer and SLT Support <i>Amber Book to DHT Friday after school or Monday AM</i> <i>DHT discussion with pupils and Arbor log</i>	• The class teacher will enter the incident(s) in the Amber book as a record of behavioural concerns. • Pupils will be sent to work in a different class/area for a set period of time. • Monday play/lunchtime with DHT. Discussion around why they are in the Amber book and what changes need to be made. • 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 Arbor by DHT • DHT informs parents (Parent/carer must have previously heard from the class adult (step 4) before the DHT makes contact at step 5)
Step 6: 	SLT/ Inclusion Manager <i>SLT discussion with pupils and parent and Arbor log</i>	• Parents informed by SLT • May be an immediate consequence for inappropriate behaviour • Recorded on Arbor • Consequences discussed.

Expectations for lunch time

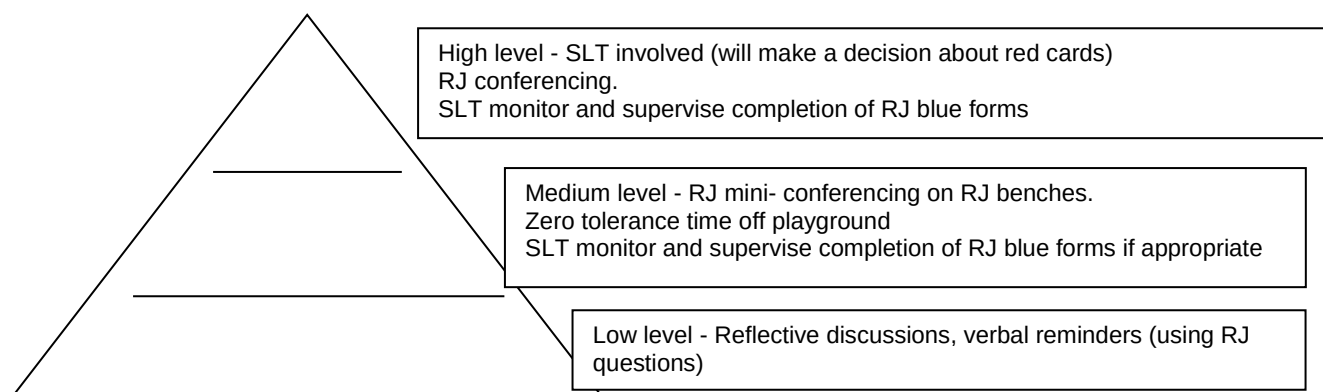
Our aim is for lunch times to be fun for the children where they have access to a wide range of activities. We want to see impeccable behaviour and it is our job to TEACH CHILDREN how to play in a respectful manner and to actively develop their social skills. Where there are disagreements we should support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

Pupils will sometimes make poor choices, particularly when excited, frustrated or involved in competitive play. Adults will respond calmly, teach and reinforce appropriate social behaviour and use restorative questions to help pupils reflect on the impact of their actions and make better choices in future.

Low level at lunch times:

There is zero tolerance for “play fighting/ rough physical play” 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

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

Damaging property

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

Safeguarding, SEND, equality and behaviour

Behaviour may be an indicator that a pupil is experiencing harm, unmet need, exploitation, bullying, discrimination or difficulties linked to SEND or disability. Staff must remain professionally curious and follow the Child Protection and Safeguarding Policy whenever behaviour raises a safeguarding concern. The school will consider whether behaviour is linked to a pupil's SEND or disability and whether reasonable adjustments or additional support are required. This policy does not prevent the school from applying appropriate consequences, but responses will be lawful, proportionate and informed by individual circumstances.

Restrictive interventions and reasonable force

The school seeks to prevent and de-escalate situations wherever possible. Staff may use reasonable force only where lawful, necessary and proportionate. Restrictive interventions must never be used as punishment. From April 2026, significant incidents involving force and incidents of seclusion must be recorded and reported to parents/carers in line with statutory guidance and legal requirements. Staff should follow the school's Restrictive Interventions/Positive Handling procedures and safeguarding arrangements.

Behaviour outside school and online

The school may respond to behaviour outside the school premises, including online behaviour, where it is reasonable to do so and where the behaviour affects pupils, staff, the orderly running or reputation of the school, or poses a threat to another pupil or member of the public. Safeguarding concerns will be managed through the school's safeguarding procedures.

Legislation and statutory/guidance framework

This policy has been reviewed with regard to:

The Education Act 1996;

Education and Inspections Act 2006;

Equality Act 2010;

Children and Families Act 2014;

Human Rights Act 1998;

Special Educational Needs and Disability Code of Practice: 0 to 25 years;

Department for Education Behaviour in Schools guidance;

Keeping Children Safe in Education 2026;

Working Together to Safeguard Children 2026;

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026);

Policies and procedures that support this policy

This policy should be read alongside the school's

Child Protection and Safeguarding Policy;

Anti-Bullying Policy;

SEND/Inclusion Policy and SEN Information Report;

Equality Information and Objectives/Equality Policy;

Health and Relationships Education Policy;

Attendance Policy;

Online Safety Policy;

Mobile Phone Policy;

Restrictive Interventions/Positive Handling Policy;

Staff Code of Conduct;

Complaints Policy;

Educational Visits Policy;

Intimate Care Policy;

and any relevant local authority safeguarding, SEND or exclusion procedures.

Monitoring and review

The Governing Body will monitor the effectiveness and fair application of this policy, including patterns in behaviour incidents, bullying, discriminatory incidents, removal from class, restrictive interventions, suspensions and permanent exclusions.

Leaders and governors will consider whether any groups of pupils are disproportionately represented and whether reasonable adjustments, staff training or additional support are required.

The Headteacher ensures that suspensions and permanent exclusions are recorded and reported in accordance with statutory requirements. The governing body will carry out its statutory review functions and monitor behaviour and exclusion data, including the experiences of pupils with SEND and pupils with protected characteristics, to support fair and lawful practice.

The governing body reviews this policy at least every three years, and earlier where there are significant changes to legislation, statutory guidance, school practice or identified need. Operational procedures may be reviewed sooner to ensure they remain effective and compliant.

RESTORATIVE JUSTICE FORM – LUNCH TIME INCIDENTS

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

Children are to sign a contract

<i>SMT</i> Comments/notes	
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