



St Michael's
C.E. Primary School

The St Michael's Way

Positive Relationships and
Behaviour Policy

2026-2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



"Be strong and courageous... the Lord your God will be with you wherever you go." (Joshua 1:9)

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things through him who strengthens me."

HOPE



John 1:5

"The light shines in the darkness, and the darkness has not overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins, he is faithful and just and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for one another, to help one another to show love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all circumstances, for this is God's will for you"

Purpose of the Policy

- To guide teachers, pupils and parents on our restorative and relationship-focussed approach to behaviour management in a clear fair and consistent approach.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our Christian Values of Love, Forgiveness and Hope to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

This will allow the pupils at St Michael's to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Consistency of Approach

“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

“Inevitability of the consequence not the severity” – Tom Bennett
“What you ignore you permit and what you permit you condone” – Tom Bennett

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes' and the work of Tom Bennett. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has three simple learning behaviours that all staff and children consistently refer to as '**Be Ready, Be Respectful and Be Responsible.**' These can be applied to a variety of situations and are taught and modelled explicitly.



The school also has a tiered approach to supporting children and families with behaviour (see Appendix 2). This is regularly reviewed by leaders, teachers and external agencies to ensure pupils get the appropriate support they need.

In implementing this Positive Relationships and Behaviour Policy, St Michael's Church of England Primary School acknowledges the need for consistency:

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging, and celebrating.
- Consistent **consequences**: defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **mutual respect**.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistent **rituals and routines** for behaviour: reinforced in classrooms, and at the school reception.
- Consistent opportunities to reflect on how our Christian Values inform the expectations for behaviour.

Language Around Behaviour

At St Michael's Church of England Primary School, we understand that common and consistent use of

language around behaviour is essential in creating clear boundaries to learn how to behave. We should always remain professional and calm. Conversations should follow a script and behaviours (See Appendix 3) should be discussed as the behaviours they are and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Staff should also follow the emotional coaching model to help children to understand how they are feeling and develop strategies to deal with them. **In doing this, staff will encourage pupils to reflect on how we as a school community 'live well together.'**

The 'St Michael's Way' Behaviour Curriculum (see Appendix 4) allows us to make expectations explicit to all and enables us to progressively remind children across the academic year. This is taught as part of the whole school curriculum.

Roles and Responsibilities

All staff must:

- Model and support the children to live out our Christian Values.
- Take time to welcome children at the start of the day and each session to ensure a calm and safe environment.
- Uphold whole school behaviour approaches to positive behaviour by leading and modelling expected behaviour and positive relationships.
- Clearly communicate the school's expectations; explicitly teaching and in every interaction with pupils.
- Set clear boundaries of acceptable behaviour.
- Be ready to connect with pupils before they correct them and encourage good behaviour and respect for others.
- Always support children who are struggling to meet expectations.
- Always redirect children by referring to the school rules, '**Be Ready, Be Respectful and Be Responsible.**'
- Prepare the children for home time, walk them out of school and send them home on a positive note and in a calm manner.
- Consistently use the behaviour support cards.
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Praise children for making the 'A' choice, WOW Walking, STAR Behaviour, Voice Levels, using Marvellous Manners and demonstrating the 3Rs.
- Teachers have a responsibility to uphold the standards as set out by the Headteacher.
- Teachers will support behaviour throughout the school regardless of their allocated year group.

- Consistently refer to the 'St Michael's Way.'

The Headteacher and Senior Leadership Team must:

- Consistently model and live out the school's Christian Values so that the Christian Vision is the driving force of the school enabling all pupils and staff to flourish.
- Set the standards of behaviour, implement the school Positive Relationships and Behaviour Policy consistently throughout the school and support staff in their implementation of the policy.
- Be highly visible around the school (particularly at busy transition times), routinely engaging with pupils, parents, and staff, creating an environment where everyone feels safe and supported.
- Take time to welcome learners and their families at the start of the day.
- Promote, among pupils, self-discipline, and proper regard for authority.
- Ensure the health, safety, and welfare of all children in the school.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/ stickers and routinely celebrate staff and children whose efforts go above and beyond expectations.
- Support teachers in managing children with more complex or distressed behaviours.
- Ensure staff training needs are identified and regularly share good practice.
- Use CPOMS to target and assess interventions and keep records of all reported serious incidents of behaviour.
- Monitor Behaviour Support Plans and Behaviour Support Report Card for children who need additional support.
- Praise children for making the 'A' choice, WOW Walking, STAR Behaviour, Voice Levels, using Marvellous Manners and demonstrating the 3Rs.
- Report to the governors, when requested, on the effectiveness of the policy.
- Consistently refer to the 'St Michael's Way.'
- Meet with staff during key points in the year to identify how to support all children with behaviour.

The role of parents/carers:

The role of parents is crucial in helping schools develop and maintain good behaviour. They should:

- Build positive relationships through mutual respect and collaborate with the school so that children receive consistent messages about how to behave at home and at school.
- Read and support the Learning Behaviours (Be Ready, Be Respectful, and Be Responsible) and, where possible, take part in the life of the school and its culture.
- Sign a Home School Agreement to support their child's learning and co-operate with the school.
- Support the actions of the school if the school has to use reasonable consequences to help a

child follow the school rules and learn well.

- Attend all Pupil Progress Meetings and relevant meetings throughout the year.
- Inform school as soon as possible if they have a concern about their child's behaviour, or the behaviour of another child towards their child.
- Celebrate their children's successes in school.
- Support the school's decisions made in line with the Positive Relationships and Behaviour Policy.
- Support the school to live out the Christian Values.

The role of pupils:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. They should:

- Reflect on how the Christian Values support them to ensure that all children flourish at St Michael's.
- Be aware of the school behaviour expectations, rewards, and consequences.
- Learn to the best of their abilities and allow others to do the same.
- Treat others with respect and uphold the school's learning behaviours of 'Ready, Respectful, Responsible.'
- Follow the instructions from all staff first time.
- Co-operate with other children and adults.
- Take a pride in themselves, school property and the environment in and out of school.
- Move around the school using 'WOW' walking.
- Use 'Marvellous Manners' at all times.
- Demonstrate STAR Behaviour.
- Use the correct Voice Levels.
- Take responsibility for their actions in and out of school and make amends for any inappropriate choices they may make.
- 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.
- Consistently follow the 'St Michael's Way.'

The role of governors:

- The Local Academy Board is responsible for setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- To ensure that the school's Positive Relationships and Behaviour Policy lives up to its Christian Foundation enabling all to flourish.

Managing Behaviour

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Raise their hand for attention and not raise their voice.
- Use non-verbal cues to support a calm, non-shouting environment:
 - Lower hands = children to sit down.
 - Raising a hand to ear = children to listen.
 - Fingers on lips = children to be quiet.
 - Twizzle of the finger = child(ren) to turn around.
 - Pointing at eyes = children to look at the teacher.
 - Raise hand = all children to place hands calmly on the table, releasing any objects from their person, place feet on the floor and look at the teacher showing that they are ready to listen.

Adult strategies to develop excellent behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Children want teachers to:

- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Communication With Parents

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential but

the way in which it is done, often influences the way in which it is received. Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved.

Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents. This conversation should be recorded on CPOMS.

Managing Daily Behaviour in the Classroom

To ensure a consistent approach to managing behaviour across the school, we have implemented clear visual reminders in all classrooms. Prominently displayed posters outline our high expectations throughout the school environment. These visual aids serve as constant reminders of our shared behavioural goals and help reinforce the school's values. This whole-school approach to behaviour management helps create a calm, orderly, and supportive learning environment for all pupils.

STAR Behaviour

Children will also be encouraged to exhibit STAR behaviours. When pupils are noticed for exhibiting the star behaviours, they will receive team points.



Managing Voice Levels

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



Behaviour Around School

When moving around the school building children should demonstrate appropriate behaviour by following WOW walking and Marvellous Manners.



