



POSITIVE BEHAVIOUR POLICY

Review Date: July 2025

Latest Review Due: July 2026

Staff responsible: Mr Henry Marshall (Head), Mrs Florence Clayton (Assistant Head Pastoral) and Mr Gareth Green (Assistant Head Academic)

Chair of Governors: Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- *Safeguarding and Child Protection Policy*
- *Pastoral Care Policy*
- *Supervision Policy*
- *Anti-bullying Policy*
- *Supervision and Safety on School Trips Policy*
- *Health and Safety Policy*
- *Major Incident Policy*

Rights Respecting School policy statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the the following articles:

- *Article 3 - Best interest of the child*
- *Article 4 - Making rights real*
- *Article 12 - Respect for children's views*
- *Article 18 - Responsibility of parents*
- *Article 28 - Access to education*
- *Article 29 - Aims of education*

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SECTION 1: INTRODUCTION

St Michael's Preparatory School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

St Michael's Preparatory School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

OUR SCHOOL VALUES

We expect the whole school community to demonstrate our core values, including showing respect towards others at all times. If the children fully embrace these values, interacting with peers as staff as they would like to be treated, showing respect for their school and the environment and having high expectations of themselves, then there is nothing more we can ask from them. This includes, but is not limited to:

- understanding and being sensitive to differences, ensuring kindness to all and standing up to anything that could be, or which encourages or facilitates, unkindness or bullying;
- showing a respect for everyone whatever their age, race, gender, religion, marital status, background, sexuality, or identity;
- standing up for what we believe, while considering and respecting the views of others;
- learning to listen, being humble, tolerant, and thoughtful of others;
- looking after our community, its people, and its environment;
- engaging purposefully in lessons and supporting rather than disrupting the learning of others.



SECTION 2: PRAISE AND REWARDS

Any effective behavioural policy must be built predominantly on a foundation of reward as this is most likely to achieve the desired outcome of promoting the good behaviour of the pupils that St Michael's aspires to. As a school we focus on our core values and reward the children for behaviours/choices linked to these exhibited by children and modelled by staff across the school.

Praise and recognition are often achieved through informal conversations with pupils and the impact of these conversations should not be underestimated. We will also look to congratulate pupils in occasions such as weekly assemblies and in form time. More formally, pupils will be recognised for their achievements in achievement assemblies and award evenings. We will seek to inform parents of their children's achievements, commitment and demonstration of our values as often as possible, so that these can also be celebrated at home.

The following are example of the more formal means of recognising effort and achievements and supporting positive behaviour in each area of the school:

Juniors and Seniors

- House Points are the foundation of our rewards policy and these are recorded in the pupil planners throughout the week. On a Friday form time, form tutors will count up the House Point with each tutee and input these onto the system. This allows for a positive and supportive discussion between form tutor and tutee.
- The reinforcement and celebration of pupils via year group and School Assemblies, and via the School's Portal and published records.
- The creation of role models within the school community: Pupil Voice, House Captains, Sport Captains, Prefects, Senior Prefects etc.
- The use of an effort-based reward system for academic work in the Junior, Middle and Senior School
- Recognition of outstanding quality academic work
- Prizes are awarded for effort and achievement in particular areas of Co-Curricular activities, including sport, music, drama, and contribution to the community
- The regular communication of pupil contribution, engagement, initiative and achievement to parents, via the School website and School based social media
- Regular meetings with form groups to discuss school atmosphere. SLT and Heads of Section will often email areas to be discussed.
- Postcards and emails sent home for pupils who have been spotted consistently demonstrating out school values around school



