



## **Behaviour and Relationships Policy**

**Implementation Date –September 2025**

**Review Date – September 2026**



*At St Michael's we all*

**CARE**



**We care about each other**  
**We care about our learning**  
**We care about our school**  
**We care about our community**

At St Michael's Community Academy, staff and pupils seek to ensure that our school is a safe and caring learning environment where all pupils are supported to develop and maintain healthy relationships with peers and adults and to learn to take personal responsibility for their behaviours.

The policy is based upon restorative practice and positive relationships. This means we have high aspirations for our pupils.

- Children will always be given the opportunity to be successful.
- Children will always have the opportunity to understand behaviours and dysregulation that they have been involved in.
- Parents and carers will be given the opportunity to know when rewards and sanctions are given.

### **Legislation and statutory requirements**

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice.

### **St. Michael's Community Academy's approach to behaviour**

We promote positive behaviour by creating a happy, safe, inclusive and caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. At St. Michael's Community Academy, we all **CARE**. Through our core values of **Courage, Ambition, Respect** and **Excellence**, we actively encourage our pupils to demonstrate these values and to recognise them in others.

Our approach to behaviour incorporates three key ideas of the relationship-based approach to inclusion philosophy:

**Unmet Need:** Behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need.

**Individual Influences:** Children's behaviour cannot be fully understood in isolation without considering their individual influences.

**Relationship-based, restorative approaches** offer an evidence-based alternative to zero- tolerance behaviour management systems.

We understand that children will behave well 'if they can.'

We aim to;

- Provide an inclusive, safe and positive environment in which pupils can learn;
- Ensure all pupils develop personal confidence and have a voice that will be listened to;
- Ensure pupils develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- Support pupils to develop skills in emotional self-regulation;
- Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning;

- Link behaviour and emotional states to readiness for learning and ensure that pupils understand this link and can self-regulate;
- Engage pupils in a consistent dialogue from **all members of staff** with regards to behaviour;
- Provide individualised approaches to behaviour if and when required by pupils with neurodiverse or social and emotional needs;
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment

### **Our School Community will:**

- Apply the guidance contained in this policy.
- Engage pupils in discussions about behaviour using emotional self-regulation approaches where appropriate.
- Report significant incidents to the senior leadership team and record them on Arbor and/or CPOMS.
- Take responsibility for responding to the behaviour of pupils and take appropriate action.
- Promote positive behaviour through being good role models for others.
- Tackle any form of bullying in line with our anti-bullying and child protection policies.
- Actively promote an inclusive ethos throughout school.
- Seek support, if unsure, from key members of staff with expertise such as Senior Leaders, DSL, the Inclusion Lead or SENCo.
- Adopt child-centred approaches by listening to pupils and considering their perspectives. These will include awareness of Attachment and Trauma Centred approaches.
- Report any incidents of discriminatory language (Appendix 1)

### **Roles and Responsibilities of staff:**

- Consistently model the values of **CARE: Courage, Ambition, Respect and Excellence**
- Understand children's need and how Attachment and Trauma can underpin behaviours that are displayed.
- Actively build trust and positive relationships with all children.
- Adults should listen respectfully to the pupil and make a judgement about how/when to respond.
- Maintain a calm and purposeful learning environment;
- Maintain clear and consistent boundaries with all children.
- Staff will teach children to understand their behaviours and how to regulate these; **restorative relationships will be a key feature of the day.**
- Take responsibility for the behaviour of all pupils around school, including during lunch and playtimes and deal appropriately with any incidents that occur.
- Monitor the behaviour of all pupils in class and report any significant incidents or concerns using the CPOM system.
- Use the language of emotional self-regulation to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so;
- Ensure rewards are distributed consistently and inclusively by awarding children for demonstrating the school values of **Courage, Ambition, Respect and Excellence**
- Where pupils have a significant level of social, emotional or mental health needs, staff will complete a Boxall profile, individual plan and seek external agency advice with the support of the SENCO.

