



St Michael's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

Our school vision is to provide a nurturing learning environment and a curriculum that develops character, teaches lifelong learning skills, fosters creativity and provides opportunities for exploration so that all pupils can experience

'Life in all its fullness' (John 10:10)

Behaviour for Learning Policy 2025-26

Last reviewed by Curriculum Committee: December 2025

Date for next review: December 2026

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04.12.2025

Signed:.....Date.....

Vision

At St Michael's Primary School we take a therapeutic approach to behaviour management. We believe that good behaviour is essential for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly and fair.

Everyone at St Michael's has a role in promoting high standards of behaviour and behaviour for learning. Each child has the right to feel safe and respected at all times and to expect an environment conducive to successful learning. All members of the school community need to work together to ensure this policy is successful.

This policy has been developed in line with our core Christian values and is underpinned by Hertfordshire Steps. Hertfordshire Steps is a therapeutic approach to behaviour where every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life.

At St Michael's we have a certified Steps Tutor (Deputy Headteacher/Behaviour Lead) who delivers Hertfordshire Steps training to all new members of staff and updates annually.

Therapeutic Approach to Positive Behaviour Management

At St Michaels we adopt an approach to positive behaviour management based on the principles of Hertfordshire Steps, which is a therapeutic approach to positive behaviour.

There are two basic principles upon which our Behaviour for Learning Policy is based:

- We believe that all staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour with an understanding of what the behaviour is communicating.
- We believe that all staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Aim

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

The purpose of this policy is to ensure that pupils, staff, parents and governors understand their responsibility in promoting the school's approach to behaviour, where pupil's pro-social experiences and feelings are prioritised. As a staff, we believe that all pupils in our school have the right to:

- feel safe and secure at school
- have fun
- learn and be successful
- be themselves

Values

As a church school we value the Christian ethos that permeates throughout the curriculum and every aspect of school life. We value:

- the importance of the individual
- the contribution that individuals make to the community
- the mutual respect, understanding and tolerance between all members of the school community
- working together as a team
- promoting a sense of fair play, equality and justice
- our pastoral care systems between staff and children and between older children and younger children
- promoting good citizenship

Acknowledgement of these values is reflected our Statutory Inspection of Anglican Schools report, February 2020, which states:

‘Exceptionally harmonious relationships exist across the school community as a result of a culture of forgiveness and reconciliation which underpins approaches to behaviour.’

‘Because of the school’s emphasis on Christian values, relationships are highly positive and pupils’ behaviour is excellent.’

Acknowledgement of these values is reflected in our Ofsted report, May 2023, which states:

‘Staff have high expectations for all pupils. Pupils behave very well. The rules are clear and help them to treat everyone with respect.’

‘Pupils take responsibility for their behaviour.’

‘Pupils gain strong values. They treat everyone equally and with great respect.’

Prosocial Behaviour

Our behaviour policy focuses on reinforcing pro-social behaviour, where positive, helpful and kind behaviour is acknowledged and praised. Our clear, non-negotiables provide our children with the framework to develop positive behaviours for learning, enabling them to be independent, successful learners.

To promote and recognise prosocial behaviour we use:

- Praise and verbal recognition for good behaviour
- Stickers for reward cards
- WAGOLLS (What A Good One Looks Like) on class displays to celebrate:
 - Pupils learning
 - Pupils who have been kind and caring
- Opportunities to share success with other members of the school community
- Headteacher awards
- Subject awards

St Michael's Non-Negotiables

'The way we do things round here!' (devised by the children and teachers at St Michael's in March 2023)

Getting on together (Values of love, friendship, forgiveness, respect, responsibility, peace, justice)

- **We are kind:** we consider others' feelings as well as our own, in what we say and what we do, because we have learned what is right and what is wrong
- **We are fair:** we know everyone is equally important and we celebrate our uniqueness
- **We listen:** we take time to listen to everyone's point of view and know that others will listen to us too
- **We respect others:** we respect everyone's personal space, we respect their property, we respect their opinions and when anyone asks us to 'STOP' we 'STOP' immediately
- **We reflect, repair and forgive:** we know that none of us is perfect and we all make mistakes, but we know we must take responsibility for our actions, make things right again together and try to make better choices in the future

Learning together (Values of wisdom, hope, perseverance, humility, trust)

- **We are ready:** we come to school on time, with everything we need for the day and we show our teachers we are ready to learn
- **We try our best:** we want to know more and to remember more so we listen carefully, we ask questions and we try to discover new things every day
- **We are independent:** we use things in our classroom such as the 'working walls', the vocabulary displays, the knowledge organisers, the curriculum reminders, to help us to remember more and to be ambitious in our learning
- **We persevere and challenge ourselves:** we remember our subject specific non-negotiables and then try to challenge ourselves with new learning, persevering when things are difficult
- **We help each other:** we do not distract our friends by our behaviour and we help each other to do their best and to learn more

Making a difference together (Our vision of 'Life in all its fullness', now and in the future)

- **We are hopeful:** we try to make a positive difference to the people we meet every day, by being encouraging and optimistic, knowing we can aspire to achieve anything we want to in the future
- **We are problem solvers:** we know that life in all its fullness does not mean that life is always easy or perfect, so we encourage each other to keep going when there are challenges
- **We respect our environment:** we keep our school clean and tidy and we do all we can to improve the local and global environment for now and future generations
- **We learn to be wise and make good choices:** we learn from the words and actions of each other and from those who have gone before us. We learn from our mistakes and try to become better people every day
- **We leave a legacy:** we celebrate our heritage and we try to leave St Michael's School a better place because we have been here

Anti-Social Behaviour

At times a child or children may behave in a way which may cause harm to an individual, a group or the environment. Whether the behaviour was through conscious or subconscious choices, clear consequences will be put in place using our therapeutic approach.

Consequences

It is essential that there is always an **educational consequence** for unacceptable behaviour. This is where a pupil is supported to develop new skills or new ways of thinking; through non-judgmental discussions, debriefing or rehearsing (supported by the Zones of Regulation). All children are supported to reflect on their behaviour. In Reception, Year 1 and Year 2 the incident is explored through 'stickman stories' and in Year 3 to 6 the incident is explored through a 'Reflect and Repair' sheet. All reflections follow the structure:

- What experience made the child feel that way
- What feeling(s)/emotions did they feel
- What anti-social action did they take as a result of that feeling
- How their actions made others feel
- What better choices could be made next time
- How could they repair the harm caused

The reparation must be clear and outline the pro-social behaviour that will follow. For example, an apology must state what the anti-social behaviour was. This must be followed with a promise of what the child **will do** next time.

e.g 'I'm sorry for pushing you in the game, I promise I will use my words to tell you what I would like next time.

Educational consequences provide the pupil with the skills and encouragement to behave differently when faced with a similar set of circumstances.

Sometimes a **protective consequence** is required immediately after an incident and remain in place until educational consequences have been successful. Protective consequences are solely actions to ensure no further harm occurs in the short term. In serious cases, this may be a suspension or permanent exclusion.

See Appendix 1 for further details of behaviour categories and consequences.

Individual Responsibilities

All pupils are taught strategies to self-regulate and develop resilience through:

- **Zones of Regulation**

All pupils are taught how to self-regulate by recognising their own and others emotions, the impact their emotions can have on themselves and others and develop tools to master self-control.



- **Growth Mindset**

All pupils are supported to develop a growth mindset, where they have a positive attitude towards learning and their ability to progress and achieve.

Pupils who possess a growth mindset can rise to challenges and learn from their mistakes, rather than feeling distressed and defeated if they are unable to do or understand something.

Class Responsibilities

The Non-negotiables are displayed in every classroom and explored through assemblies, collective worship and PSHE lessons. Positive (Pro-social) behaviour in all aspects of school life will be discussed at the beginning of the school year and each class will create a class charter stating the class responsibilities.

The Non-negotiables and the class charter will be referred to when discussing rewards and consequences.

Physical Intervention (PI)

At St Michael's all staff have received Hertfordshire Steps training covering 'Step On' training which focuses on de-escalation. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis occurs, it adopts techniques to reduce the risk of harm.

"Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted

Please refer to the Restrictive Physical Intervention School Policy

Playground and Paddock

High expectations of behaviour are applicable in all areas of the school community, including the playground and the paddock.

We recognise that there are some children for whom lunchtime can be a particularly challenging and often stressful time. Additional provision is in place for these pupils, who may find the lunchtime difficult or who need extra support with social interaction.

Bullying, child on child abuse and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community.

We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying or hurtful behaviour
- Why bullying or hurtful behaviour is totally unacceptable
- How we address bullying or hurtful behaviour
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

Please refer to our separate Anti-bullying Policy which runs alongside this policy.

Special Educational Needs and Disabilities

We recognise that for a small number of pupils whose needs are greater than those encompassed by the whole school rewards and consequences system, a more personalised approach is necessary in order to support them in their ability to emotionally regulate. Pupils with a higher level of need, an analysis of the experiences and feelings behind a behaviour will be undertaken to inform a Risk Management Plan. This will be developed in collaboration with the pupil, staff, parents and other professionals involved in supporting the pupil.

Please refer to the SEN Information Report which informs the SEN Policy.

Working in Partnership with Parents

At St Michael's Primary we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. We share information by:

- Our Home School Agreement
- Newsletters
- Awards which are sent home
- Assemblies
- Telephone calls
- The procedures laid out in this policy which explains the behaviour system, associated rewards and consequences.
- The procedures laid out in our Anti-bullying Policy
- Ensuring parents are involved in working with the school in managing their child's behaviour issues including through their involvement in Pastoral Support Programmes (PSP) and Team Around the Family (TAF) meetings where appropriate

Other Agencies

When appropriate, full use will be made of agencies such as Family Support Workers, Behaviour Intervention workers, Therapists, Social Workers, Health Services, Educational Psychologist, Police, Child Protection Team, etc

Appendix 1

	Unacceptable Behaviour	Consequences
CATEGORY 1	<ul style="list-style-type: none"> • Being rude to a member of staff or another pupil • Shouting out across the classroom • Being deliberately loud to disturb others • Making silly noises that disturb others • Deliberately dropping litter • Pushing into the line 	Educational Consequences: <ul style="list-style-type: none"> • You will be reminded of the behaviour that is expected • Consequence will be linked to the unacceptable behaviour e.g. pick up the litter dropped and dispose of it properly. • You will need to reflect and repair with your Class Teacher at lunchtime.
	A debrief will take place with the child to discuss the effect of the child's choices on others e.g. the effect of tapping a pencil on other learners	

	Unacceptable Behaviour	Consequences
CATEGORY 2	<ul style="list-style-type: none"> • Continuing with any of the behaviours in Category 1 • Swearing • Using unkind or offensive language • Lying • Using the play equipment in a dangerous way that puts others at risk • Ignoring instructions - not following what an adult has asked you to do • Refusing to do your work • Preventing others from learning 	Educational Consequences: <ul style="list-style-type: none"> • You will be reminded of the behaviour that is expected • Consequence will be linked to the unacceptable behaviour • You will go to the class reflection area for a specified amount of time. • You will complete unfinished work during some of your lunchtime. • You may be asked to write a letter to say sorry • You will need to reflect, repair and restore with your Class Teacher at lunchtime. • Your behaviour will be recorded on the school electronic system CPOMS.
	The debrief will involve a restorative element, e.g. a letter of apology or a face to face apology that has been rehearsed	

	Unacceptable Behaviour	Consequences
C A T E G O R Y 3	<ul style="list-style-type: none"> • Continuing with any of the behaviours in Category 2 • Fighting • Stealing • Spitting • Bullying • Use of discriminatory language • Arguing rudely or aggressively with an adult • Threatening children or adults • Hurting someone deliberately • Deliberately damaging property 	<p>Educational Consequence:</p> <ul style="list-style-type: none"> • You might be sent to another teacher • Your Class Teacher will speak to your parents about your behaviour • You and your teacher will discuss how to change your behaviour with your parents • You will need to make up any working time you have lost during part of your lunchtime • You may have to talk about your behaviour with a member of the Senior Leadership Team • Your behaviour will be recorded on the school electronic system CPOMS. <p>Protective Consequence</p> <ul style="list-style-type: none"> • Temporary limited access to lunchtime – initially reflecting on behaviour and then completing an activity so that you show you are ready to access lunchtime safely. • The Headteacher may suspend you from lunchtimes or for a whole school day
	<p>The debrief will involve a restorative element e.g. interactions during lunchtimes are rehearsed, creating clear rules for games, social stories/comic strips are created to enable the pupil to understand how to reflect on and repair the incident</p> <p><u>Analysis Tools</u></p> <ul style="list-style-type: none"> • An Anxiety Map will be conducted to ascertain key areas of anxiety to enable to staff to implement preventative strategies. • A Roots and Fruit tree will be completed, involving pupil, parents and staff to identify strategies to develop prosocial behaviours. • Subconscious/Conscious behaviour analysis will be completed. 	

	Unacceptable Behaviour	Consequences
CATEGORY 4	<ul style="list-style-type: none"> • Continuing with any of the behaviour in Category 3 • Hurt someone causing serious injury • Causing serious damage to property • Behaving in a way that is dangerous to yourself or others • Regularly behaving in a way that stops your class from learning • Bringing an object into school that could be intentionally used to harm another person 	<p>Educational Consequence:</p> <ul style="list-style-type: none"> • Your parents will be contacted immediately by a member of the Senior Leadership Team • Your behaviour will be recorded on the school electronic system CPOMS. <p>Protective Consequence</p> <ul style="list-style-type: none"> • You may be suspended from school for up to 5 days • Reduced Timetable
	<p>The debrief will involve a restorative element e.g. interactions during lunchtimes are rehearsed, creating clear rules for games, social stories/comic strips are created to enable the pupil to understand how to reflect on and repair the incident</p> <p><u>Analysis Tools</u></p> <ul style="list-style-type: none"> • An Anxiety Map will be conducted to ascertain key areas of anxiety to enable to staff to implement preventative strategies. • A Roots and Fruit tree will be completed, involving pupil, parents and staff to identify strategies to develop prosocial behaviours. • Subconscious/Conscious behaviour analysis will be completed. <p>Individual Risk Management Plan will be developed and reviewed regularly. This will enable all staff working with the pupil to use consistent strategies to develop prosocial behaviours.</p>	