- #1 Stand in a straight line
 - #2 Hands by your side
 - #3 Walk in Silence
 - #4 Face forward and look where you are going
 - #5 Keep to the left
 - #6 Smile when you meet someone
- ★ THE ST MICHAEL'S WAY ★

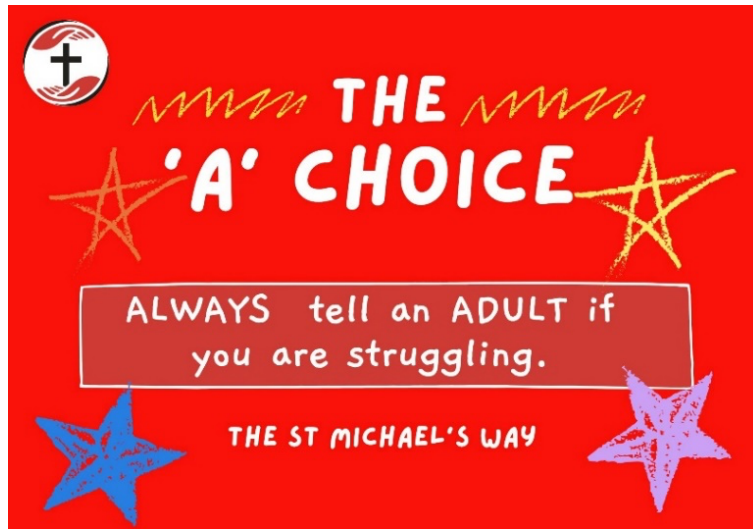


- #1 Say 'please' when you are asking for something.
 - #2 Say 'thank you' to show gratitude.
 - #3 Let any waiting adults through a doorway.
 - #4 Say 'good morning/afternoon' to adults if spoken to.
 - #5 Wait patiently for an adult to speak before speaking.
- ★ THE ST MICHAEL'S WAY ★

Making 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.



Recognition and Rewards for Effort

We recognise and reward learners who consistently meet our standards.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix

Children who meet our behaviour expectations and demonstrate our Christian values will be recognised through:

Classroom Level:

1. Verbal and non-verbal praise for choices

For example, a smile or thumbs up.

2. Use of team points.

Children receive a team point for good work, behaviour and living out the school's vision and values.

3. Phone calls home to parents/carers.

Where appropriate, adults will phone home to update parents and carers on positive behaviour.

4. Praise Postcard from Class Teachers or Senior Leaders.

The Praise Postcard is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set

amount each week- again it must be sincere to keep its value.

School Level:

1. Weekly Celebration Worship

During weekly Celebration Worship there will be a nomination for demonstrating the school rules and one for working hard.

2. Half-termly Headteacher Awards – there are three focuses for the awards:

High Expectations in Learning

Living Our Vision and Values

Positive relationships and Behaviour

3. Pupil of the Month

This is voted for by the children in recognition of their classmates who go above and beyond.

4. Team Points

Positive attitudes to learning (for example working hard, helping others, and contributing to class discussions), team events and sporting events (see Appendix 5).

‘The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.’ Paul Dix

Playtimes and Lunchtimes

During playtime and lunchtime, pupils are expected to:

- Show respect to each other and the adults around them.
- Move around and talk quietly in the dining hall.
- Play co-operatively in the playground.
- Refrain from fighting or play-fighting.

If children choose not to follow these procedures, the following consequences will apply:

- Walking with a member of staff.
- Supervised time-out.

If a child consistently demonstrates inappropriate behaviour, a senior member of staff on duty will be informed. Incidents should be recorded on CPOMS.

Peer Mediators

Peer Mediators play an important role in promoting positive behaviour and resolving minor conflicts between pupils. These specially trained pupils act as neutral third parties to help their peers find mutually agreeable solutions to disagreements or disputes. Through the peer mediation process, pupils

learn valuable skills in communication, active listening, and problem-solving. Peer Mediators do not make judgments or impose solutions but rather facilitate constructive dialogue between the parties involved. This student-led approach empowers pupils to take responsibility for resolving their own conflicts, fostering a more positive and collaborative school culture. Importantly, Peer Mediators are always available during playtimes and lunchtimes, ensuring that support is readily accessible during these key social periods when conflicts are most likely to arise. The use of Peer Mediators aligns with our school's commitment to restorative practices and pupil leadership, providing a constant resource for conflict resolution within our school community.

