

St Michael's R.C Primary School



St Michael's

Roman Catholic Primary School

Behaviour Policy 2025-26

Updated: September 2025
To be reviewed: September 2026

Mission Statement

‘Holding God’s Hand, we nurture hearts, minds and spirits’



Our Trust Mission is simple, it is to make Christ known, making lives better for our communities, our children and young people

Virtues to Live by at St Michael’s



The “Virtues to Live By” approach is deeply rooted in scripture and the teachings of Jesus Christ. Each week, our collective worship sessions center around a specific virtue, allowing children to reflect on its significance and how they can embody it in their lives.

1) Aims

At St Michael’s RC Primary School, we believe that good behaviour is a key factor in achieving a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

Overall, this policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Through the use of this policy we hope to:

- Promote high standards by expecting and teaching positive behaviours at all times
- Encourage high standards of work and behaviour emphasising praise and positive reinforcement and positive narration
- Ensure that all adults and children treat each other with mutual respect and consideration
- Provide clear and simple guidelines to promote positive behaviours from all children through the use of good choices, which are applied consistently throughout the school

2) Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies, and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Disability Discrimination Act (2005)
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice (2014).

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3) Principles

- We believe that all children have the right to learn without fear of disruption or aggression.
- All teachers and support staff have the right to teach and carry out their duties without disruption.
- All staff promote the strategy of “3-2-1” The expectation is that children then stop and listen. We wait for 100% of children to be focused and ready to learn. The language of 100% is consistently used across the school.
- A vital part of how children are taught to understand our school rules and the importance of showing respect to all in how children address and interact with adults. At St Michael’s it is an expectation that all children address adults by using the adult’s name. For example, ‘I understand that work, Mr May. Staff also should use children’s names when addressing them.

4) Statement of Intent

In order to meet these principles we will

- Establish a base line of acceptable behaviour
- Establish clearly defined and agreed strategies for the management of inappropriate, disruptive or bullying behaviour.
- Celebrate consistently good behaviour with positive recognition
- Review this policy annually.

5) Expectations

It is expected that all staff will support this policy by:

- Promoting respect for the individual
- Providing an interesting, organised, challenging and varied curriculum
- Creating a stimulating classroom environment
- Creating the optimum conditions for learning
- Demonstrating high standards of co-operation, sharing and support for each other
- Dealing promptly with inappropriate or bullying behaviour
- Responding promptly to incidents of bullying
- Working with parents to ensure a consistency of approach to discipline
- Applying sanctions for poor conduct, fairly and without prejudice
- Creating an ethos which promotes positive attitudes to learning and behaviour and develops self-esteem
- Using appropriate language which avoids stereotyping.
- All staff operate the strategy of “3-2-1” The expectation is that children stop and listen.

It is expected that parents will support this policy by:

- Ensuring a child's regular and punctual attendance at school
- Supporting the rights of every child to feel safe, to learn and be treated with respect
- Supporting the school's uniform policy
- Maintaining good communication with the class teacher

It is expected that pupils will support this policy by:

- Respecting the rights of other individuals
- Showing care and respect for their own and other's property
- Demonstrating behaviour which conforms to the basic rights
- Informing appropriate adults of concerns and worries particularly bullying

The positive behaviour that we expect of all children is explained and demonstrated in an age-appropriate way through, but not exclusively by the following:

- Assemblies
- PSHE sessions
- Circle times
- Individual or small group basis
- All adult child interactions

6) How We Manage Behaviour

At St Michael's we have developed procedures and arrangements which help to support our basic rights;

We take a positive view in that children are encouraged to raise their own personal standards and achievement is recognised through:

- Positive and supportive comments and verbal praise
- Class sharing of individual achievements
- School Achievement Assemblies (Friday Celebration Assembly)
- Hot Chocolate with the Headteacher (Friday afternoon-for those children who are the weekly 'Mission Disciple'.
- Emergency Dojo Message Home
- Visit to another class to share positive work with another adult in school
- Visit to Senior Assistant Headteacher/ Headteacher/SLT Members
- Allocation of Class Dojos

House Teams

Every child is assigned to a House group. At St Michael's our Houses are linked to 4 influential saints.

- St Michael the Archangel (Red)
- St Bernadette (Yellow)
- St John Henry Newman (Green)
- St Teresa of Calcutta (Blue)

There will be no house point system. The house team system will be used for various school community events throughout the school year.