## The role of Senior Leaders

- To monitor the impact of this policy and review when required.
- Ensure staff have access to appropriate training and/or coaching regularly.
- Monitor any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimized.
- Engage with families through child centered planning approaches whereby the needs of the child are placed at the centre of all decisions made.
- The Senco will coordinate with any external agency involvement which may be appropriate in meeting additional needs.
- Monitor pupil responses to this policy through the recording of significant incidents and analyse the impact on different groups of pupils to ensure that no specific group is unduly disadvantaged.

Every classroom will display a 'Class board' which shows a range of emotional states in different coloured zones, referred to as 'Zones of Regulation.' (See Appendix 2)

Pupils are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all pupils are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being.

We would like the pupils of St. Michael's Community Academy to move around the school, demonstrating our values of **CARE**.

To achieve this:

Everyone has high expectations for all children and will challenge children if they are not making the right choices or moving around the school in the desired manner.

Children to walk in single file on the left-hand side of corridors.

Staff to walk children to the hall or out to the playground at lunchtimes.

Staff to be prompt on the playground when collecting their children at the end of play and lunchtime.

There is a whole school strategy in place for rewarding the efforts of pupils to demonstrate the core values: **Courage, Ambition, Respect, Excellence**.

In addition, our school rules are interwoven into our values.

These are:

### **COURAGE –**

We are kind and helpful,

We are gentle.

### **AMBITION –**

We work hard.

### **RESPECT –**

We look after property,

We listen,

We are honest.

### **EXCELLENCE –**

We strive to be the best we can.

## **REWARDS**

House points will be awarded for demonstrating each of these school values.

The House with the most house points at the end of each half term will have a treat chosen by the winning house such as additional playtime or a non-uniform day.

All children have the opportunity to earn Bronze, Silver and Gold badges:

Bronze – Awarded for 100 house points

Silver -Awarded for 250 house points

Gold – Awarded for 500 house points.

CARE award – Awarded for 750+ house points

Pupil of the Day – Teachers will reward a pupil of the day certificate for a pupil in their class who has shown our school CARE values throughout the day.

The lunchtime supervisors recognise positive behaviours, as per the Opal charter (Appendix 3) and good manners in the hall through lunchtimes and reward with certificates.

We are aware that despite a restorative approach to supporting pupils in our school, there may be times when a more structured approach is required to ensure consistency when managing behaviour across the school.

The following table sets out the strategies we will take to support the child and the additional support that will be put into place where required.

Behaviours	Strategy	Additional support required
<b>STEP 1</b> Low level disruptive behaviour eg. off task, calling out, disrupting others	Non- verbal response from an adult eg. shaking head, facial expression, moving something away from the pupil.  Adult to engage with the pupil and find a reason why they are disengaged.	
<b>STEP 2</b> Pupils continue with low level disruption or refusal to complete tasks in set time	Refer to Zones of Regulation and the strategies to support these Use of 'traffic light' visuals from an adult Reminder of Values and expectations	Reminder of the 'Colour Monster' story and Zones of Regulation
<b>STEP 3</b> Behaviours continue <b>OR</b> Pupils disrupt learning/ behave in a way that makes other pupils feel unsafe  Eg. Refusing to complete work, continued low level disruption	Refer to Zones of Regulation and the strategies to support these.  Reminder of Values and expectations – including representing the school at Sport or outside competitions.  EYFS/KS1 - time out within the room eg. Moving away from peers, sitting on the carpet.  KS2 - Write name on laminated class list on teachers' desk and then tally which will mean missed minutes. Children can earn these back through the lesson if they improve their behaviours through showing the Values	Pupil may require additional adaptations to support them – eg. Ear defenders, now and next board, sensory box, individual sticker or reward chart.
<b>STEP 4</b> Pupils behaviour in STEP 3 continues despite the strategies in place.  <b>OR</b> Significant behaviours such as fighting or swearing.	Refer to Zones of Regulation and the strategies to support these  Reminder of Values and expectations  Pupil is encouraged to have time away from the situation in partner classroom  SLT intervention may be required.  Some or ALL play/lunchtime missed following the incident through a reflection time. <i>Restorative conversation</i> to happen with the pupil during break and/or lunch time. (SLT to supervise reflection)  Incident must be logged on CPOMs by the adult dealing with the incident. Parent/Carer to be informed via Class Dojo on the same day of the incident.	Some pupils may have a specific educational need such as social/ emotional need, ASD or ADHD. Strategies must reflect the need of the child. Traffic light system can be used as a RAMP. Pupil may require additional adaptations to support them – eg. Ear defenders, now and next board, sensory box, individual sticker or reward chart. Personalised timetable. Any additional advice from external professionals must be in place for the child and evidenced through their SEN support plan/EHCP if in place.
<b>STEP 5</b>	Pupil to be removed from situation	RAMP (Reducing Anxiety Management Plan) to be put in place for the pupil.