Emotional Literacy Support Assistant (ELSA)

At St Michael's we understand that children's readiness to learn is often dependent on their emotional and mental well-being. Individual Special Educational Needs and Disabilities (SEND) needs may be an influencing factor. Our ELSA provides a significant level of pastoral support for our children when they arrive at school, throughout their school day including lunchtime and before they go home. The ELSA also runs social skills groups, pre-tutor children for any changes to routine and provides a calm and safe space in The Hub if they are feeling emotionally overwhelmed.

If a child is receiving direct and targeted support from our ELSA, then parents will be informed.

The Hub

The Hub is an additional resource that the school provides for pupils who require additional support for behaviour and emotional wellbeing. Offered within the hub is:

- ELSA
- Social skills support

Practical Steps in Managing and Modifying Negative Behaviour

Positive behaviour must be actively taught and reinforced. For the majority of learners, a gentle reminder is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. All learners must be given "take up time" in between steps – allowing pupils the time and space to reset their behaviour. It is not possible to leap or accelerate steps for repeated low-level disruption. However, steps may be skipped for any behaviour that is not considered low level. Staff should apply the steps in this policy on a case-by-case basis. Learners are

held responsible for their behaviour. Staff in the majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Managing and Modifying Behaviours: A Stepped Approach

At St Michael's, learners are supported to take responsibility for their behaviour. Staff will use the steps below to manage behaviour consistently, calmly and fairly. We aim to reprimand in private wherever possible and ensure that all pupils are given time and support to make a positive choice.

Staff should always use professional judgement and take individual needs into account, including pupils with SEND, identified behaviour needs or agreed Behaviour Support Plans. Staff should give pupils appropriate take-up time between each step and should not accelerate through the steps for repeated low-level disruption. However, steps may be skipped where behaviour is serious, unsafe or significantly disrupts the learning, safety or wellbeing of others.

Step	What this means	Staff action	Recording and communication
Step 1: Redirection	Gentle encouragement or guidance to redirect the child back to the expected behaviour.	Calmly remind the child of the expectation. Use the child's name. Give a clear instruction. Thank the child when they comply. Examples: "Sam, remember we are listening. Thank you." / "Remember WOW walking. Thank you."	No recording needed.
Step 2: Reminder	A clear reminder of the school expectations: Be Ready, Be Respectful and Be Responsible. This should be delivered privately wherever possible. The child is made aware of their behaviour and given a clear opportunity to make the right choice. For identified children, a Pause in Learning card may be used for up to five minutes to support self-regulation.	State the expectation clearly. Explain the behaviour that needs to change. Give take-up time. Praise the child when they make the right choice. Example: "Sam, you need to stop calling out. We are listening so everyone can learn. Thank you."	No recording needed.
Step 3: Last Chance –	The child is given a final opportunity to engage and	Speak to the child privately. Explain the behaviour.	Record on CPOMS.

Blue Reflection Card	make the right choice. This does not mean removing the child from the classroom.	Explain the choice. Give thinking time. Avoid debate. Example: "Sam, this is your last chance. You need to stop calling out and listen. If it continues, you will move to the next step."	
Step 4a: Time in Another Classroom – Red Card	The child completes their work in another classroom. This gives the child time away from the situation and enables learning to continue.	Send the child with work to the agreed classroom. When the child returns, the class teacher should complete a restorative conversation.	Record on CPOMS. Parents/carers should be made aware where appropriate.
Step 4b: Time Owed – Red Card	The child completes time owed during breaktime or lunchtime. A reflection sheet should be completed during this time, either in the reflection room or classroom.	Ensure the child completes the reflection sheet. Complete a restorative conversation with the class teacher, Phase Leader or SLT, as appropriate.	Always record on CPOMS. Parents/carers should be made aware. For children whose behaviour requires closer monitoring due to frequent or persistent incidents, behaviour events may also be recorded on Arbor and shared with parents/carers through the Arbor app.
Step 5: Internal Referral	The child completes work in an alternative location, supported by a Phase Leader, SLT or another identified member of staff. This may be for part of the day, the rest of the day or the following day, depending on the behaviour and the needs of the child.	Ensure work is completed in the alternative location. A restorative conversation should take place before the child returns to class, where appropriate.	Must be recorded on CPOMS. Parents/carers will be informed by the class teacher or a member of SLT. For children requiring closer monitoring, this may also be recorded on Arbor and shared with parents/carers through the Arbor app.