Traffic Light Peg System

A 'traffic light' system is used to promote positive behaviour and it is displayed in each class with children's names on pegs.


The principle behind this system is:

- that all children have the opportunity to make positive choices about their behaviour and influence outcomes
- that teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills

- Children who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all adults working in school
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

Colour peg is placed on	What behaviour looks like	Our Response
<i>The additional needs of children will need to be taken into account when applying these policies. Some children with additional needs will not be able to look directly at the class teacher all of the time etc</i>		
	Exceptional achievement (work, play, behaviour) Being kind and considerate Being very polite and well mannered	<p>Explain the reason for the move to the rest of the class. Be congratulated by their class. Visit another class or Headteacher with their work or to explain their good behaviour. May receive a sticker. Children wearing stickers will be congratulated by other members of staff in and around school.</p> <p>In each classroom, next to the peg system will be an A4 piece of paper on the wall. This will have a set of empty 'tickets'. Each child who goes on the star will write their name on a ticket. These tickets will be added, before the celebration assembly, to the star draw box on the assembly benches.</p> <p>Five children will chosen each week in the celebration assembly. These children will come to the front in assembly and choose a book to take home.</p>
	Children making the right choices, following our school rules.	<p>CHOICES</p> <p>Everyone begins the day on Green - <i>new day, new start!</i> Children are praised for making the right choices. If an undesirable low-level behaviour is identified with a child. Give the child a warning to make the right <i>choice to 'Stay on the Green'</i> (improve this behaviour).</p>
	Unkind words /hands or feet (low level inappropriate language) Not listening / disrupting Not on task /not trying best Not showing good sitting - fidgeting, disrupting others Not showing good turn taking shouting out, snatching	<p>CHANCES</p> <p>Following on from being given a choice (warning) if the behaviour does not improve the child will be given a chance – this chance will be stated by the adult – indicating what the consequences will be.</p> <p>Children who move into ORANGE will:</p> <ul style="list-style-type: none"> • Move their own name to orange, when appropriate o Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour, when appropriate • Have a CHANCE to acknowledge their behaviour and make positives steps (restorative approaches) to put this right. Move back to GREEN

		<ul style="list-style-type: none"> Use the school rules positively
	Continued wrong choices - continued the behaviour after ORANGE zone	<p>CONSEQUENCES: Children who move into RED will:</p> <ul style="list-style-type: none"> Move their own name to red, where appropriate Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour, where appropriate: <ul style="list-style-type: none"> Attempt to put their behaviour right, apologise for their behaviour, identify how they can put this right (restorative approach)
	Physical violence Racism and other form of oppressive behaviour extreme insults/name calling and offensive comments Swearing	<p>CONSEQUENCES:</p> <ul style="list-style-type: none"> Take 'time out' (age appropriate) to calm down and reflect on their actions – this may be in partner year group class Miss playtime / lunchtime (age appropriate) Be sent to Key Stage Lead or Headteacher (to explain) Behaviour logged on CPOMS Class Teacher speak to the parent with the child, for the child to explain the behaviour, where appropriate Parents invited in, as appropriate

Generally this combined approach is enough, but in some cases it may be appropriate to enlist additional specialist help, advice and input from other agencies, including, but not limited to, the LA Primary Inclusion Team.

Internal exclusions may also be used as a measure to defuse situations, which occur in either the classroom or school in general, that are having a negative impact on the learning environment. In these circumstances the child would be removed from his/her class to a designated area within the school, with appropriate support and supervision, on a temporary basis for an agreed amount of time. Internal exclusion will be for the shortest time possible, but may be required in severe cases for longer.

As a final measure, after all other avenues have been exhausted, the Head Teacher reserves the right to suspend for a fixed period a child/children for short periods, or for certain periods of the day, or to permanently exclude, in line with LA and DFE guidance.

If deemed necessary to ensure the Health and Safety of pupils and staff positive handling strategies may be used by trained staff.

Class Dojo 2024-25

All children from Nursery to Year 6 will be logged onto the Class Dojo Programme. This is a positive behaviour reward system that encourages good choices.

Children can receive Dojo points for engaging in positive acts – working hard, being part of a team, settling down to work and engaging in collaborative learning.

Each morning the teacher will access the Class Dojo by logging onto the internet and then ensure that the page is minimised in the computer screen to enable easy access.