EYFS and Pre-Prep

- **Praise:** all children respond to verbal/written praise and reinforcement and we share good news and positive behaviours and progress with the children, parents/carers and other class teachers across the school. Good news notes and postcards are sent home as well as the opportunity to relay praise to parents/carers at drop off and pick up.
- **House points:** the children can receive house points from all the members of staff they encounter across school, not just their class teacher. These points are awarded individually as well as collectively in pairs/groups for expected behaviours and achievements. The children are told verbally why the house points are being awarded for thus reinforcing the positive behaviour and this can be recorded on the portal as a note as well.
 - Children take responsibility for adding their own points to their class charts displayed in Reception, Year 1 and 2 and this is closely monitored and checked by the class teachers.
 - Children also receive a certificate for each 100 house points that they earn.
 - The children are encouraged to gain points not just for themselves as individuals but also for their class and house team. For every 10 house points the children earn they can place a coloured gem in the house tubes in the entrance hall thus reinforcing that we are working as a team for our house.
 - Each term the points are collated to provide house totals and also recognise the highest achiever across the department. This individual is awarded a house cup at the end of term assembly.
- **Certificates:** children are rewarded with a variety of certificates during their time in school which include but are not limited to -
 - Star of the Week which is awarded to a child from each class with the reason for the award identified in the assembly. This not only reinforces the positive behaviour and achievements of the individual but also promotes these behaviours in other children for future recognition.
 - Kindness award - children are chosen from each class to receive an award for the kindness shown to others in school
 - House points certificates are awarded for each 100 house points the children achieve
 - Awards for activities performed/achieved out of school - these achievements are recognised and celebrated both in the classroom and assemblies
- In the Nursery, staff act as good role models to encourage kind, thoughtful and helpful behaviour from the children. The children are rewarded for good behaviour through stickers and certificates. The lunchtime sticker is awarded daily to children for good eating and using good manners. During the day certificates are given out for making good choices and these are celebrated as a group to promote these good choices for others to learn from.
- The Assistant Head Pastoral will send postcards home to pupils who are spotted demonstrating our core values around school



Good behaviour is further promoted within the school through:

Staff Training

Staff are regularly informed and updated in pastoral matters and are given regular school targets for the children. Staff are required to familiarise themselves with the policy regularly.

High expectations

All staff are expected to have high expectations of their pupils' behaviour focussing on the areas highlighted in the Pupil Code of Conduct detailed in this policy and communicated to children through tutors. Equally, staff are expected to model good behaviour with each other and the children.

Building good relationships and developing a mutual respect

The school believes that good behaviour is promoted by building good relationships with the pupils. Staff are encouraged to be proactive in their dealings with the children, by creating positive experiences.

Strong tutor system

Each child has a Form tutor/teacher to whom they may turn if they need reassurance or understanding. The relationship between child and tutor is vital. The tutor is responsible for supporting the children in their care both pastorally and academically.

Good communication

Staff are expected to communicate in person and through the Portal (the school management information system) in order to ensure transparency and to facilitate the appropriate management of children in their care.

Involvement of parents and guardians

Parents and Guardians who accept a place for their child at St Michael's School undertake to uphold the school's policies and regulations, including this policy when they sign the School's Registration Form. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extracurricular activities and prep. We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

Involvement of pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. Please see more information about our school council, The Pupil Voice, in the Pastoral Care Policy.



SECTION 3: SANCTIONS

The School Rules are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour. Sanctions help us to set boundaries and to manage challenging behaviour. Parents and Guardians undertake, when signing the Registration Form, to support the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole. The Head for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity.

As part of the Form Teacher's role, they need to ensure that the children know and understand the school rules. As far as possible, a sanction should be designed to fit the misdemeanour. A reprimand may be all that is required from the member of staff who has witnessed the incident. The Form Teacher is responsible in the first instance for dealing with minor infringements.

We follow a tiered approach when it comes to sanctions. The behaviour pathways for each section of the school are set out below:

Juniors and Seniors Behaviour Pathway





TIER 1: Conversation

In the Junior and Senior School, minor indiscipline in class or other misdemeanours are dealt with immediately by the teacher concerned. Most of these incidents can be dealt with through conversation with the child. It is important that we investigate behaviours and talk through incidents with pupils to understand why they have occurred and what we can do to ensure the child learns from the situation. Parents may be contacted about choices made and asked to also follow up at home.

TIER 2: Verbal Warning

A firm conversation with an explanation given to pupils about exactly why their behaviour is falling short of expectations and what they can do to ensure that they get back on track. In the Senior school, this should be recorded on their DayBook (as an incident) so that their form tutor can be notified. If the the behaviour is repeated, a Formal Warning will be issued.

Persistently poor attitude or academic performance may result in the Form Teacher asking a pupil's teachers to make written comments on their attitude and performance at the end of every lesson on a Report Card for a period of a few weeks (*Seniors and Juniors*). This is to support pupils to get back on track with their learning.

TIER 3: Formal Warning

Pupil is given a Formal Warning. This will be recorded in the school database and parents will be informed of the warning via an email link to the Parent Portal. We do also expect the pupil to inform their parents of the warning received. One Formal Warning constitutes 4 negative House Points.

