

Rossington St Michael's C of E Primary School

BEHAVIOUR POLICY 2026-2027



Date of Policy: September 2026

Date of Review: September 2027

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“Good behaviour is a necessary condition for effective teaching to take place.”

(Education Observed 5 - DES 1987)

“Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning.”

(OFSTED)

At Rossington St Michael’s Church of England Primary School we welcome every child as a special individual loved by God. We celebrate children’s awareness of their local, national & global community, supported in their development at home and at school.

Everyone is treated as an individual as part of a caring, supportive Christian Community. The Christian values of Love, Peace, Kindness, Compassion, Respect, Responsibility, Forgiveness, Honesty, Justice, Integrity, Trust, Hope and Faith ensure that children can flourish in our nurturing environment. Our ultimate aim is that all can learn from their experience and that all can be forgiven.

We are a fully inclusive school and we value the individual within the school community. We aim to ensure that all children feel valued and thrive in a safe, happy environment, which allows them to fulfil their aspirations and develop confidence in themselves as successful learners and valued people.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff, governors and volunteers will set high standards as role models at all times and learners will be given clear guidance about what is expected of them. Discipline and mutual respect between all stakeholders underpin the ethos of Laughton and children learn that they have both rights and responsibilities.

Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Aims and Ethos

The school wishes to encourage each individual to be happy, confident and enjoy self-esteem whilst displaying a willingness to cooperate with and to show consideration and respect for others.

This policy aims to:

- Create a mutually-respectful environment that encourages and reinforces positive behaviour in line with our school rules
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships

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- Ensure that the school's expectations and strategies are widely known and understood

We expect all children to:

- Be pleasant, well behaved, disciplined and polite
- Show respect for all adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Obey school rules and listen to teachers' advice
- Be aware of the sanctions to be used if rules are not obeyed
- Be appreciative of their environment and care for it

As adults we should aim:

- To create a positive climate with realistic expectations
- To emphasise the importance of being valued and appreciated as an individual within the group
- To promote, through example, honesty and courtesy
- To provide a caring and effective learning environment
- To encourage relationships based on kindness, respect and understanding of the needs of others
- To ensure fair treatment for all, regardless of age, gender, race, ability and disability
- To show appreciation of the efforts and contribution of all

Rules

To help protect our rights and to encourage responsibility, we have basic rules for all our school community which supplement everything we do in school.

- **Be Ready** – for example: being prepared, in lessons, in taking risks, in trying hard
- **Be Respectful** – for example: of ourselves, others, property
- **Be Safe** – for example: on the playground, in class, towards others

The school regularly have lessons, assemblies and activities which remind children of these rules and how they may be applied to all aspects of school life, including playtimes and lunchtimes.

Rewards

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise – verbal and non-verbal, informal and formal, public and private, addressed to individuals and groups.

The other following rewards are also utilised by staff to promote good behaviour choices:

- Name on the Recognition Board
- Stickers / stamps
- House points
- Headteacher's Award
- Child of the Week celebrated in assembly weekly
- Dojo message home
- Other rewards at the discretion of the classteacher
- Termly behaviour letters to recognise great, sustained behaviour

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Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

An agreed hierarchy of sanctions is in place and pupils and parents/guardians are made aware of the system. The hierarchy can, however, be fast tracked if there is a serious incident or if the Headteacher, in consultation with the staff, feels that the sanctions are not working for a particular pupil. Continued attention is drawn to the rules and the sanctions in order to keep them in the minds of the school community.

Adults act as role models to our pupils and are careful to show kindness and consideration and to avoid humiliating or belittling children. The development of privileges for everyone is encouraged; these may then be withdrawn should rules be broken after an official warning has been given.

The guidance for the stages that may need to be used if there are behavioural issues in a class is as follows:

<i>Work with children to explore and understand the expectations and how they link to the three rules:</i>		
<div> <div> Be Ready <ul style="list-style-type: none"> ✓ Come to school with the appropriate clothing and equipment ✓ Work to the best of our ability: be courageous ✓ Be responsible for own behaviour </div> <div> Be Respectful <ul style="list-style-type: none"> ✓ Be pleasant, well behaved, disciplined and polite ✓ Show respect for all adults and other children: accept everyone for who they are ✓ Show friendship, kindness and care. Allow others to work to the best of their ability ✓ Be fair and show good sportsmanship </div> <div> Be Safe <ul style="list-style-type: none"> ✓ Take care of the environment, the school and property. ✓ Follow the school rules and show safe behaviour </div> </div>		
Step 1 Positive Behaviour Shown	When Behaviour is good you can: <ul style="list-style-type: none"> ✓ We promote what we praise!: Give lots of praise: this can be public, verbal and non-verbal and should be specific <i>'Well done, you are walking really calmly in the corridor today', 'I like the way you ...' and 'Well done you are really working hard with your writing and being courageous in keeping going.'</i> ✓ Place the child's name on the recognition board - make this well-earned! ✓ Give a house point: acknowledge the reason ✓ Ask the SLT to come and see work or to praise the child. ✓ Nominate them for Child of the week ✓ Send them to Headteacher for a Headteacher's Award ✓ Send a positive Dojo or text message home 	
Step 2 Negative Behaviour Shown	Reminder	<ul style="list-style-type: none"> • Give a verbal or non-verbal reminder of the expectation. This should be discrete and non-intrusive <i>(This should, in most cases, quickly lead to a child refocusing on learning).</i>
	Warning	<ul style="list-style-type: none"> • If behaviour does not change immediately following the reminder, explain to them, quietly and discretely, that if they choose to continue to show the inappropriate behaviour (identify) they will lose 5 minutes of their playtime to pay back learning time lost. <i>(If behaviour improves, leave for 5-10 minutes and then acknowledge the good choice made)</i> • Staff supervising breaktimes can also use a warn that children be given time out and that they will need to stand with an adult for five minutes.
	Sanction	<ul style="list-style-type: none"> • Sanction 1: If behaviour continues following the warn calmly and discretely take 5 minutes of break time (record) <i>(If behaviour improves leave for 5-10 minutes and acknowledge the good choice made)</i> • Sanction 2: If there is not an improvement move to 10 minutes time out in partner class. This is done in a non-confrontational way.
Step 3: Refer on	If time out does not improve the situation the SLT are called for and the child is removed from the session so that no more learning time is lost. The SLT member will make a decision on follow up, collaboratively with teacher where appropriate: <ul style="list-style-type: none"> - Remain in at break/lunch supervised centrally. - Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase) 	

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<i>Additional needs</i>	A small minority of children may struggle to modify behaviour quickly with a reminder, due to an additional need. An agreed way forward with SENDCO will be established and may include additional discrete reminders, take up time etc in order to support the child in meeting the expectations overall.
<i>Serious incidents</i>	More serious incidents are referred <u>immediately</u> to the SLT. These include the following: <ul style="list-style-type: none"> - Persistent disruption, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing.

There may be circumstances where the Headteacher is involved from the start, ie. bullying, racial incident, threatening behaviour, fighting, swearing at a member of staff or violent / dangerous behaviour.

Any of the above sanctions can be used for persistent behavioural issues or for one-off, more serious cases.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should be avoided as it breeds resentment
- Sanctions which are humiliating or degrading should never be used
- Sanctions should be applied quickly and pupils left in no doubt as to why they are being punished and how they can improve behaviour
- The sanction should not be out of proportion to the offence. If in doubt, please check with the Headteacher.

When discussing behaviour incidents with children it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

The school has trained staff in Team Teach and their techniques. The philosophy of this is to de-escalate issues when they occur. When this is not possible, restraint techniques may be used to try to prevent injury, pain and distress using the minimum amount of force, for the shortest amount of time. Team Teach techniques aim to reduce risk however some techniques may cause mild discomfort. This is not a failure of the technique but an occasional side effect of keeping people safe.

Behaviour Definitions

<i>Examples of 'Lower Level' Behaviours are:</i>	<i>Examples of Serious Behaviours are defined as:</i>
<ul style="list-style-type: none"> • Failure to follow instructions first time • Distracting others from their learning • Poor learning behaviours • Not listening • Work avoidance • Not staying on task • Using unkind words • Talking and chatting unnecessarily • Calling out • Fidgeting or fiddling with equipment • Purposely making noise to gain attention • Swinging on chairs • Inappropriate use of language 	<ul style="list-style-type: none"> • Repeated breaches of the school rules • Swearing towards a child or adult • Any form of Bullying (See additional information) • Child on Child abuse • Physical assault / Physical aggression • Verbal abuse / verbal aggression • Threatening behaviour (including spitting / scratching / nipping) • Fighting • Sexual misconduct -sexual violence and sexual harassment including sharing of nude / semi-nude images and intentional sexual touching without consent • Racist, sexist, homophobic or discriminatory behaviour • Theft • Vandalism-damage to property -school property/peer property/buildings/neighbouring property • Inappropriate or dangerous items being brought onto the school premises • Inappropriate or dangerous items used to inflict harm

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	<ul style="list-style-type: none"> • <i>Smoking</i> • <i>Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school</i>
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Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See anti-bullying Policy)

Bullying is, therefore:

- *Deliberately hurtful*
- *Repeated, often over a period of time*
- *Difficult to defend against*

TYPE OF BULLYING	DEFINITION
<i>Emotional</i>	<i>Being unfriendly, excluding, tormenting, demanding</i>
<i>Physical</i>	<i>Hitting, kicking, pushing, taking another's belongings, any use of violence</i>
<i>Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based</i>	<i>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</i>
<i>Sexual</i>	<i>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</i>
<i>Direct or indirect verbal</i>	<i>Name-calling, sarcasm, spreading rumours, teasing</i>
<i>Cyber-bullying</i>	<i>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</i>

Actions to implement protect, relate, regulate, reflect and our shared language

To help children feel safe and protected St Michael's staff will:

- *Meet and greet the children into the classroom each day*
- *Use the children's names*
- *Clear routines are established for each day and presented through visual timetables*
- *Provide shame free classrooms where any negative behaviour choice is dealt with quietly and discretely*
- *Provide consistent end of the day routines providing a positive end to the day through a shared recital of the school poem*
- *Provide an inclusive classroom environment where teaching strategies used and resources deployed ensure all pupils feel safe to 'have a go' and achieve success.*
- *All classrooms have a dedicated 'safe space' which children can access*

To gain a sense of belonging, St Michael's staff will identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours. These strategies may include:

- *Implement PACE: playfulness, acceptance, curiosity and empathy*

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- *Playfulness – Using a playful, light, warm spontaneous way of interacting with a child/young person to form a safe connection*
- *Acceptance – Accepting and acknowledging the feelings underneath the child's behaviour. Children need to trust that you aren't going to judge 'I will accept the feelings but I may need to stop your actions.' 'It's ok to feel cross but it's not ok to hurt me.'*
- *Curiosity – Voiced active interest in how the child is experiencing an emotionally charged event past or present*
'Will you help me understand...?'
'Will you show me what that felt like for you?'
'Can you draw it for me? Write it down? Shown in colours?'
- *Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child.*
- *Use of language to exemplify how we relate to each other through showing empathy (WINE)*
 - *I wonder*
 - *I imagine*
 - *I have noticed*
- *Remind children about expectations and warn about possible consequences if negative behaviour choices continue*
- *The use of humour and distraction*
- *Planned opportunities to access alternative activities*
- *Use sensory or movement breaks*
- *Consider a change of adult*

To support children to develop strategies to regulate their emotions, St Michael's staff will:

- *Support children to develop a toolkit for regulating their emotions*
- *Provide calm responses*
- *Use safe spaces*

To support the children to reflect on the impact of their behaviour choices, St Michael's staff will:

- *Consistently deploy the logical consequences relating to the child's behaviour choice*
- *Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences. When reflecting on a negative behaviour choice with a child, all staff will use the following questions:*
 - *Can you tell me what happened?*
 - *Can you tell me what were you thinking/feeling at the time?*
 - *Can you tell me who has been affected by this?*
 - *Can you tell me in which way?*
 - *Can you tell me what can be done make things right?*

When might exclusion be used?

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

Suspension

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term suspension.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff.
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Failure to comply with the consequences of bad behaviour.

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- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Repeated fighting.
- Theft.
- Persistent defiance or disruption in the classroom.
- Other serious breaches of school rules.

Permanent Exclusion

‘A decision to exclude a pupil permanently should only be taken:

in response to serious or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ misbehaviour.

Similarly if a pupil is at risk of exclusion, support must be put in place.

This may include the following:

- Daily discussion with a member of the senior leadership team or trusted adult
- An individual behaviour plan that outlines specific behaviours, actions, rewards and sanctions
- Support at lunchtime and playtime
- Classroom based support e.g. small group or 1-1 support from a teaching assistant
- Home – school behaviour chart/records
- External advice sought and ideas implemented
- SENDCo to liaise with parents regarding support/interventions/support plan if appropriate
- Early Help referral
- Bespoke behaviour ladder and reward system

For further information about suspensions and permanent exclusions, please see DSAT Exclusions Policy 2025.

Mobile Phones and Smart Technology

St Michael’s is committed to providing a safe, focused and distraction-free learning environment. As part of this commitment, the use of mobile phones and other smart technology with similar functionality is prohibited throughout the school day. This includes, but is not limited to, devices that can send or receive messages or notifications, access the internet, or record audio and/or video.

Mobile phones and smart devices are not permitted at any point during the school day, including:

- Before school on the premises
- During lessons
- Between lessons
- At breaktimes and lunchtime

If a child needs to bring a mobile phone to school for safeguarding or travel reasons, the following procedures apply:

- The phone must be switched off before entering the school gates.
- It must be handed in to the class teacher immediately on arrival
- Phones will be stored securely during the school day.
- Phones will be returned to pupils at the end of the school day.

Failure to follow this policy may result in appropriate sanctions in line with the school’s Behaviour Policy. Repeated breaches may lead to the school withdrawing permission for a pupil to bring a phone to school.

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Monitoring and Evaluation

Monitoring is carried out in formal and informal ways by staff:

- Record of exclusions: Senior Leadership Team
- Referral to outside agencies
- Interim Reviews
- Annual Reports
- Behaviour Plans
- Interviews/phone calls/letters to parents
- Registration/lates
- Medical information
- Direct observation of pupil behaviour in/out of lessons
- Records of incidents on CPOMs

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the academy with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

This work forms part of our policy on Equal Opportunities.

Rossington St Michael's Hierarchy of Sanctions

