



St Michael's
C.E. Primary School

The St Michael's Way

Positive Relationships and Behaviour Policy

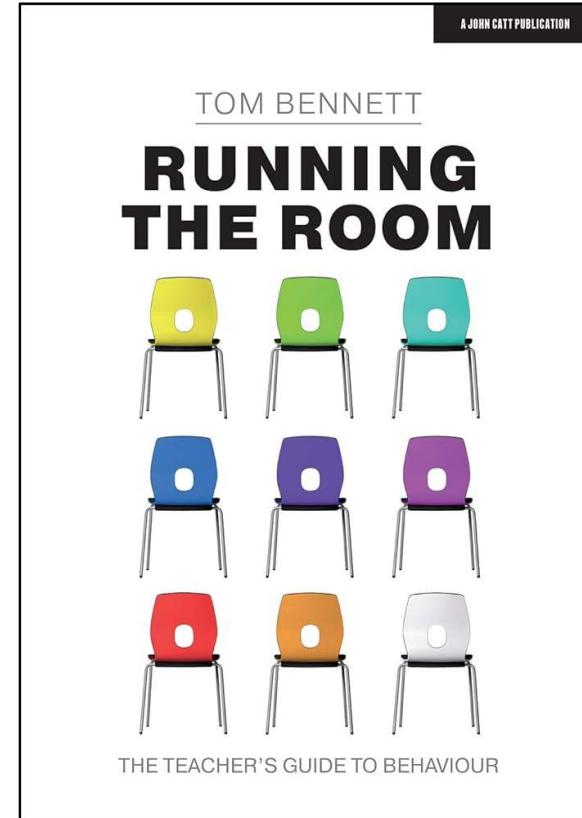
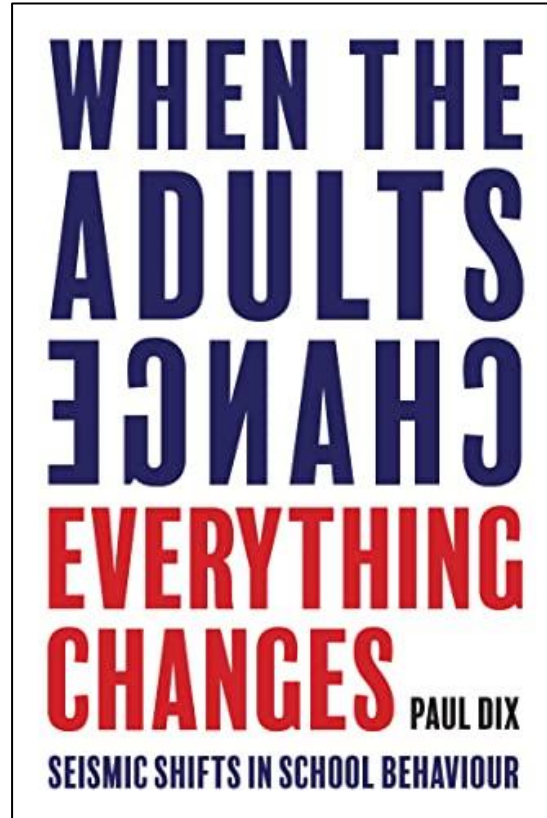
Courage to Flourish in the Love of God



Our school vision and values support building positive relationships and teach everyone how to live within both our community and as good citizens of the world.

Research

This policy is based on the work of Paul Dix and Tom Bennett.



The St Michael's Way

Our Behaviour Curriculum

At St Michael's, we develop children's character and Christian spirit through our behaviour curriculum, called, 'The St Michael's Way'.

Staff teach weekly behaviour lessons focusing on a different aspect of the Behaviour Curriculum.

Teachers will demonstrate these behaviours and ensure pupils have time to practise these.

