ST. MICHAEL-AT-BOWES SCHOOL
BEHAVIOUR POLICY

"An inclusive Christian community building on firm foundations for successful lives"

'Love your neighbour as you love yourself.' Matthew 22:39

THE SUCCESS OF OUR BEHAVIOUR POLICY DEPENDS ON THE CO-OPERATION AND CONSISTENCY OF EVERYBODY IN THE SCHOOL

At St Michael at Bowes, we believe that our vision underpins everything we do, and as such we strive for our children to 'build on firm foundations' for them to lead successful lives. This policy, and the practice of all adults in the school, is built from the principle: 'love your neighbour as you love yourself' Matthew 22:39.

St. Michael-at-Bowes is a Rights Respecting School where children are taught to know and respect their rights, according to the United Nations Conventions of the Rights of a Child (UNCRC). This is also a key principle underpinning our whole school policy for promoting positive behaviour. We are a Growth Mindset school; we have developed this policy with the aim of encouraging children to cooperate with each other to ensure the safety and success of all.

THE SCHOOL VALUES ARE:

1. CARING
2. COOPERATION
3. FAIRNESS
4. HONESTY
5. RESILIENCE
6. RESPECT

These values are rooted firmly in the Christian values and are always promoted throughout the school. Our value bears each represent one of our values and are displayed prominently around the school. They are displayed alongside examples of the behaviours they should be showing in order to meet the value, and the RRS articles and beatitudes that relate most closely to the value. Each half term there is a focus on one key value and this is reinforced through information given to parents on the school website, collective worship and by all staff when addressing aspects of behaviour for learning in the school.

This policy is written with the values of the school, including its Christian values, at its heart.

These values translate to six key rules that we expect every member of the school community to follow:

1. Be respectful
2. Be resilient
3. Be caring
4. Be cooperative
5. Be honest
6. Be fair

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of individual pupils.

The school's SENDCo will, with the class teacher, evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it regularly.

The success of the school depends on everyone working towards a common aim. We need to be setting not only high standards, but the children also need to understand clearly both rewards and sanctions. All adults are equal in giving a reward, and we all need to be clear as to why we are using a sanction and that the sanction is fair.

Our staff recognise the importance of creating and maintaining a happy and relaxed atmosphere in which effective learning may take place. This cannot be achieved unless all adults in the school consistently serve as good role models, guiding the children in displaying self-discipline, care, and respect for others and their property. We recognise that building 'emotional currency' and working hard to establish and grow positive relationships with pupils is the foundation from which respectful relationships grow.

Staff respond to non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The same sanctions should apply as for inappropriate behaviour within school.

As a school, we recognise that the attitudes, expectations, and motivation of all staff have decisive influences on the ethos of the school, and that a whole school approach to promoting good discipline is desirable and necessary. All staff have a shared responsibility for all children and provide a consistent approach at all times. We are aware of the dangers of having unconscious bias, based on such things as gender or racial stereotypes, and of the need to respond to inappropriate behaviour appropriately. When children learn to behave responsibly and their behaviour is positively recognised, their self-esteem rises and their motivation to achieve increases. Children are taught to take responsibility for their own actions and to be aware of the choices and consequences available to them.

Most children can choose the appropriate behaviour. If a child routinely **does not,** it's because **they don't know how,** they have **chosen not to,** or there is an **underlying difficulty** that needs to be explored and addressed.

The school alone cannot support pupils to take responsibility for their own behaviour. **It is therefore essential that parents work in harmony with the school.** Parents/carers and pupils themselves have a duty to play an active role in ensuring that the school maintains an atmosphere in which all feel proud of their work and conduct.

AIMS

To promote children's rights and the respect thereof in order to:

- Develop a positive atmosphere which is based on a sense of personal worth.
- Provide a caring, friendly and safe environment where all pupils can learn and flourish in a relaxed and secure atmosphere.
- Promote self-discipline, fostering self-respect, respect for others, and care for the school, the wider community and the environment.
- Teach our children about Mindsets and how having a growth mindset can help them to grow their brains, overcome difficulties and achieve their full potential.
- Provide a framework that recognises and supports the need for courteous and considerate behaviour from both children and adults.
- Encourage the involvement, support and co-operation of parents/carers
- Bring our children, through the understanding of how Jesus lived and the lessons he taught us, closer to God.
- Treat creation, sharing and threats of AI generated intimate imagery as serious harm, not 'banter'

PROVISION

1. At the beginning of an academic year, a class behaviour agreement, in the form of an RRS Charter, will be drawn up with the pupils, which incorporates clear, simple principles that are always in effect, in all places, and in all activities and is implemented by all staff linked to each class. The plan clearly establishes the behaviour that is expected from children and the consequences that result from both acceptable and non-acceptable behaviour. These principles focus on the values of the school and the right of each child to a high-quality education in a safe secure environment. The plan must be followed by all pupils and by all staff. This

charter should be clearly displayed in every classroom and referred to when dealing with incidents of inappropriate behaviour.

2. Positive recognition of appropriate behaviour. E.g. Verbal and written praise; behaviour awards; special privileges, etc. This is constantly recognised and reinforced. In addition to this each class will use Class Dojo to share rewards with parents **(see appendix 1).**

4. Agreed cumulative consequences, known to both children and adults, when children make unacceptable behavioural choices. E.g. verbal warnings, reflection within the class or with another member of staff, time with the learning mentor to explore actions and better ways of thinking, parental involvement, personalised behaviour programme, focused learning groups and, as a last resort, fixed-term exclusion.

