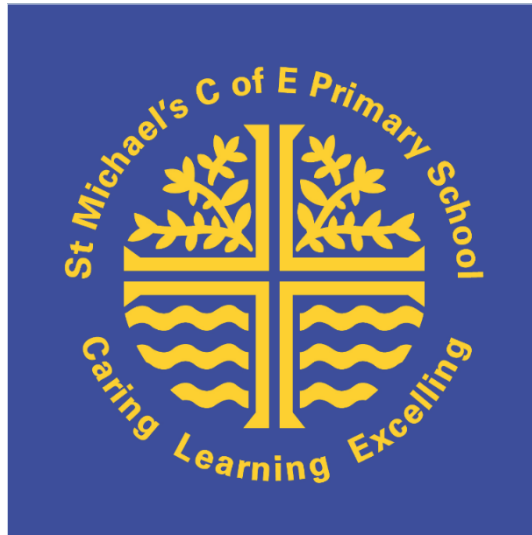




Behaviour Policy September 2025

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.

We have pride in who we are and excitement about who we can be.

1. Introduction

Purpose:

This policy outlines St Michael's C of E Primary School's approach to behaviour management, integrating restorative practices and trauma-informed principles. It aims to create a safe, supportive, and inclusive learning environment where all children can thrive, feel valued, and develop positive relationships. This policy is underpinned by our Christian values of respect, thankfulness, peace, compassion, courage, trust, and friendship. It directly addresses the school's improvement priorities by fostering a consistent and supportive approach to behaviour that supports improved outcomes for all children.

Rationale:

At St Michael's C of E Primary School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes.

Recognising that behaviour is communication, this policy emphasises understanding the underlying reasons for challenging behaviour, including potential trauma or adverse experiences. We are committed to responding to behaviour in a way that is both supportive and accountable, focusing on repairing harm and building positive relationships.

Alignment with School Vision and Values:

This policy reflects our vision of an inclusive and caring church school community where actions mirror Christian values. It supports our aim to instil a love of learning by empowering all children with the knowledge and skills to be independent, lifelong learners. It also aligns with Ofsted's focus on creating a calm and respectful learning environment where children feel safe and supported.

It is imperative we understand how as caregivers, we can offer our pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners. We put relationships at the heart of our approach by truly listening and responding to our pupil's voices, to create and foster a safe and happy environment where all feel safe, secure and respected.

Legal Framework: This policy is compliant with the following legislation and guidance:

Education Act 2002

Equality Act 2010

Children Act 1989 and 2004

Keeping Children Safe in Education September 2025

SEND Code of Practice

United Nations Convention on the Rights of the Child (UNCRC)

Suspensions and Permanent Exclusions from Maintained Schools, Academies and Pupil Referral Units in England, DFE 2022 (updated August 2024)

The school policy has been drawn up with support from:

Lincolnshire Ladder of Behaviour Intervention (Lincolnshire County Council 2025)

2. Principles

Restorative Practises:

- Focus on repairing harm and rebuilding relationships.
- Emphasise accountability and taking responsibility for actions.
- Involve all affected parties in finding solutions.
- Promote empathy and understanding.

Trauma-Informed Approach:

- Recognise the impact of trauma on children's behaviour.
- Create a safe and predictable environment.
- Build trusting relationships.
- Respond to behaviour with empathy and understanding, rather than punishment.
- Focus on building resilience and coping skills.

Inclusivity:

- All children are valued and respected, regardless of their background or needs.
- The policy is applied fairly and consistently, taking into account individual circumstances.
- Reasonable adjustments are made for children with SEND.

Positive Relationships:

- Positive relationships between staff and children are essential for creating a supportive learning environment.
- Staff are encouraged to build strong, trusting relationships with children.
- The policy promotes positive communication and conflict resolution skills.

At St Michael's we aim to:

- Build a community which values kindness and empathy for others.
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

Learning and teaching affects children's life chances, widening horizons and providing opportunities for all. It is the right of all children and all staff, teaching and non-teaching, to work in an environment which is conducive to learning. Everyone has the right to feel safe in school.

Relationships are at the heart of everything we do. We expect all staff to work positively and empathetically, using attachment principles in their interactions to build and develop relationships. We encourage relationships where the adults are physically and emotionally present, attentive, attuned and responsive. This will cultivate trust. We see it as our responsibility to remain regulated throughout the school day, taking regular, quality breaks and pressing the pause button occasionally to re-resource ourselves.

This policy aims to set out the expected behaviour of everyone in school and to define our methods of discouraging negative behaviour within the school with church school values in mind.

At St Michael's, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

- We understand behaviour communicates unmet needs and can separate the child from their behaviour.
- We accurately assess and understand the pupils' needs and refer to any relevant plans or documents.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an antidote to shame.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage our pupils to become accountable for their actions and the impact they may have on themselves and others. This promotes a solution-focused approach to changing future behaviours.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences. We seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.
- We keep in mind that we are adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.

3. Roles and Responsibilities

The development of positive behaviour is the responsibility of **everyone** involved with the school. This includes children, governors, staff, parents, outside agencies and members of the local community.