Our School Rules

At St Michael's CE Primary School, our
learning behaviours are:

Be Ready

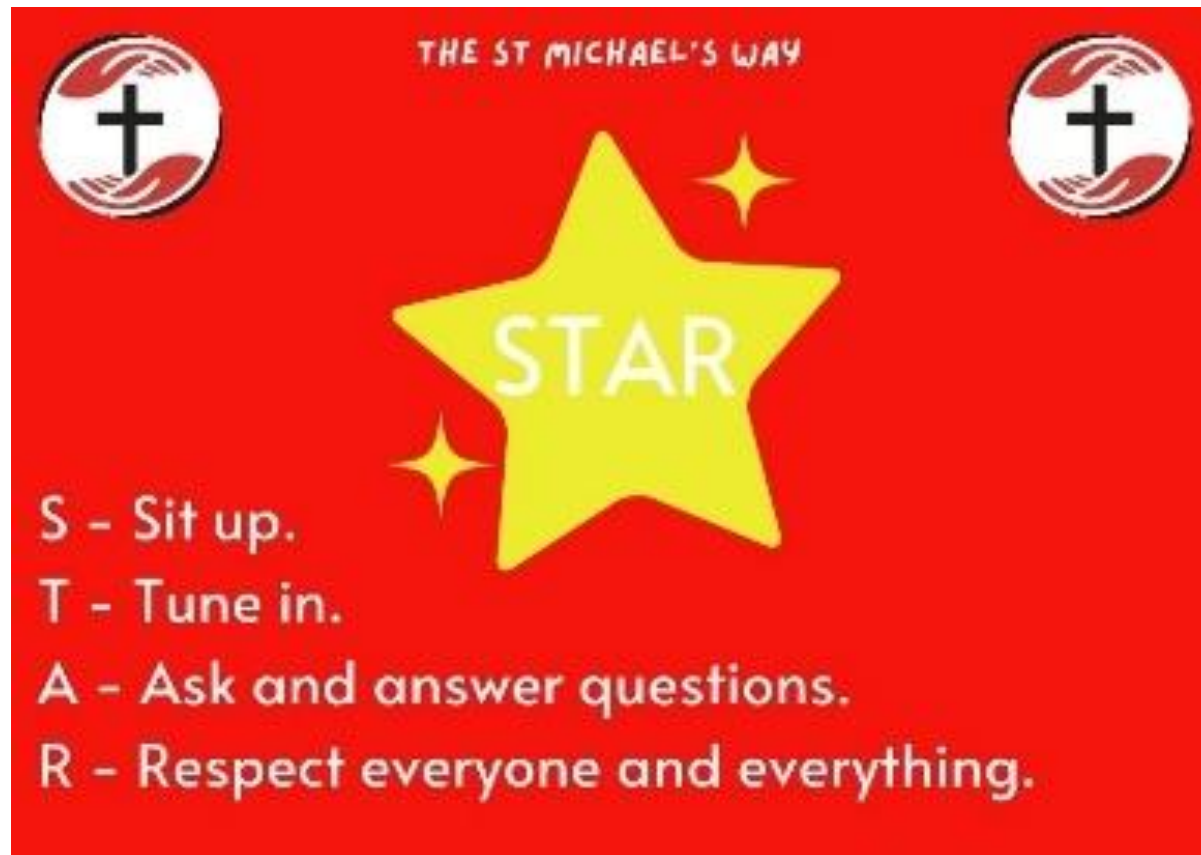
Be Respectful

Be Responsible



STAR Behaviour

Children will be encouraged to exhibit STAR behaviours.



Voice Levels

Staff will explicitly teach the children the appropriate voice levels for different activities.



Wow Walking

When moving around the school building children should demonstrate appropriate behaviour by following WOW Walking.