If staff feel that they need additional adults to support with behaviour, they will send a red hand so that a member of the SLT can attend. This will only be used when the Steps to Success have not been successful (the class teacher has worked through the five stages) or in extreme circumstances.

Restorative Conversations

A restorative conversation should take place with all children who reach Step 4 or above. This may be a brief conversation or a more formal discussion, depending on the incident. The aim is to help the child understand what happened, who was affected and how they can put things right.

Staff may use the following questions:

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make other people feel?
5. Who has been affected?
6. What needs to happen to put things right?
7. What can we do differently next time?

Staff should use neutral, calm and non-judgemental language.

It is not the severity of the consequence that matters most, but the certainty that follow-up will take place. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Behaviour Support Report Card

Where a pupil is continually reaching Step 3 of the Managing and Modifying Behaviours: A Stepped Approach, despite consistent classroom strategies and support, a Behaviour Support Report Card may be introduced.

This graduated system provides increasing levels of support rather than increasing consequences. It helps staff respond consistently, keeps parents informed, and creates clear evidence of the interventions that have been tried before considering further action. Behaviour report cards are a supportive intervention designed to help pupils improve their behaviour through consistent monitoring, encouragement and partnership with parents. They are not intended as a punishment.

Before a Report Card is introduced, the class teacher should have already:

- Used the school's behaviour stages consistently.
- Spoken to the pupil about their behaviour.

- Contacted parents if appropriate.
- Tried classroom strategies and reasonable adjustments.
- Discussed concerns with the Phase Leader where appropriate.

Level	Typical Duration	Decision Made By:	Information	Review
 Green	2 weeks	Class Teacher in consultation with Phase Leader and SLT.	A pupil may be placed on a Green Report Card when there is: • A pattern of low-level disruptive behaviour over two or more weeks. • Frequent reminders or warnings despite classroom support. • Behaviour beginning to affect learning. • A need for increased communication with home.	Class teacher reviews progress. If targets are consistently met, the report is removed. If concerns continue, move to Amber.
 Amber	2–4 weeks	Phase Leader in consultation with SLT.	A pupil may move to Amber when: • Green targets have not been met. • Behaviour is becoming more frequent or affecting others. • There are repeated Stage 3 incidents. Additional adult support is required.	Phase leader reviews weekly with the teacher. Increased home–school communication. Consider additional interventions if progress is limited.
 Red	4–6 weeks	Senior Leadership Team.	A pupil may move to Red when: • Amber support has not led to sufficient improvement. • Behaviour is significantly affecting learning or safety. • There are repeated serious incidents. Individual behaviour planning is required.	Senior leader oversees the behaviour support report card with regular review meetings involving parents. Personalised strategies are agreed and monitored.

Removing a Report Card

A pupil should come off a report card when:

- Targets have been consistently achieved.
- Behaviour has improved over the review period.
- Staff agree the additional monitoring is no longer needed.

Where appropriate, pupils should step down through the levels (e.g. Red → Amber → Green) rather than stopping support abruptly.