Parents/Carers

Parents and carers, where possible, should:

- Be familiar with the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work, (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy; working in collaboration with them.

Children make progress when they know staff and parents/carers are working together.

Children:

- Following the school's behaviour expectations
- Treating others with respect
- Taking responsibility for their actions
- Participating in restorative processes

The Governing Board

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the Head Teacher
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

Head Teacher:

- Overall responsibility for the implementation and monitoring of the policy
- Ensuring that staff receive appropriate training and support
- Working with the governing body to review and update the policy

Senior Leadership Team (SLT/Phase Leaders):

- Supporting the Head Teacher in implementing the policy across their phase
- Monitoring behaviour data and identifying trends
- Providing leadership and guidance to staff teams

SENDCO:

- Providing advice and support to staff on meeting the needs of Children with SEND
- Contributing to the development of individual behaviour plans
- Liaising with external agencies as necessary

Teachers and staff

All staff are responsible for:

- Creating a calm and safe environment for pupils, approaching all children with positive regard
- Using a calm, well-regulated tone and respectful language appropriate to the needs of the child
- Facilitating long term relationships in school enabling strong attachment bonds to grow.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour whilst helping our pupils find ways to recognise and manage difficult emotions in an appropriate way supported by an adult.
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using school systems and processes
- Challenging pupils to meet the school's expectations

4. Procedures and Behaviour Management

Core Values and Classroom Rules

At the beginning of the year, each class will agree to a set of class rules. These rules will be in a series of positive statements and will link to our school's core values. Appropriate reference is made to the positive values for behaviour and learning which should be displayed in each classroom and around the school. Values are modelled by adults and children and we consistently reinforce and praise values when exhibited by children. We promote positive values through whole school, class and community worship, PSHE, circle time, role play, and throughout the curriculum.

Rewards

Class teachers and staff utilise a range of appropriate age-related strategies to encourage and reward all children in taking responsibility for their own actions.

Rewards in place at St Michael's Church of England Primary School are as follows:

- Praise for acceptable behaviour and high standards of work and effort
- Recognition in front of a group, class or whole school.
- Head Teacher informed of good behaviour and individual work achievements - stickers, postcards to go home awarded on an individual basis.
- Class rewards/stickers given for good examples of behaviour and acts of kindness.
- Consistently across the whole school, children may be awarded a 'School Bee' token for any of the Bee Rules and these are placed into the school's 'Bee Hive' (KS2 Juniors) or 'Honey Pot' (EYFS & KS1 Infants) for a weekly prize draw which takes place each week. The whole school takes part in celebration Worship, and all children are eligible for Teacher/Head Teacher's praise and certificates.
- Extra responsibilities or duties, displaying the need for trust, awards; including helper/school council representative/team or house captain.

Our Whole School 'Bee' Rules:

The 'School Bee' Rules have been developed by children and staff to reflect the values of the Church of England approach. There is a visual reminder of our rules in every learning environment, and children are regularly taught about the value of the rules and human dignity during class teaching time and daily worship. Our School Bee rules are:

1. Be Safe: on the playground; on the Internet; around school
2. Be Caring: be kind and not hurt each other; be a friend
3. Be Respectful to all; my community and surroundings
4. Be Proud: of your work; of your appearance; of representing the school
5. Be Your Best: always try your hardest

Differentiating Behaviour Interventions- A Tiered Model

At St Michael's we use a tiered approach to supporting behaviour. Behavioural needs often vary widely and a one size approach is not only ineffective- it can be detrimental to pupil success and confidence. A tiered differentiated support model is essential to equity, inclusion and effectiveness.

Tier 1: Universal support and practices and systems designed and implemented to meet the needs of the majority of pupils.

Tier 2: Targeted support for those pupils at risk; those who struggle to respond to the school's universal systems and processes. Tier 2 provides additional support, including interventions, structure, feedback and further relational connections.

Tier 3: This tier focuses on individualised and intensive support, often involving a multi-agency approach for children with high intensity behavioural needs.

See Appendix 1 for the tiered system of support.

Appendix 2- Procedural flow chart:

Staff are expected to use their professional judgement to decide which level sanctions will begin at. This will depend upon the seriousness of the behaviour displayed and also previous sanctions applied for the same or similar breaches of the school's behaviour policy.

Record Keeping:

All staff must ensure that accurate and detailed records of all major behaviour incidents and/or persistent minor behaviours are recorded on CPOMs. The Head Teacher and SLT conduct regular analysis of behaviour data to identify trends and inform any relevant interventions.

Playground and Midday Sanctions

All of the above will apply at these times and action will depend on the nature of the incident. For example, following inappropriate behaviour over lunchtime a child would:

- Be spoken to by midday supervisor and reminder given about acceptable behaviour
- Consequence - time out, outside or in the dining hall
- If the behaviour is repeated / more serious offence happens - removal of lunchtime/playtime privilege agreed by class teacher or SLT (parents/carers informed by appropriate adult)

- The sanction of exclusion from lunchtime may be used at the discretion of the Head Teacher.