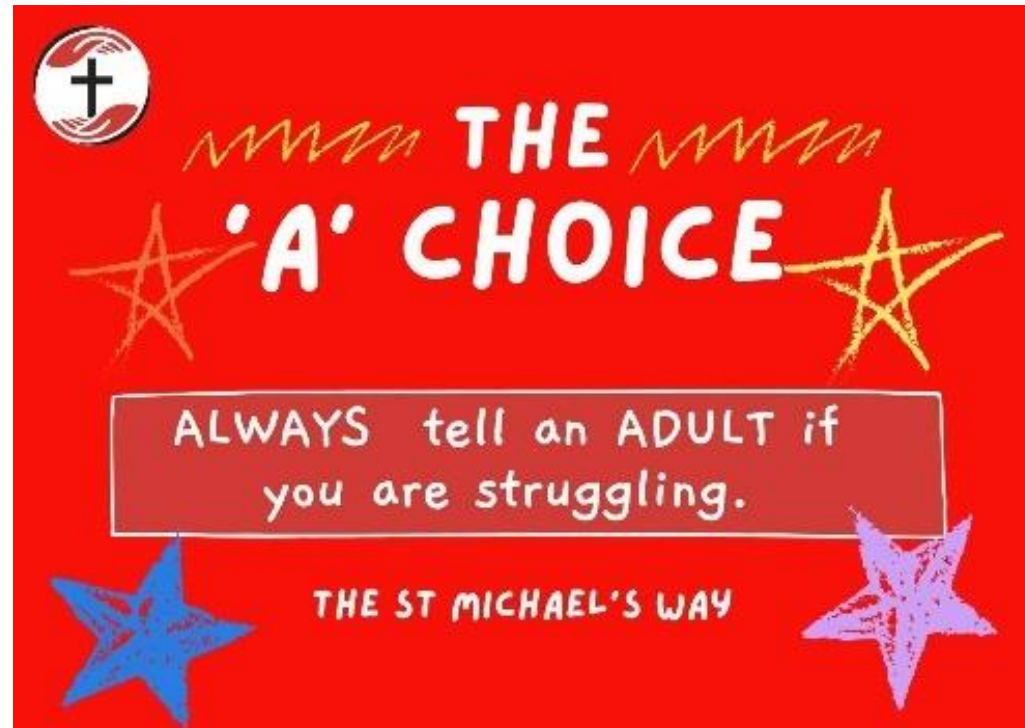
Marvellous Manners

Children are expected to use Marvellous Manners at all times both in and out of the classroom.



The A Choice

We ask children to tell an adult if they are struggling (this may be with another pupil) or with their own behaviour. We ask them to make the 'A' choice.



As a child of the St Michael's community...



- I stand up to bullying (either myself or others).
- I admit mistakes and learn from them.
- I manage disappointments or setbacks.
- I express emotions in appropriate ways.
- I do the right thing, even when it's difficult.
- I tell the truth, even when there might be consequences.

As a child of the St Michael's community...



- I will share personal experiences or feelings with adults or peers.
- I will follow instructions from adults without questioning.
- I will ask for help when needed, trusting that support will be given.
- I will participate in group activities, trusting classmates to play fairly.
- I will accept advice, trusting the adult's guidance.

As a child of the St Michael's community...



- I want the best for every individual.
- I play my part to make our school safe and happy.
- I value the gifts and talents of others and ensure they are celebrated.
- I am kind to everyone.

As a child of the St Michael's community...