Children receive Dojo points and rewarded with small prizes eg rubbers. 5 mins extra play

Team Teach

We pride ourselves at St Michael's R.C. Primary School on providing a safe learning environment for our pupils. Sometimes children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible. Any use of restraint will be reasonable and proportionate as per 'The Use of Reasonable Force' (July 2013).

However, there may be times when children need more help to calm down – this may require staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require physical interventions. At St Michael's R.C. Primary School, we have adopted the Team Teach approach to manage unsafe behaviour. We use specifically trained staff for Team Teach.

If you have any questions about how we manage behaviour at school, or about the Team Teach approach please contact school and speak to Mrs Grogan (Headteacher).

Friday Celebration Assembly

Each Friday at 10:00 am the Headteacher will run a celebration assembly. The following will be given out/discussed each week in the celebration assembly:

- Student of the Week Certificate-focus on academic achievement (x 1 per class)
- Mission Disciple Certificate -focus on the 'Virtue to Live By' of that week (x 1 per class)
- Star Draw Winners (x 5 chosen for the whole school). See below for more details
- Celebration of achievements from home.

At the end of the school day on Thursday benches will be set up at the front of the school hall. Before leaving school on the Thursday evening all class teachers must ensure that, in the following order:

- 1) Student of the Week certificates are placed face down on the benches. The order of classes does not need to be followed.

- 2) Mission Disciples certificates are placed face down on the benches. The order of classes does not need to be followed.
- 3) Star Draw Winners tickets must be added to the star draw box. Baskets of books for the five star draw winners will be placed by SLT under this section of the bench.
- 4) Achievements from Home-any trophies/certificates etc that a child wishes to bring from home are placed next on the bench. These must be added on the Friday morning of the Celebration Assembly.

Reflection

At times children may need the opportunity to reflect on their behaviour choices. Time should be given to encourage them to think about how their behaviour has affected others. During this time we will support them so that they accept responsibility for their actions and understand how to change their behaviour choices.

KS1 will do this, supported, using the Child Incident Report sheet. This will help them to reflect on what happened, what school value they should have used and the consequence of their action.

KS2- During reflection time, meditative music may be used and the child will fill in the Child Incident Report. Focusing on the questions: What happened? What were you thinking when it happened? Who has been affected or upset by this? What can they do to avoid this reoccurring? What school values were not demonstrated? And what is the consequence of their action?

It is important that during reflection children are guided to understand that they are made in the image and likeness of God and that they are unique. God loves them very much and is here with them, supporting them to make the right choice.

Prefect system

Every Year 6 pupil is given the opportunity to be a prefect. They are given a role of responsibility throughout school and are expected to set an example of consistent good behaviour. This will be organised and managed by the Headteacher.

Year 6 Mentor System

Every Year 6 child at our school will have an adult mentor. The mentor will not be the class teacher or teaching assistant. The role of the mentor will be to maintain regular contact with the children, take time to speak to them on a regular basis-at least once a week. The children's mentors will be organised by the Senior Assistant Headteacher. The list of Year 6 mentors will be displayed in the Year 6 classroom and discussed on a regular basis.

Gardeners and seeds

This initiative links up the children (the gardeners) in Year 6 with Children in Reception (the seeds). This is an opportunity for the Year 6 children to support and guide our reception children through the first year at St Michael's. There will be regular opportunities throughout the school

year for the 'gardeners and seeds' to work together and support each other. This will be organised by the Year 6 teacher and the Reception class teacher.

Restorative Practice

At St Michaels we recognise that all children are learning about themselves, their feelings and their actions. Children need the support of adults to begin to understand their own behaviour and how it affects others, so that they can begin to take responsibility for their own actions. Staff do this by using 'Sort Out' time to talk to children and encourage them to reflect on events and guide them to learn from them. Staff use 'Sort Out' questions with children following incidents to scaffold these discussions:

1. What happened?
2. Who has been affected and why?
3. How can we move on from this?
4. How can we do things differently next time?

'Sort Out' discussions aim to develop children's self awareness - they will/may still be a sanction for the child.

Breaktimes and Lunchtimes

Breaktimes and lunchtime staff will encourage children to behave appropriately, and deal calmly, but firmly and consistently with inappropriate or disruptive behaviour in the playground, the dining room or in classrooms

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

All **sanctions** for inappropriate behaviour need to be clearly understood by lunch time staff and children.