<p>A repeat of behaviours <i>more than twice in a week or in two consecutive weeks</i></p> <p><b>OR</b></p> <p>Severe behaviour involving intentional aggression or behaviour that causes harm or damage to people or property.</p> <p><b>OR</b></p> <p>Racial (see appendix 1), sexual or Peer on Peer incidents.</p>	<p>SLT intervention – incident may result in either an ‘internal exclusion’ for half day or whole day depending on the time of the incident</p> <p>Or fixed term suspension – to be agreed by SLT.</p> <p>Parent/Carer to be contacted by phone and informed of the incident and the sanction in place.</p> <p>Incidents to be logged on CPOMS as significant behaviour.</p>	<p>(See Appendix 4)</p> <p>Re-integration meeting must take place following a suspension, and recorded (See Appendix 5)</p> <p>Behaviour closely monitored for a two week period following internal exclusion or suspension using a behaviour plan(See Appendix 6)</p> <p>SEMH need tracked using SDQ or Boxall Profile</p> <p>Referral to outside agencies where appropriate eg. Play Therapy, Early Help, SEND services, Outreach</p>
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# Structured Behaviour Approach



Policy written  
Reviewed

*A place where every child is nurtured, valued,  
and inspired to thrive!*

### **Communication with parents:**

**Step 4 or Step 5 behaviour incidents will be reported via a text message notification** via our **Arbor communication system**. If you would like to discuss the matter in more detail, please speak to your child's class teacher at the end of the school day.

Any incidents that escalate due to **numerous Step 5 behaviours** or involve **serious behaviour concerns** will be referred to the **Senior Leadership Team** for further action and consequences.

### ***Restorative Conversation:***

We actively encourage the children to know the right thing to do by maintaining boundaries, and staff are expected to be firm, calm and consistent and use the following scripted restorative approach when discussing an incident or behaviour with children:

#### **1) What happened?**

*Listen carefully and dispassionately without disagreeing or interrupting them. Take care how you present your view of the situation.*

#### **2) What were you thinking or feeling?**

*Ask the pupil to reflect on their actions – even though their actions or words may seem irrational to you, this may not be obvious to the pupil. Encourage them to think about the Zones of Regulation*

#### **3) Who has been affected?**

*You are teaching the children empathy and an awareness of others. At the time, the pupil might not know – or even care about the impact on others but as their cortisol returns to 'normal' and they move back through the zones, its important to think about how they may have scared, upset or shocked others*

#### **4) How do you feel now?**

*It is important for the adult to understand how the child is feeling, following the incident, in order to respond appropriately.*

#### **5) What needs to happen to put things right?**

*It is important that an apology is not demanded at this stage, there may be other ways to put things right and it may take time for the child to realise this. The aim is to support the pupil and encourage them to want to apologise.*

#### **6) How can we do things differently in the future?**

*Prompt: Next time I will...*

*This is to help the child recognise any patterns and to help them manage a similar situation in a different way. This is co-regulation.*

As part of the restorative conversation, visual cues will be used to support this (Appendix 7).

### **Suspensions and alternative provisions**

In exceptional circumstances, when the behaviour of individual pupils, persists despite interventions or places others at risk of harm, exclusion procedures may be implemented, however, further action is always taken to ensure that plans are in place to meet the needs of these individual pupils.