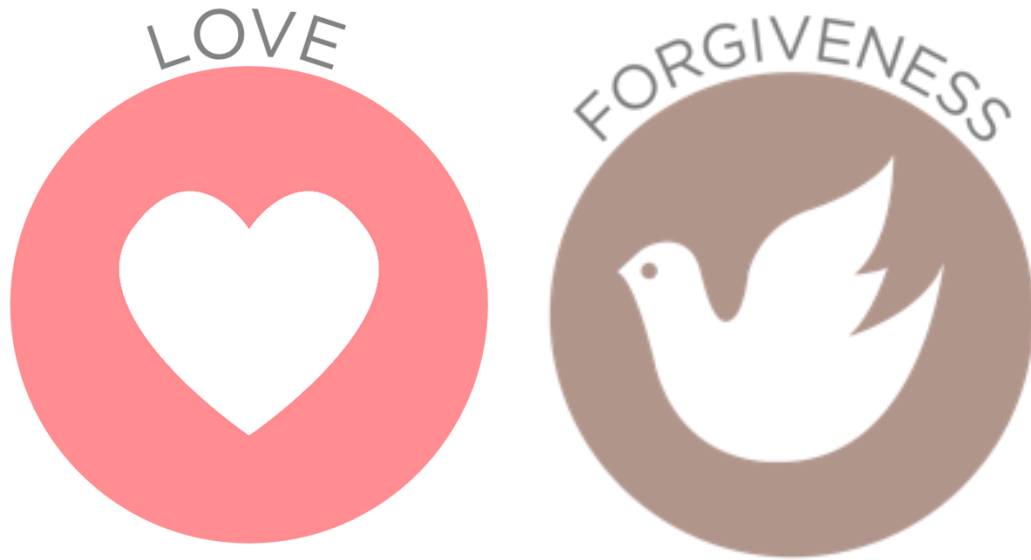
- I look forward to the future.
- I believe I can succeed.
- I try to be positive about myself and others.
- Every day is a new start.

As a child of the St Michael's community...



- I appreciate and take care of what I have.
- I value and take care of the world and people around me.
- I am grateful for the wide variety of opportunities provided for me.

As a child of the St Michael's community...



- I say I am sorry and put it right if I make a wrong choice.
- I know that I can turn it around when I make the wrong choice.
- I give others a chance to start again if they hurt or upset me, showing dignity and respect.
- I work with others to make the world a better place for everyone.

Recognition and Rewards

Verbal and non-verbal praise for choices

Phone calls home to parents/carers

Praise postcard from class teachers or senior leaders

Weekly Celebration Worship

Half-termly Headteacher Awards

Pupil of the Month

Team Points

**IF YOU REWARD CHILDREN
FOR GOING OVER AND ABOVE
THEN THERE IS NO LIMIT TO
THEIR EXCELLENT
BEHAVIOUR. #ADULTSCHANG**



Team Points

- Children from every class are allocated a Team. The team system is an effective way of promoting team spirit and encouraging children to aim high and take pride in achieving Team Points.
- The Team who has earned the most points over a term will be given a choice of reward.



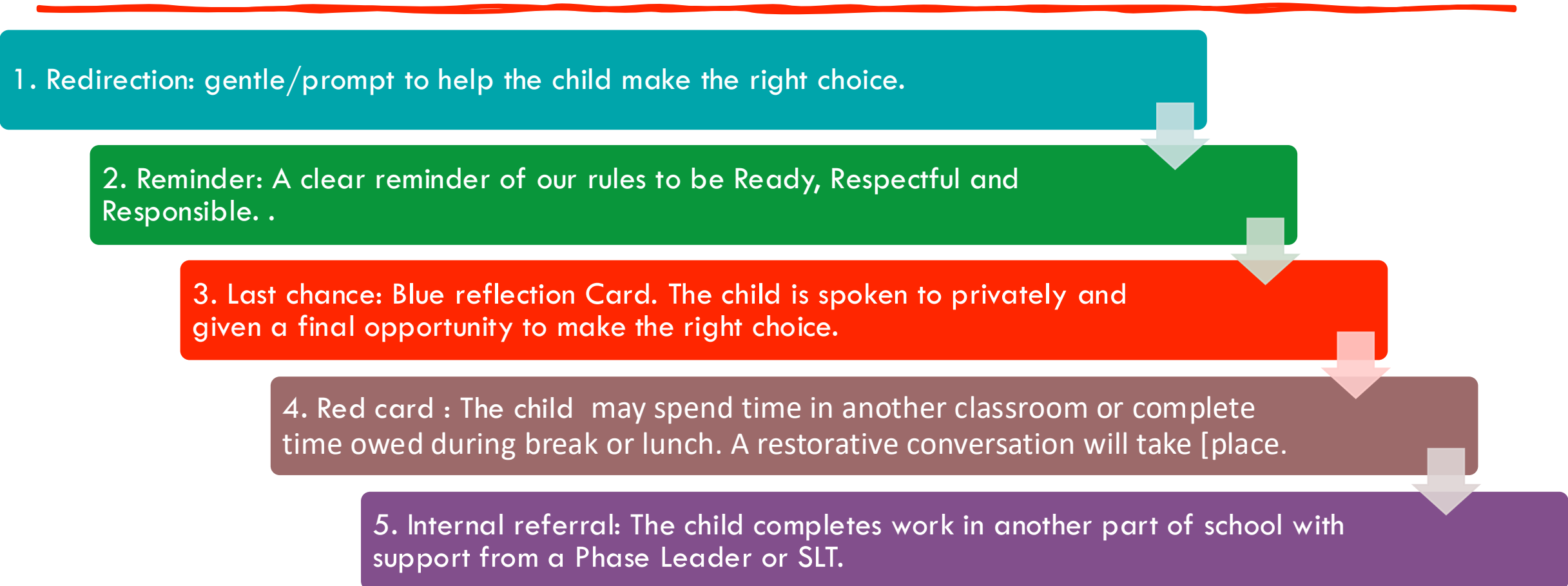
Managing and Modifying Negative Behaviour