We believe it is important that those involved in settling disputes:

- avoid confrontation
- listen
- try to establish the facts
- investigate and address the problem
- judge only when certain
- talk through the issues, and use appropriate strategies to support the child/children to address their behaviour
- use sanctions appropriately

Playground rules

- Always do as you are told, when you are told.
- Remember no one owns a game, or area of the playground or field unless it has been allocated to a class on the rota.
- If someone is on their own, make sure they are ok and have someone to play with.
- Be aware of others in the playground, especially younger children.

- Respect other children's space and the games they are playing.
- Play games that are calm and have sensible rules.
- When playing games remember to include others, play fairly, and show sportsmanship.
- When using equipment, use it correctly so that it doesn't get damaged.
- On hearing the bell, stop playing, and line up sensibly and quietly ready to go back in to school.

7) Policy into Practice

- Policy published for staff and parents
- All classrooms use traffic light peg system for behaviour management
- Staff reinforce message "tell an adult if someone hurts you"
- Staff use Circle Time as a responsive measure, to reinforce message or to deal with specific issues e.g. bullying
- Assembly time used to illustrate examples of good behaviour, etc, through stories, parables and drama
- Curriculum subjects, RE, PHSE, Citizenship contribute to personal and Social Education
- IT Acceptable Use Policy
- Occasional talks, presentations from outside agencies e.g. Police, Drama groups
- School Council are pro-active.
- Parents/Carers are encouraged to share concerns about the behaviour policy with the Headteacher.

As a school we strive for excellence and aim to provide an extremely high quality of education for all pupils. We do not have many school rules, but we believe that if these are kept our school will be a caring, happy, safe and hard working place we wish it to be.

- Everyone has a right to be treated with respect and with that right comes the duty to treat others with respect. We, as a staff will ensure that our Good Behaviour Policy is applied consistently at all times.
- We work with the children to operate a truly Catholic Reconciliation before the end of the day. We work proactively with pupils and families to ensure that children receive the care, guidance and support to enable them engage in positive behaviour.

8) Vulnerable Children

There is no commonly used definition of childhood vulnerability. A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment.

Additional factors include:

- the child's physical, emotional, health and educational needs
- any harm the child has experienced or may be at risk of experiencing – these can include a specific set of childhood experiences known as 'adverse childhood experiences'

- the capability of the child's carers and wider family environment to meet the child's needs, or indeed to cause harm – these might include homelessness or poor housing conditions, the presence of adults in the home with mental health problems, alcohol and drug dependence, or contact with the criminal justice system, domestic abuse and poverty
- the absence of supportive relationships in a child's life
- the wider community and social conditions beyond the family including crime, the built environment, community cohesion and resilience

This list is not exhaustive, and children can experience one or several of these factors with different levels of consequences over the course of their lives including into adulthood. For the purposes of this report, 'vulnerable children' are defined as any children at greater risk of experiencing physical or emotional harm and/or experiencing poor outcomes because of one or more factors in their lives. Some vulnerable children may also have adverse childhood experiences. These are a specific set of childhood experiences associated with negative outcomes in later life. Like other factors which make children more vulnerable, they do not inevitably lead to poorer outcomes, but their presence increases the risk of this happening.

At St Michael's, we see children as unique with individual strengths and needs. We understand that children may require varying levels of support throughout their time at school which they receive through Wave 1 provision (High Quality Teaching); some children may require extra support with behaviour.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these children neither the usual rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Partnerships with other agencies such as Speech and Language Therapy, Inclusion Team, educational psychologists, and Mental Health Services will be used to help identify the underlying causes and strategies how to identify the root causes and meet the needs of these children.

9) Roles and Responsibilities

The role of The Headteacher and SLT

It is the responsibility of The Headteacher, under the School Standards and Framework Act 1998, to ensure the implementation of the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of The Headteacher to ensure the health, safety and welfare of all children in the school.

The SLT set the standards of behaviour, and support staff in their implementation of the policy. The Headteacher has responsibility for giving permanent exclusions or suspensions to individual children for serious acts of misbehaviour.

The role of staff

All staff have a responsibility to reinforce school expectations and procedures (see routines and procedures document) in and around school. They have a duty to form strong relationships with children and understand behaviour management strategies need to be adapted to the child.