A Formal Warning can be given for the following:

- Continued disruptive behaviour after a Verbal Warning.
- Failing to do classwork or prep to an acceptable standard, following a Verbal Warning.
- Showing a lack of respect to staff, peers, visitors or the school site
- Thoughtlessly wasting the time of others, including being persistently late to lessons
- Behaving dangerously
- Persistently fails to abide by the school's dress code
- Engaging in inappropriate use of technology
- Rejecting the authority of staff or prefects
- Showing unkindness towards peers
- Not telling the truth to a member of staff

This list is not exhaustive and merely describes some examples of inappropriate behaviour which are at odds with the values, expectations, and standards of the School.



Three Warnings in a half term will result in a Saturday morning detention, usually with the Head.

TIER 4: Friday SLT Detention

Friday detentions are given for more serious issues, alongside a Warning. Friday detentions may also be given following a week of poor behaviour across the board, as an opportunity to reset and discuss before the following week.

Friday evening detentions are held in the Board Room with a member of SLT. These will run between 4.05-5.30. If a pupil usually takes part in an after school activity during this time, they will attend the detention instead of their usual activity. During the detention, the pupil will discuss the incident(s) with the member of SLT and reflect on how they could modify their behaviour in future. A reflective piece of work or apology letter may be set. Additional work will then be completed. Parents will be informed of a Friday detention through the Portal, but also by a member of SLT.

TIER 5: Stripe

For major incidents a system of 'Stripes' are used. Parents will be informed of the Stripe by a member of the Senior Leadership Team and notified via email. Stripes may be issued immediately as a result of exceptionally poor behaviour. All Stripes are recorded in the daybook (on the school database) and an explanation for the Stripe will appear in the Parent Portal. One Stripe constitutes 12 negative points.

A Stripe can be given for the following, although this list is not exhaustive:

- Bullying
- Racism
- Physically or verbally abusive towards staff, peers or visitors

Stripe detentions take place on Saturday mornings, usually with the Head. A key purpose of the detention is for the pupil to have time to acknowledge and discuss the difficulties they are having and agree a way forward, outside of the busy school timetable. The atmosphere of detention is supportive rather than punitive, with the aim of the pupil taking responsibility for their behaviour and identifying the support they require to be successful at St Michael's.

TIER 6: Exclusion (suspension or expulsion)

An automatic exclusion may occur for extremely serious lapses of good behaviour such as being in possession/use of alcohol, smoking materials or drugs, or as the result of a lengthy catalogue of problems resulting in several Warnings, detentions or Stripes. Suspension is for a fixed period of exclusion, and likely to be for a period of 3, 5 and 7 days depending on



the seriousness of the behaviour. The purpose of suspension is to enable a child to reflect on their behaviour with parents, outside of the immediate demands of school attendance; to enable support for reintegration to be put in place, including any structures to promote improved behaviour; to give a period of 'cooling down' when social relationships may have been fraught and emotions high.

Warnings, Detentions, Stripes and Exclusions are recorded in the database.