## **Staff training**

All staff have accessed training in Zones of-regulation and Restorative Conversations and trauma and attachment sensitive approaches. This equips them with the ability to discuss behaviour with individual children and find solutions that enable pupils to manage their own behaviour effectively and make good choices.

## **Working with families**

At St. Michael's Community Academy we understand the importance of working together with families to ensure the best outcomes for our pupils. If the behaviour of individual pupils becomes a concern then we will meet with parents and/or carers at the earliest opportunity in order to plan effectively. If families require additional support, then we can offer this through the School's Family Support Worker or Early Targeted Family Help.

## **Curriculum**

The school's RSE and PSHE, incorporating No Outsiders, curriculum is focused on healthy relationships and teaching. Children will also be taught the importance of identifying and reporting harmful sexual behaviours through the safeguarding curriculum.

## **Reporting of Sexual Behaviour**

All incidents of sexual behaviour should be recorded on CPOMs by staff and reported immediately to the safeguarding team.

Staff should be alert to any 'lower level' incidents of sexualised language/sexism. These incidents should be tackled through educating the child and reporting to the DSL.

Children should understand that any incidents of sexual violence or harassment should be reported to a member of staff immediately.

The safeguarding team will review weekly any incidents of sexualised behaviour and identify and respond to any patterns.

## **APPENDIX 1: Managing Discriminatory Language**

Educating pupils, staff and parents helps tackle all forms of discrimination, such as racism, sexism or ableism. Stopping these behaviours early can help to educate and prevent more serious forms of abuse and discrimination from taking root.

In addition we comply with the Public Sector Equality Duty (PSED). This means we must have due regard for:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations in our community

## **Guiding principles when challenging behaviours**

It is recognised that there's no "one size fits all" approach to these conversations. Staff and Leaders need to judge the most appropriate way to raise the topic, depending on the situation.

These are the principles we will use when dealing with these behaviours

### **Don't let it go**

If you hear or see a pupil or a member of staff saying or doing something that feels sexist, racist or discriminatory in any way, respond to the situation there and then. By doing nothing, you're sending the signal that you're okay with what you've witnessed.

### **Be reasonable**

Make sure your response to anything seen or heard is proportionate. If you have a zero-tolerance approach to even the most minor of comments, pupils are unlikely to be honest with you or feel they can talk to you about these issues.

Explain why the behaviour is inappropriate and accept that a conversation may be all that's needed.

### **Handle incidents calmly**

Depending on the severity of what you've witnessed, reacting immediately with anger or harsh discipline will likely cause the pupil to become aggressive and defensive in turn.

If appropriate, turn the situation into a teachable moment. Explain **why** what was said or done was inappropriate and encourage a conversation rather than just handing out punishment.

Stop the behaviour right away but pick up with an individual child and have the conversation later when the child is calm and away from peers.

### **Be precise**

Always explain exactly what was inappropriate, in as much detail as possible, so there's no room for doubt.

For example, instead of saying "don't say words like that" or "don't swear" to a pupil, instead state exactly which word is inappropriate, always giving a reason why. Depending on the age of the pupil, you might want to say something like:

*"Do you know what [that word] means? [Explain in age-appropriate terms, if necessary] You might hear and use that word at home, but it can offend and hurt some people so we don't use it in school."*

### **Responding and reporting incidents**

- All staff will be trained in understanding and managing discriminatory behaviours. They will know how to report and respond to any incidents.
- Incidents will be considered on a case-by-case basis, considering the age and developmental stage of the child who has been affected and the child who has harmed.
- The child who has been harmed and the child who has harmed will be given a safe space to explain the incident.
- All incidents of discriminatory language should be recorded on CPOMs by staff and reported immediately to the safeguarding team.
- The safeguarding team will review weekly any incidents of discriminatory language and identify and respond to any patterns.

## **Appendix 2- Zones of regulation**



# SMCA ZONES OF REGULATION



What Zone Am I In?