The Lincolnshire Ladder of Intervention

The St Michael's Church of England Primary School staff team are committed to using the Lincolnshire Ladder of Behaviour Intervention (LLBI) to address persistent misconduct/negative behaviour. By moving through the steps of the ladder and exhausting all other avenues prior to exclusion (the requirement of Lincolnshire County Council), the school will indeed demonstrate that exclusion is a last resort. Any child on the LLBI will have a Pastoral Support Plan used as a tool to monitor and evaluate support and strategies using small achievable targets to measure progress. Some children may have a Behaviour Management Plan incorporating positive handling; this must be agreed with the Head Teacher in consultation with the Parent/Carer. As part of a child's Pastoral Support Plan, we may consider differentiated discipline and this will be shared with all adults working with them.

Zero Tolerance

This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this (see appendix 2) will not be tolerated and will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour.

School staff and governors always have full regard to the latest DfE Exclusions Guidance and related documentation when dealing with any exclusion matters

Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Where there are serious or persistent breaches of the school's behaviour policy, or where allowing the pupil to remain in school will significantly harm the education or welfare of others in the school, this will result in fixed term suspension or permanent exclusion. Our school has adopted the guidance '*Suspension and permanent exclusions from Maintained Schools, Academies and Pupil Referral Units in England, DfE 2022*'(updated August 2024).

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude/suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A decision to exclude a pupil permanently would only be taken:

- *in response to a serious breach or persistent breaches of the above behaviour policy;*

and

- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

If the Head Teacher excludes a child, either the Head Teacher or a directed member of the team informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. In writing, the school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions, completing the required paperwork and submitting it to the LA.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. The Governing Body has a Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA.

Reintegration strategies are planned for supporting pupils that return to school following a fixed period exclusion/suspension and for managing future behaviours. This may be supported by the Behaviour Outreach Support Service and/or the Pupil Reintegration Team.

Special Educational Needs

There are occasions when the above sanctions may need to be modified, dis-applied or changed in sequence. Some of these reasons might be that the child has special educational needs or disability or may be experiencing exceptional circumstances. The Head Teacher will always be consulted when exceptions for differentiated discipline are made.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) 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 these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned

Power to Use Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Some of our staff have been trained by a licensed provider for Positive Handling. Please refer to Team Teach and the Use of Reasonable Force Policy.

Bullying

Please see Anti Bullying Policy.

Online misbehaviour

Please see Online Safety Policy.

Closing Statement

As a Church of England School we believe that bad experiences, behaviour and wrongdoing need not have the last word. There are resources for healing, repair and renewal; repentance, forgiveness, truth and reconciliation are possible; and meaning trust, generosity, compassion and hope are fundamental. We always strive to achieve the best outcomes for all our pupils, these are rarely achieved by school alone, but when school and family work together to support each other.

If you have any concerns or require support, firstly speak to your child's class teacher, and in some instances, support from the SENCO or Head Teacher may also be appropriate.

This St Michael's C of E Behaviour Policy has been written using the following documents:

Equality Act 2010

Keeping Children Safe in Education 2025

SEND Code of Practice 2015

The Church of England Vision for Education. Deeply Christian, Serving the Common Good, Autumn 2016.

Lincolnshire Ladder of Behavioural Intervention, 2025

Suspensions and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, DFE 2024

This policy should be read alongside other **related Policies**:

- Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Equality Policy
- Child Protection Policy
- Online Safety Policy

This policy is available on our school website www.st-michaels.lincs.sch.uk. A paper copy of this policy can also be made available upon request from the school office.

Appendix 1: Differentiating Behaviour Interventions- Tiered Support

Tier 1	Universal Support for all pupils	➤ Clearly defined and positively framed behaviour expectations ➤ Teaching and consistent reinforcement of expectations ➤ Predictable routines and classroom expectations ➤ Acknowledgement of positive behaviours/use of the school 'Bee Rules' and reward systems ➤ Embedding of the school's vision and core values ➤ Opportunities to listen to pupil voice
Tier 2	Targeted support for pupils at risk	➤ Opportunities for regular check ins/check outs by identified adult ➤ Access to small group or 1:1 intervention by classroom adult or directed to the pastoral team, e.g. social stories, ELSA, other relevant emotional regulation activities, Healthy Minds resources ➤ Increased home-school communication, positive as well as any reports of misbehaviour to build connections for family to support with change ➤ Behaviour contract, developed with the child and or individualised reward system tailored to the child
Tier 3	Intensive, individualised support	➤ Following the Lincolnshire Ladder of Intervention ➤ PSP developed with child and family at a school level or with the involvement of the Pupil Reintegration Team ➤ Involvement of the Behaviour Outreach Support Service ➤ Flexible accommodations, e.g. alternative lunch time arrangements, reduced timetables (short term), sensory breaks etc ➤ EHA/TAC/Multi-agency team meetings ➤ Intervention placement at an Alternative Provision provider

Appendix 2 Pupil Behaviour Procedural Flowchart