CPOMS and Arbor

Behaviour incidents will be recorded on CPOMS to ensure that leaders have a clear chronology of concerns, actions taken and support provided. This will include serious incidents, repeated behaviour concerns and any behaviour that requires follow-up from the class teacher, Phase Leader, Behaviour Lead or SLT. For children whose behaviour requires closer monitoring due to frequent or persistent incidents, behaviour events may also be recorded on Arbor. Where Arbor is used in this way, parents/carers will be informed through the Arbor app so that there is clear communication between home and school. This will support parents/carers to understand patterns of behaviour, work in partnership with the school and reinforce agreed strategies consistently.

The following behaviour will not be tolerated:

- BULLYING (see separate policy) - the accepted definition of bullying is one or more children subjecting a child to repeated physical, emotional, or verbal abuse over a period of time.'
- HARMING OTHERS - this includes 'hitting back.' Children are told never to retaliate but always to talk to an adult. We ask parents to co-operate with the school in encouraging their child/ren to never hit back but to seek adult help. The school will investigate all reported incidents and will ensure a full and fair approach.
- RACISM
- SWEARING
- SPITTING
- NAME-CALLING
- REFUSING TO FOLLOW INSTRUCTIONS
- ANSWERING BACK TO ADULTS
- DISRUPTION OF LESSONS
- VANDALISM TO THE SCHOOL OR OTHER'S PROPERTY
- DISRESPECT TO SCHOOL VALUES

- CHILD ON CHILD ABUSE

This is not an exhaustive list. All children are expected to be excellent role models.

Physical Attacks on Adults

At St Michael's Church of England Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Positive Handling Policy and* should call for support if needed. Only staff who have been trained in Team Teach should hold a child.

All staff should report incidents directly to the headteacher or member of SLT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

While incidences of violence towards staff are unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

Child on Child Abuse (Including Sexual Violence and Sexual Harassment)

Child on child abuse is behaviour by an individual or group, intending to physically, sexually, emotionally harm others. Whilst we are aware that incidents of child-on-child abuse can take place, it will not be tolerated at St Michael's CE Primary School.

KCSIE 2026 maintains a strict zero-tolerance approach to sexual violence and harassment, mandating that such behaviour never be dismissed as "banter," "part of growing up," or "boys being boys". The guidance emphasises that failure to challenge these behaviours creates unsafe environments that normalise abuse, specifically expanding to include misogyny and the sharing of non-consensual intimate images.

To pro-actively discourage child on child abuse, we will explicitly teach how to treat each other with respect through some or all of the following:

- PSHE curriculum

- Circle time
- Collective/class worship time
- Social skills games / interventions (ELSA)

Any allegations, disclosures or incidents will be reported immediately to the Designated Safeguarding Lead / SLT who will conduct a thorough investigation of the incident. This will include some or all of the actions below:

- Contact with both sets of parents through face-to-face meeting or by telephone
- Speaking to the children with another member of senior staff/DSL and/or parents present, and notes of the meeting taken
- Notes taken will be shared with the child and parent prior to ending the meeting
- Any witnesses (children or staff) to the incident will be asked to provide a written account or the conversation will be scribed – emotional support will be offered to the child in the form of a safe adult
- All accounts/witness statements and actions taken will be recorded on CPOMS
- If necessary, police and/or The Children's Advice and Support Service (CASS) will be contacted for advice and/or support who may investigate the incident further
- Both sets of parents will be informed of the outcome and any action taken as a result of the incident

Actions/Consequences

Following the investigation, it is important that support and consequences are actioned in order to stop further incidents of abuse. The following outlines examples of actions that might be taken by school.

For the victim:

- Restorative Justice
- Emotional support – emotional check ins / Hub support
- Emotional assessment – Three Houses
- Explicit teaching of strategies / awareness of how to keep yourself safe
- Outside agency support – signposts for parents
- Referrals to outside agencies for direct work

For the perpetrator:

- Reflection time with SLT during social time
- Restorative Justice – the child can make amends with the injured party
- Small group interventions – friendships / dispute resolution / understanding differences

- Emotional assessment – Three Houses
- Emotional support – check-ins / Hub support
- Explicit teaching around emotional literacy
- Outside agency support – signposts for parents
- Referrals to outside agencies for support

Consequences will depend on the outcome of the investigation and will be decided on a case-by-case basis. Consequences given will be at the discretion of the Headteacher and parents will be informed.