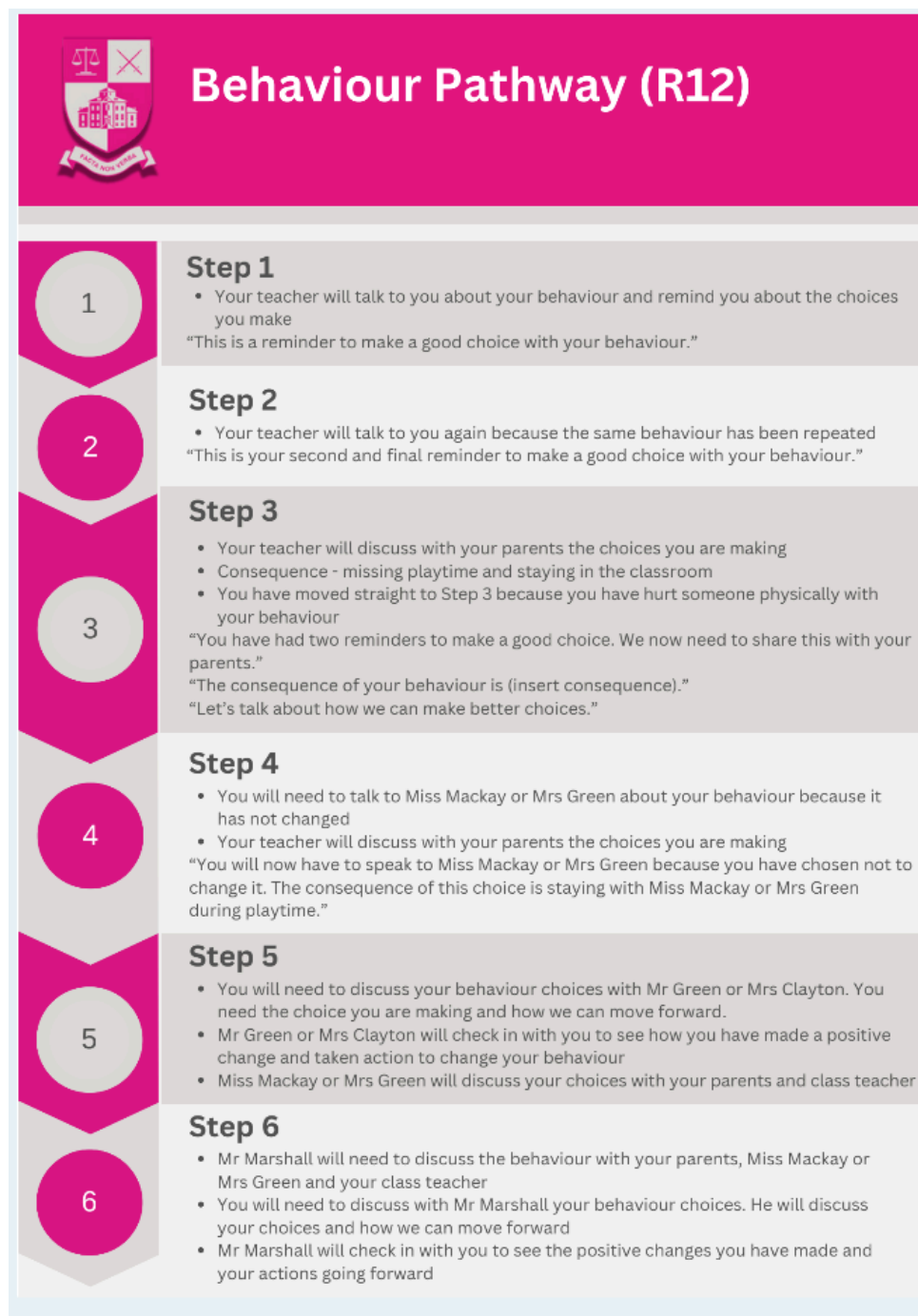
In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a Special Educational Need or Disability (SEND) at a disadvantage compared to children who do not have an SEND.

Other: Supporting organisation in the Senior school

We recognise that some children will find organisation and planning harder than others which is why our organisation system is slightly removed from our behaviour system. As pupils enter the Senior school, we support them to become more independent with their organisation skills. Senior pupils will receive organisation points in their planners and these will be reviewed by the form tutor on a Wednesday or Friday. The Form Tutor can then put additional support in place and/or contact parents as needed.



Behaviour pathway in EYFS and Pre-Prep



In EYFS and Pre-Prep the wrong choice or minor indiscipline in class or around school can be dealt with immediately by the teacher in charge through discussion with the pupil(s) involved and are also reported to the pupil's class teacher who will follow up. In the majority of cases this is all that is needed. Class teachers must also always recognise that there is meaning behind behaviour and to monitor patterns of behaviour/choices being



exhibited. Parents will be informed of actions of indiscipline depending on its level and conversations about the correct choices needed can be followed up at home.

We are continuing to educate the children on what to do if they are unhappy with someone's behaviour towards them. In the first instance, children are told to say 'Stop. I do not like it' and report it to the teacher either in the classroom or on duty (who will then inform the Form Teacher). Behaviour issues are logged and reviewed in our weekly department meeting.

We also reinforce positive behaviour throughout the day, in PSHE lessons and Assemblies. Our staffing levels allow us to closely monitor how the pupils are interacting and provide support as and when necessary. Young children also benefit from modelling by older children and as such we will have prefects available to support and model playtime games.

On some occasions behaviour needs to be reported to and dealt with further by the Head of Department and further sanctions may be given. The Behaviour pathway for Reception, Year 1 and 2 above will be discussed with the children as part of our class contract at the beginning of the year and regularly throughout the year.

SECTION 4: OTHER

ALCOHOL, TOBACCO AND DRUGS

- These issues are specifically addressed in PSHE in Years 7 and 8 and lower down the school as part of class discussion work, and are touched on in other lessons e.g. Science, Drama, RE and English.
- St Michael's is a public place; smoking is therefore illegal for everyone.
- We do not expect children of Prep School age to be involved in the use of drugs or alcohol but we aim to make them aware of the risks so they can make informed decisions as they get older. We will investigate any rumours about involvement in illegal substances.
- Wine may be offered to parents at certain school events. **No children will be allowed alcohol.**

PHYSICAL RESTRAINT

- Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "*such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do*" anything that causes personal injury to themselves or others or to property or prejudices the maintenance of good order and discipline at the school.



- Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree on a protocol for managing that individual pupil's behaviour.

CORPORAL PUNISHMENT

- Corporal Punishment must not be used or threatened or any other sanction which could adversely affect a child's well-being.

GOOD PRACTICE

- Shouting at children is not acceptable. Respect from pupils is derived from clear boundaries.

TEACHING AND LEARNING

St Michael's School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures (which apply equally to the Nursery Department) is available on our website or on request.

COMMUNICATION WITH STAFF

We aim for an open door policy at St Michael's and strive to keep our communication with parents open, honest and flexible. However, for efficiency and clarity it is always preferable if parents, in the first instance, discuss issues and concerns with the Form Teacher responsible for their child. Second to this, issues can of course be brought to the attention of the Head of Department and Senior Leadership Team members who will work to resolve any problems.

THE DAYBOOK



We are very lucky that the vast majority of pupils at St Michael's make the right choices and the overriding perception is that behaviour is very good and conducive to an excellent learning environment. However it is important that we recognise when this is not the case and act appropriately. Most issues can be dealt with at the classroom level by the class teacher or tutor and should require nothing more than a reprimand. One purpose of the Day Book is to monitor the behaviour of pupils by recording teachers and tutors' comments on incidents that exceed this threshold during the school day. Poor behaviour by groups or by individual pupils is noted and the action taken summarised.

Tutors should be aware of all issues relating to their tutees by keeping up to date with Day Book entries and then act appropriately to deal with each issue. If a child receives a number of negative Day Book entries in any one week suggesting a pattern of behaviour then this should be escalated to the Head of Section who will decide on the best course of action.

Heads of Section should monitor all issues within their section by reading emails and Day Book entries regarding incidents in which pupils within their section have been involved, by having regular meetings with the tutors in their section, discussion at the weekly Pastoral Leadership team meeting and through consultation with the rest of the leadership team.

The leadership team will oversee the running of the Day Book. Staff are required to read this information daily. It is a necessary part of their professional duties.

Behaviour expectations at St Michael's

Around school

St Michael's pupils should:

- Walk sensibly and calmly around the school site
- Keep to the right in passageways and on the stairs
- Store their bags and belongings in a tidy manner in their cloak rooms, racks or lockers
- Keep the school site clean and tidy, ensuring litter is put in bins
- Greet members of staff and visitors, "Good morning Sir, Miss..., Mrs...., Mr....".
- Stand and open doors for others
- Show good manners, not forgetting to say please and thank you
- Arrive and leave school looking smart and tidy and in full uniform
- Be punctual for all commitments
- Always be kind and friendly and treat others the way they would want to be treated themselves

In the classroom



St Michael's pupils should:

- Listen carefully and follow instructions
- Try their best
- Raise their hand if they have a question or require support
- Ask permission before using other's materials
- Respect and listen to your peers' views
- Stand when the Head or a visitor enters the room (Seniors)

Items not allowed in School:

- chewing gum
- sweets and chocolate
- drinks other than water
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- permanent marker pens
- unnecessary money
- mobile phones, personal ipads and other electronic devices
- expensive items
- cigarettes (including e-cigarettes), matches and lighters
- fireworks or "snaps" containing gunpowder
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- medicine carried by the pupil - this should always be handed to the school nurse

The following areas are out of bounds for pupils without a member of staff:

- Maintenance sheds and workshops
- The Sports Hall, Old Gym and Studio
- The swimming pool
- The changing rooms (unless changing for a specific reason)
- All roads, except if crossing under supervision
- Staff room and staff kitchens

This list above is for guidance only and we expect pupils to demonstrate our core values of Consideration, Challenge, Curiosity and Community throughout their time in school.

Consideration: We strive to demonstrate care, courtesy, and kindness. We respect the feelings and differences of others, actively listen to diverse viewpoints, and show understanding and compassion.



Challenge: We relish tackling difficult tasks, learning perseverance, developing problem-solving skills, and building confidence and resilience.

Curiosity: We possess a strong desire and drive to explore, learn, and understand the world. We ask questions, seek new knowledge, and embrace creativity.

Community: We build a sense of belonging and collaboration in a cohesive environment where everyone feels valued and included.