"Inevitability of the consequence, not the severity"

"What you ignore you permit and what you permit you condone"

Tom Bennett

A Stepped Approach



```
graph TD; Step1[1. Redirection: gentle/prompt to help the child make the right choice.] --> Step2[2. Reminder: A clear reminder of our rules to be Ready, Respectful and Responsible.]; Step2 --> Step3[3. Last chance: Blue reflection Card. The child is spoken to privately and given a final opportunity to make the right choice.]; Step3 --> Step4[4. Red card : The child may spend time in another classroom or complete time owed during break or lunch. A restorative conversation will take place.]; Step4 --> Step5[5. Internal referral: The child completes work in another part of school with support from a Phase Leader or SLT.];
```

1. Redirection: gentle/prompt to help the child make the right choice.

2. Reminder: A clear reminder of our rules to be Ready, Respectful and Responsible. .

3. Last chance: Blue reflection Card. The child is spoken to privately and given a final opportunity to make the right choice.

4. Red card : The child may spend time in another classroom or complete time owed during break or lunch. A restorative conversation will take place.

5. Internal referral: The child completes work in another part of school with support from a Phase Leader or SLT.

Behaviour Support Report Cards

A Behaviour Support Report Card may be used when a child is finding it difficult to meet behaviour expectations over time.

This is not a punishment. It is a supportive way to:

- help the child focus on clear targets
- celebrate positive choices
- monitor progress
- keep parents/carers informed
- make sure support is consistent

There are three levels of support:

Green: early support when low-level behaviour is becoming a pattern.

Amber: increased support if concerns continue.

Red: more personalised support when behaviour is significantly affecting learning or safety.

The aim is always to help the child improve and move off the report card when they are ready.

Additional Support for Behaviour

Some children may need extra help to manage their behaviour, emotions or responses to different situations.

This may include:

- trusted adult support
- movement or regulation breaks
- changes to routines or seating
- support from ELSA or The Hub
- social skills support
- clear behaviour targets
- regular communication with parents/carers
- Where needed, school will work with parents/carers and relevant staff to agree the right support.

Support for Children with SEND

- Some children with SEND may communicate their needs, feelings or distress through their behaviour. This may happen when they find it difficult to explain how they feel, manage emotions, cope with change, manage sensory needs or understand social situations.
- Staff will work with parents/carers, the SENDCo/Inclusion Lead and other professionals where appropriate to understand the child's needs and put support in place.
- Where needed, a Behaviour Support Plan will be created. This will help school and home use consistent strategies to support the child to feel safe, understood and ready to learn.

**STRONG ON
BOUNDARIES
BIG ON
HEART**



WWW.WHENTHEADULTSCHANG.COM