Behaviour Meetings

At the beginning of each academic year, a Behaviour Meeting will be held with the class teacher, DSL, SLT and Inclusion Lead. During this meeting, all children in the class are discussed and actions/support is agreed for identified children. This is followed up at key points over the year and actions/support reviewed.

Suspensions And Permanent Exclusion

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's Positive Relationships and Behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil, either permanently or for a suspension (fixed period) the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupils to give their version of events.
- Consider if the pupil has special educational needs (SEND).

For the purposes of exclusions, a school day is defined as any day on which there is a school session. Only the Headteacher can make the decision to exclude.

Permanent Exclusion or Managed Move

A permanent exclusion will be the last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be

at the heart of all decisions.

For further information regarding suspensions and exclusions, please see our Suspension and Permanent Exclusion Policy which can be found on our website.

Behaviour Expectations for Pupils with Special Educational Needs and Disabilities (SEND)

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.
- if a pupil has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- training for staff in understanding conditions such as autism. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.
- access to 'Pause in Learning' cards.

Some children with SEND may communicate their needs, feelings or distress through their behaviour, particularly when they find it difficult to express themselves verbally, regulate their emotions or manage changes in routine, sensory demands or social situations. As a school, we recognise that behaviour can be a form of communication and that some children may need additional support to feel safe, understood and ready to learn. Staff will work in partnership with parents/carers, the

SENDCo/Inclusion Lead and other relevant professionals to identify the child's individual needs, triggers and effective support strategies. Where appropriate, a bespoke Behaviour Support Plan will be created to ensure a consistent approach between home and school. This plan will focus on reducing barriers to learning, supporting emotional regulation, promoting positive engagement and helping the child to meet the school's expectations in a way that is appropriate to their needs.

Positive Handling

There are circumstances when it is appropriate for staff in schools to use reasonable force when a child is at risk of harm or causing risk of significant harm to others. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to care for and control children. 'Reasonable' in these circumstances means 'using no more force than is needed for the shortest possible time' and will only be used as a very **last resort**.

Our staff are 'Team Teach' trained (*see Positive Handling Policy*).

'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen as a failure of technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe.'

All staff are required to record any incident where a 'Team Teach' strategy has been used in the Bound Book as well as on CPOMS.

Banned Items

The following items are banned from the school premises and will be confiscated if a child is found to be in possession of any of the following items (this is not an exhaustive list):

- Knives/Guns (real or toy)
- Lighters/matches
- Cigarettes/vapes
- Drugs/medication

The sanctions imposed for bringing these items into school will be at the discretion of the Headteacher and parents/carers will be informed.

Beyond the School Gate

While this behaviour policy refers mainly to the behaviours of pupils within school premises, the school

reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In these instances above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a public member, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Staff Induction, Development and Support

All staff will receive positive behaviour training, which may include:

- Training on how to deliver the 'St Michael's Way' Behaviour Curriculum (Appendix 4).
- Training on the school behaviour systems and routines.
- Support with how to model and live out the school's Christian values.
- Updates to policy and procedures in school.
- Updates to government policy and expectations.
- Training in specific strategies and interventions.
- Training in how to identify causes of behaviour choices in children.

Training will be at least annually with ongoing updates and training for new staff in-year. Training needs will be responsive to the needs of our children to provide early intervention and ensure positive outcomes for our young people.

Links With Other Policies

This Positive Relationships and Behaviour Policy is linked to our:

- Suspension and Permanent Exclusion Policy
- SEND policy and SEND Information Report
- Anti-bullying policy
- Safeguarding and Child Protection Policy
- Positive Handling Policy
- Teaching and Learning Policy
- Positive Handling Policy

Supporting Documents

- Behaviour in Schools - advice for Headteachers and school staff – February 2024
- Keeping Children Safe in Education 2026 (Legislation)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England including Pupil Movement – July 2026

At St Michaels, we recognise protected characteristics from The Equality Act 2010. The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation