

St. Michael's Primary School

Whole School Approach to Supporting Relationships



Vision & Intent

*Belonging & Friendship
Perseverance & Courage
Forgiveness & Respect*

Behaviour at St. Michael's Primary School is central to a good education. At St. Michael's we manage behaviour well so that we can provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Knowing how to behave well and appropriately within the context they're in is vital for all pupils to succeed.

Our whole school approach to supporting behaviour sets out clear expectations and standards which are implemented by all adults in our school. It is designed to support the way in which all members of the school community can live and work together in a co-operative way. We seek to promote high expectations of behaviour and encourage positive self-esteem, so that our children will develop into responsible citizens.

At St. Michael's we share the same values of belonging and friendship, perseverance and courage, forgiveness and respect in our children. These values are shared in worships and our day-to-day practises and are linked to our reward system.

If a pupil requires extra support with managing their behaviour (this may include Special Educational Needs) there are several opportunities available to them that will be agreed by both the class teacher and the parents or carers of the child. First the class teacher will provide quality first teaching strategies to manage and support their behaviour, for example, with an individual reward chart or programme. If further support is needed there are a number of staff in school who have had additional training in a variety of approaches and can be made available to offer 1:1 support to help with a child's social and emotional needs. An individual personalised approach to a behaviour plan is also available for those children who may require them.

St. Michael's expects high standards of behaviour from all pupils. The school's procedures for managing behaviour are fair and consistent. Pupils, staff and parents know that any language which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Trauma informed Restorative Approach

Trauma informed practice ensures that we put the emotional and psychological needs of the children first. An integrated approach addresses the trauma's underlying cause instead of punishing challenging behaviour to provide a safe and supportive environment for children. This approach is research based and has proved highly effective in other schools.

The Classroom and Learning Environment

- At the start of the school year, the class will generate a classroom charter. This will display the expectations and standards specific to their class and they will revisit these regularly. All children and staff should adhere to the expectations and standards that are set.
- The class expectations and standards are discussed as a class, set and incorporate our values.
- The expectations and standards are displayed to act as a reminder and can be referred to when a wrong choice is being made or to encourage a positive change in behaviour.

Upholding the Highest Expectations in the Classroom and Learning Environment

- When adults greet children, they expect a positive, respectful response in return.
- When an adult requests children's attention - children should stop, look and listen to that adult. The adult will then continue when all children are actively listening.
- Water bottles are accessible in the classroom (next to the classroom sink or an appropriate area in the classroom). They can be accessed when a teacher or teaching assistant is not directly teaching, unless there is an agreement in place between the class teacher and parents or carer, or the child needs immediate access to their water bottle for a medical reason.
- When equipment is dropped, it is picked up quickly because we look after our and others' belongings and we respect our environment.
- Chairs are always tucked under tables when moving away.
- Bags, coats and spare trainers are stored neatly on pegs. Corridors are kept tidy.
- If a child is sitting on the carpet, the child's legs are crossed and hands are in laps.
- When sitting at a table, chair feet always remain on the floor.
- When moving around the classroom, walking is expected.
- Children should remain in their seats whilst in the classroom. Permission needs to be sought from an adult if a child wishes to leave the classroom for any reason.
- All children are aware of our iPad and classroom etiquette - that they take turns, listen, follow instructions as agreed in their classroom charter.

A Common Language

- 1,2,3 eyes on me.
- 3,2,1 eyes and ear on me.
- This is a reminder.
- Next step...
- Audio cues - claps or bells
- Visual cues- A hand signal to stop, pause, redirect.

Outside of the Classroom and Learning Environment Including Playtime, Lunchtime & Movement

- Both adults and children should walk around the school and practise appropriate manners. Examples being; giving way to one another through doors and corridors, politely holding doors open for each other and politely acknowledging each other.
- Both adults and children will use quiet voices when walking around the school.
- Once outside, children will remain outside with the adult, entering only to use the toilet when they have asked for permission from an adult.
- Play equipment will be allocated by the adults on duty and should be used appropriately for their intended use. Play equipment or toys are not to be brought in from home unless there is a need to support dysregulation and this is agreed with SENDCo/SLT in advance. Inspire also provide play equipment at lunchtime for which children are timetabled to use throughout the week.
- At the end of play or lunch time, children stand still on the first whistle and then sensibly walk to their classroom as directed by an adult.
- Children understand and follow playground etiquette by following our school values.
- Year 5/6 can walk home to/from school alone and this will require parents' consent.
- Social media and online etiquette are taught in school and there is an expectation that these are followed both in school and outside of school, thinking about our school values when talking online.
- These high expectations are also transferred when children are attending after/before school Badgers.

Worships

- There is an expectation that the children enter the hall for Worship quietly and in a line.
- Once seated for Worship the children remain quiet and respectful and adults sit around the side of the hall, modelling the expected behaviour.
- When adults greet children, they expect a positive response in return.
- When an adult requests attention (by putting their hand up), there is an expectation that all children stop, look and listen to that adult. The adult will then continue when all children are actively listening.
- Clapping achievements is encouraged but this is to be done sensibly and respectfully.

Uniform and Personal Presentation

Children in Year 5 and 6 can bring a phone to school if a mobile phone agreement is signed by children and parents. Phones are collected at the start of the day, locked away securely in a cupboard in the classroom and then handed out by the class teacher at the end of the day.

Jewellery

Earrings should be a stud only.

The child wearing the earrings should be able to remove them independently and should not wear them on a PE day. Children will not be permitted to take part in PE whilst wearing earrings.

Children can wear a digital or analogue watch but not a smart watch.

Hair

Long or shoulder length hair should be tied back on a PE day.

Children can wear appropriate hairbands (no novelty hairbands)

Extreme hair colours are not encouraged

School uniform

Each item of uniform **MUST** be labelled with the child's name

Grey trousers, skirt, shorts, dress

White shirt or polo shirt

Blue sweatshirt or cardigan

Blue gingham dress

Black/grey/white socks

Grey/navy/black tights

Black shoes/trainers

PE Kit

Children come to school in their PE kits on PE days.

House coloured t-shirt

Black shorts / black jogging bottoms (can be worn over the top of shorts on colder days)

House coloured hoodie

Trainers

A Celebration of Awards

The House Point System.

There are four house groups at St. Michael's Primary School; Attenborough, Johnson, Mitchell and Nightingale and each child and adult at St. Michael's Primary School is assigned to a house.

Children are awarded house points for positive behaviours within their learning. These house points are recorded on individual house point cards. Children work towards awards and are presented with certificates as follows:

- Team (30 house points)
- Bronze (50 house points)
- Silver (100 house points)
- Gold (150 house points)
- Platinum (250 house points)

Special Mentions Worship

St. Michael's Primary School has a Special Mentions Worship each Friday. This gives the children the opportunity to be celebrated in front of their Key Stage community.

Sharing Good News

At St Michael's we feel that it is important to share 'good news' with home. This may take the form of an email, telephone call or even a conversation at the end of the day.

House Team Worship

Children meet in house teams once each half-term. Children are awarded certificates during our House Team Worships. This gives the children the opportunity to be rewarded for their achievements in front of their house team.

Value tokens

Value tokens can be awarded to a child by any adult in the school, at any time during the week, for exceptional behaviour. This is when an adult feels that a child has gone above and beyond socially, emotionally and when demonstrating the school values or British values.

Children deposit their value token into their house team's tube. Tokens are counted each half term and a privilege is awarded to the winning house team. Privileges will be agreed upon by a democratic vote within half-termly house team meetings (to be approved by school staff).

Examples of privileges are:

- Wear non-school uniform for the day.
- Come to school in pyjamas for the day.
- Bring a table mascot into school for the day.
- Extra break time.

Flow Chart of Behaviour Rationale Including Practical Application

Sitting alongside our behaviour rationale is this flowchart which is aimed to support the adults to help children improve their social and emotional development, well-being and help correct unsettled behaviour that fails to meet our St. Michael's standards when they occur.