We expect staff to model desired behaviours and demonstrate safe (including emotionally safe), kind, respectful (including the use of children's names) and hard-working behaviour at all times. Adults are responsible for responding, in line with the school policy, to behaviour issues. They are also responsible for praising (positive narration) and rewarding good behaviour (house points, peg on star) The class teacher, alongside the SENDCo, liaises with external agencies, as necessary, to support and guide the progress of each child. Staff also need to recognise that effective conditions for learning (planning, pitch, pace, participation, etc.) will impact positively on general classroom behaviour.

The class teacher reports to parents about the progress of each child, in line with the whole-school policy. The class teacher may also contact a parent on a need-to-know basis if there are concerns about the behaviour of a child.

All adults have a responsibility to record incidents on CPOMS in line with the school's CPOMS user guide. When using CPOMS to log incidents staff should:

- Report any incident factually without emotion
- Report any incident in a prompt and timely fashion
- Ensure staff names include their role

Staff can find more information on the effective use of CPOMS in the St Michael's CPOMS user guide.

The role of our Children

Children will be made aware of the following during their time at St Michael's

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated support sessions wherever appropriate. Children will be supported to develop an understanding of the school's behaviour policy and wider culture. Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for children who are mid-year arrivals.

The role of Parents/Carers and Families

We expect parents to support the school and work in partnership to resolve behaviour difficulties. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the issue remains to be resolved, it will then be referred to The Headteacher.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and alongside the school, review their effectiveness. The Headteacher has the day-to-day responsibility to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. This will be supported by the leader staff member for behaviour, where appropriate.

10) Absconding

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Headteacher or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

If the child does not remain in visual contact with a member of staff, the Headteacher may direct a St Michael's member of the Senior Leadership Team to follow the child/look for the children in the local area. At all times the staff members must maintain contact and regularly update the Headteacher/office team. This staff member must have their mobile phone with them at all times. The following must take place:

- The school office team will call the child's parent's
- The local PCSO/101 should be called. If no contact can be made through these numbers 999 must be used.

(See Missing Child Policy)

11) Risk Assessment

A risk assessment may be undertaken in relation to curriculum activities, visits and events. If, due to the likelihood of dangerous behaviour, risks cannot be minimised to an acceptable level, the school reserves the right to provide alternative, safer work or activities for the child.

Where there are specific behaviour concerns for a child, group of children or a class an 'Event Specific Risk Assessment' must be created, stored on the school's Sharepoint system and uploaded to 'Evolve'. This will be reviewed fully and approved by the Educational Visit

Coordinator and then being finally sanctioned by the Headteacher. This will be shared with all staff taking part in the educational visit.

12) Recognising the impact of SEND on behaviour

The school recognises that Children's 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.

Adapting Consequences for children with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child was likely to behave aggressively due to their particular SEND?

13) Transition

New Incoming Children

The school will support incoming children to meet behaviour standards by discussing the school's systems with them to familiarise them with the behaviour policy and the wider school culture.

Preparing Outgoing Children for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year.

14) Monitoring and Review

The Headteacher, and SENDCo will monitor the effectiveness of this policy.

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be formally reviewed annually. It may be reviewed earlier than this if the government introduces new regulations, or if the school or governing body receives agrees that this policy should be improved.

15) Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents are recorded on CPOMS and parents are informed.

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. Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



St. Michael's RC Primary School

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www.stmichaels.stoccat.org.uk

Follow us on Twitter @michael_primary

Headteacher: Mrs T Grogan

One Red Card

Date _____

Dear _____

Your child _____ received a Red Card within school today due to _____ (reason). Although this is the first time that your child has received a red card for inappropriate behaviour it is important that you are informed.

Please discuss this behaviour with your child and reinforce the importance of positive behaviour

choices within school.

Please return the attached slip back to school.

Should you wish to discuss this issue with me please contact school.

Yours sincerely

_____ Classteacher



I acknowledge receipt of my child's red card and the letter received dated _____

Signed _____ Parent of _____



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Headteacher: Mrs T Grogan

Dear _____

Your child _____ received a Red Card within school today due to _____ (give reason). This is the third time that your child has received a red card for inappropriate behaviour and as such is an indication that we need to take further action to try and help _____ (name of Child) to choose the correct behaviour.

We would like you to contact school to make an appointment for you to meet with their class

teacher, School SENCO and myself. Please ring the office to make an appointment as soon as possible.

Please return the attached slip back to school.

Should you wish to discuss this issue with me please contact school.

Yours sincerely

Mrs Grogan

I acknowledge receipt of the Discipline Letter dated _____

Signed _____ Parent of _____