## GREEN ZONE

**GOOD TO GO**

**HOW DOES MY BODY FEEL?**

- My heart beats calmly.
- I feel calm.
- My body is relaxed.
- I can focus and learn.
- My breathing is slow and deep.

**HOW DO YOU FEEL?**

- happy
- proud
- calm
- focussed

**WHAT CAN I DO?**

- Think positive & happy!
- Complete my work!
- Help a friend!
- Help an adult!
- Share ideas!
- Practise a calming strategy!

## YELLOW ZONE

**SLOWDOWN**

**HOW DOES MY BODY FEEL?**

- My heart beats faster.
- My body is busy and wriggly.
- My hands are sweaty.
- My breathing is faster.
- I might have extra thoughts and feelings.

**HOW DO YOU FEEL?**

- frustrated
- excited
- silly
- worried

**WHAT CAN I DO?**

- Talk to somebody!
- Count to 20!
- Take deep breaths!
- Squeeze something!
- Take a brain break/ walk!
- Draw something!

## BLUE ZONE

**REST!**

**HOW DOES MY BODY FEEL?**

- I have no energy.
- My body is droopy and tired.
- My heart beats slowly.
- I want to rest.
- My brain is slow and I can't think clearly.

**HOW DO YOU FEEL?**

- sad
- hurt
- sick
- tired

**WHAT CAN I DO?**

- Take a break!
- Ask for help!
- Stretch!
- Take a walk!
- Take a brain break!
- Close my eyes and rest!

## RED ZONE

**STOP!**

**HOW DOES MY BODY FEEL?**

- My hands are clenched and hot.
- I will have big feelings.
- My heart will beat fast.
- My body will be stiff.
- I am breathing fast and shallow.

**HOW DO YOU FEEL?**

- angry
- panicked
- terrified
- furious

**WHAT CAN I DO?**

- Stop what I am doing!
- Squeeze something!
- Ask for help!
- Find a safe space!
- Use calming strategies!
- Ask for a break!

APPENDIX 3: St. Michael's Community Academy Opal Charter

# OUR OPAL CHARTER



**Everyone chooses what to play**



**We share equipment fairly and kindly**



**We take care of equipment**



**We treat each other how we like to be treated**



**We keep everybody safe**



**We help people if they need us**



**We allow people to join in games**



**We ask grown-ups if we need help to sort out our problems**



**We listen to one another**



**We are kind to others**



**We play safely**

**APPENDIX 4: Reducing Anxiety Management Plan (RAMP)**

<b>RAMP plan for:</b>	
<b>DATE:</b>	<b>REVIEW:</b>
<b>What does this look like?</b>	
<b>What does this look like?</b>	<b>What can we do to help you?</b>
<b>What does this look like?</b>	<b>What can we do to help you?</b>

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# Reintegration Plan 24/25

**Name:**

**Year Group:**

Child Signature

Parent/Guardian Signature

School Signature



THE ST. BART'S  
ACADEMY  
— TRUST —

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## Reintegration Plan - St Michael's Community Academy

Name:

D.O.B:

Date:

Year Group:

At school these things can make me feel happy:



At school these things can make me feel worried or upset:



My key adult(s) in school is/are (include names, how and when they will support)



**Reintegration Meeting**

**Pupil Targets**

**2 Week Check (Date)**

**APPENDIX 6: Individual Behaviour Plan**

<b>Plan</b> <b>Strategies to be used</b>	<b>Do</b> <b>Provision- What does this look like?</b>	<b>Review</b> <b>What's working well</b>

Appendix 7: Restorative conversation prompts

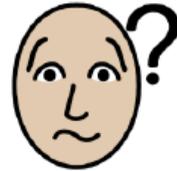
 <p>broke something</p>	 <p>scribbled on something</p>	 <p>hurt an adult</p>	 <p>hurt a child</p>	 <p>being unsafe</p>			
 <p>hid from adult</p>	 <p>What happened?</p>			 <p>not being respectful</p>			
 <p>using bad language</p>				 <p>being disruptive</p>			
 <p>not listening to instructions</p>				 <p>threw something</p>	 <p>ran off</p>	 <p>tore up work</p>	 <p>something different</p>



worried



fidgety



confused



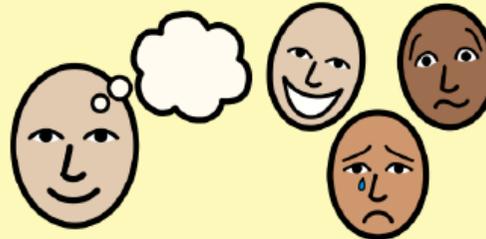
angry



sad



annoyed



What were you thinking or feeling?



silly



scared



embarrassed



nervous



bored



furious



lonely



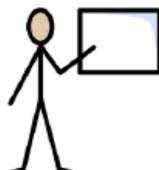
something different



me



a friend



a teacher



my class



my mum



my dad



Who has been affected?



other children



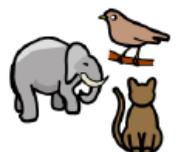
my family



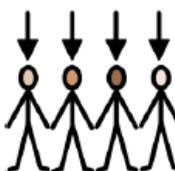
my sibling



people in the community



animals



everyone



another adult



someone else



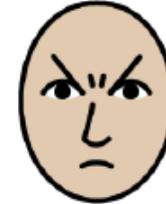
sad



sorry



guilty



annoyed



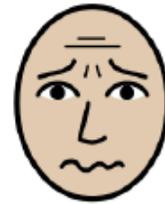
embarrassed



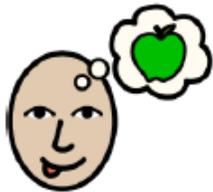
worried



How do you feel now?



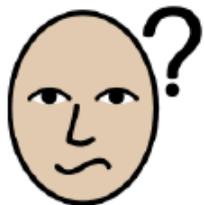
nervous



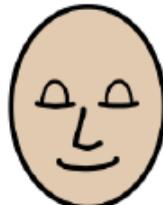
hungry



tired



unsure



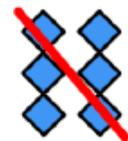
calm



better



okay



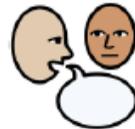
something different



make a card



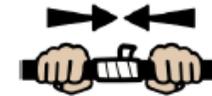
write a letter



talk to  
someone



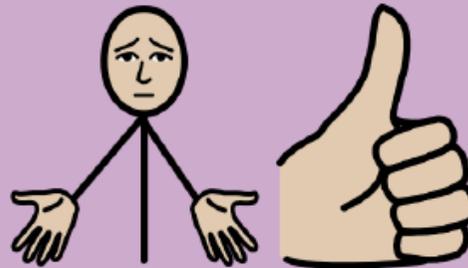
say sorry



fix something



have thinking  
time



What needs to happen  
to put things right?



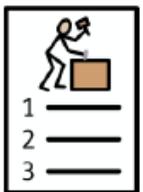
tidy up



make a  
change



clean  
something



make a plan



practice



finish my  
work



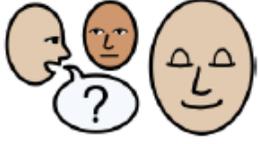
hug



something  
different



move away



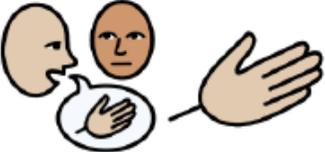
ask for a  
break



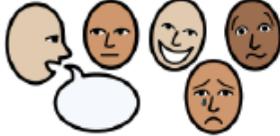
go to my  
calm space



get a fiddle  
toy



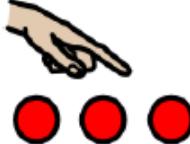
ask for help



tell someone  
how I feel



Next time I will...



1 2 3  
count to 10



play with  
someone else



be respectful



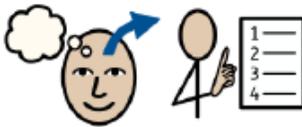
make a good  
choice



take deep  
breaths



listen  
carefully



remember  
the rules



something  
different