If a pupil requires extra support with managing their behaviour (this may include Special Educational Needs) there are several opportunities available to them that will be agreed by both the class teacher and the parents or carers of the child. First the class teacher will provide quality first teaching strategies to manage and support their behaviour for example, with an individual reward chart or programme. If further support is needed there are a number of staff in school who have had additional training and are available to offer occasional 1:1 support to help with a child's social and emotional needs. A personalised approach to a behaviour plan is also available for those children who may require them.

All Adults

The Reminder

Examples: Low level disruption in the classroom, behaviours against the class expectations and standards that have been agreed at the start of the academic year both inside and outside the classroom. Behaviours that are against the school's values.

All adults at St. Michael's Primary School can give a reminder.

Prevention, reaction and repair strategies can include:

- Pre-empting situations that may cause a stress related response and therefore pre-tutor the children.
- Articulate the behaviours that the adult would like to see, rather than the behaviours you do not want to see.
- A session with any adult, so that their emotions can be validated, regulated and where possible prevent an escalation of negative behaviour. The conversation can take place inside or outside of the classroom or completed in the classroom 'calm space'.
- An independent time out for self care and regulation to prevent an escalation of undesirable behaviour.

Conversation sentence stems:

What can I do to help?

Do you need a quick time out?

Will it help to change seats?

This is not your usual behaviour.

This is what I am noticing....

May I remind you of the following expectations that we decided as a class....



Classroom Teacher

The Check In

'This is not your usual behaviour.'

Examples: A second incident of low-level disruption in the classroom, behaviours against the class expectations and standards that have been agreed at the start of the academic year both inside and outside the classroom or behaviours that are against the school's values. An altercation outside of the classroom.

The Check In Reaction and Repair Strategies:

The class teacher will have a Restorative Conversation with the child.

In the event or circumstance that the class teacher can not conduct the Restorative Conversation, a member of support staff (year group teaching assistant) will lead the conversation.

Restorative Conversation Questions:

1. What happened?
2. Who has been affected?
3. What were you feeling?
4. How do you feel now?
5. What needs to happen to put it right?
6. Next time I could...

The restorative conversation should be recorded on My Concern by the adult who had the Restorative Conversation.

The teacher will decide if a phone call or conversation with the parents of the children involved in the incident is necessary.

If the teacher has had a conversation with the parents of the children involved in the incident, the conversation is recorded on My Concern.

The Senior Leadership Team will track Incident, Coincidence and Pattern and act accordingly.



The Senior Leadership Team

Reflect, Reframe, Refocus

Examples: An act of verbal abuse; that being, racism, sexism, homophobia or abuse of sexual orientation, discriminatory language or verbal violent threats. An act of physical abuse; that being, towards an adult or child, damage to school property or another adult's or child's property, deliberately defying an adult's instruction.

Reflect, Reframe, Refocus Reaction and Repair Strategies

The Senior Leadership Team will conduct the investigation and sanctions.

A member of The Senior Leadership Team will have a Restorative Conversation with the child or children involved in the incident as soon as the child or children are regulated.

Restorative Conversation Questions:

1. What happened?
2. Who has been affected?
3. What were you feeling?
4. How do you feel now?
5. What needs to happen to put it right?
6. Next time I could...

The investigation and the Restorative Conversations will be logged on My Concern by the member of The Senior Leadership Team who is conducting the discussion.

The Senior Leadership Team will conduct a phone call or a meeting with the parents of the children involved in the incident and that will be recorded on My Concern.

The Senior Leadership Team will communicate the findings of the investigation and the meeting with the parents to the class teacher and the support staff for the children involved in the incident.

Incident, Coincidence and Pattern

If a child has 3 incidents of Reflect, Reframe and Refocus, then a formalised, tailored plan, will be put into place created in collaboration with the class teacher, the Senior Leadership Team, the Hub SENDCO and the child's parents or carers.

For behaviour or incidents that result in exclusion, more serious cases or negative behaviour outside of school, please refer to the ATLP Relationships & Behaviour Policy that can be accessed on the school website here:

<https://atlp.org.uk/files/2023/11/Exp-2024-09-ATLP-Relationships-and-Behaviour-Policy.pdf#atlp-relationships-and-behaviour-policy/>