5. Staff are expected always to remain calm when dealing with inappropriate behaviour and that children's dignity be paramount. The expectation is that children will be praised in public, rebuked in private (PiP, RiP)

6. The children are given opportunities to discuss their fears and feelings openly with both adults and their peers through PSHE lessons, at TAP Club during lunchtime and with a Learning Mentor during an individual "A Little Bit of Me Time" appointment.

7. Records of inappropriate behaviour are kept, which support parent/teacher discussions and the implementation of fair and measured consequences.

8. In rare cases, staff may be required to conduct searches to look for items that should not be brought into the school. These items may include, but are not limited to, mobile phones, knives, cigarettes and vapes.

9. Reference materials, including helpful strategies, and opportunities for continued review are available for all teaching and support staff and are kept in the PPA room or in the classrooms.
   (For further information and summary of procedures see appendix 2).

This policy should be read in conjunction with school guidance on the use of reasonable force.

ANTI-BULLYING

Our school is a place where boundaries are strong, where any harmful words or actions are known to be unacceptable, and where there are clear strategies for recognising bullying and dealing with it in a framework of forgiveness.

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

(Ref. to separate Anti-bullying policy).

Bullying of any kind is unacceptable. If bullying does occur, all children should feel able to report it to staff and know that incidents will be dealt with promptly and effectively. A record of any incident of bullying and harassment must be kept and recorded on an incident sheet.'

(APPENDIX 4 refers to the recording sheets used, APPENDIX 5 contains information regarding 'The use of reasonable force' and APPENDIX 6 'Radicalisation').

REVIEWED	**October 2025**
PRESENTED TO GOVERNORS	**November 2025**
TO BE REVIEWED	**October 2026**

APPENDIX 1 **(Also refer to Class Dojo policy)**

Positive recognition – Class Dojo

As part of positive recognition of appropriate behaviour, all classes can use ClassDojo to reward children. To download the app, go to the following link:

www.classdojo.com

Then complete the following:

- Click on 'Sign up'
- Click on Teacher
- Fill in your details
- Select your school:
    - St Michael at Bowes CofE Junior School, Tottenhall Road, London, GB
- Request to join school
- Add a new class and fill in the appropriate fields

Once set up on class dojo ensure you set up the dojo rewards as:

Silver – 1 point
Magenta – 1 point
Amber – 1 point
Blue – 1 point

With these in place and your class details set up, you can print off a set of invitations for the children to take home, allowing their parents to access the class account and see how the children are progressing in terms of their learning and behaviour.

To ensure the Dojos are properly rewarded and integrated into the school reward system, inform the children that earning a certain number of Dojo points will lead to rewards.

Ensure that children are always made aware of exactly why they have been awarded a dojo point.

CLASS DOJO POLICY

Background:

We believe that effective communication between home and school is essential to supporting children in their learning.

As a result, we have introduced Class Dojo in every class to celebrate the sensible choices the children make. Class Dojo is a communication application (app) which connects parents/carers, teachers and children. Teachers use it as a communication platform to encourage children and to get parents/carers engaged in their children's learning. It has a reward component and a communication system.

Each child gets an avatar, and teachers award dojos for things such as good home learning, participating in class, staying on task, following our school values and following a healthy lifestyle through the PE and PSHE curriculum.

Teachers can use a range of media (school smartphone, tablet or computer) to give dojos throughout the school day. Each child's dojo can be displayed on a smartboard, and parents can view it via their app. Teachers can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared.

Aims:

- To establish more effective communication links with parents.
- To enhance the current effective behaviour policy

Expectations for Staff:

· Teachers are expected to create a Class Dojo account via the website www.classdojo.com and download the free app onto their school laptop or year group iPad

· Teachers are expected to send out invitations to the parents in their class and regularly encourage parents to sign up. It is imperative that teachers remember to add new children that join their class throughout the year.

· Teachers are encouraged to post updates on their class page. The number of posts teachers make and the content, which must be appropriate or relevant, is at the discretion of the teacher. The following should be a minimum though:

- Regular reminder posts about swimming/PE days/home learning deadlines and/or other important class events such as trips or assemblies. In addition, celebrations of work should be shared either individually to parents or via the class page.

· All members of staff using Class Dojo are asked to set a 'quiet hours' on their page, this is when messages will not be read or responded to out of the designated hours. The agreed quiet hours are between 5.30pm and 7.30am from Monday to Friday

· It is not expected that teachers will need the app on their mobile device, please be mindful of the impact this may have on your personal time.

· Teachers are respectfully reminded to not engage in any conversations about personal matters via the class page or the messaging service (remember the school policy is to invite parents/carers in for face-to-face dialogue).

· All user of Class Dojo are to make themselves fully aware of the children who are in LA care or who do not have permission to have their photographs shared on websites and social media from the school.

-Achievement Leaders in each year group are expected to check that each teacher in their year group is posting regularly and keeping parents up to date with school events.

Expectations for children:

Children are expected to encourage their parents and carers to join the Class Dojo; they should be given the invitations and any update letters when sent out. They are expected to tell their parents why they were awarded dojo points

Expectations for parent/carers:

If you have any questions, queries or concerns, do feel free to message your child's teacher on Class Dojo and they will also keep in touch with you via Class Dojo. You can still leave messages at the front office, speak to staff at the end of the day, send e-mails and communicate with the school in the same ways you use to.

In order to maintain the well-being of our class teachers, as well as ensuring they have a work-life balance, we ask that you bear in mind that though teachers can be messaged by you at any reasonable time, they will not respond back to the message during the 'quiet hours'

Teachers will not be able to respond to your messages on weekends, and any other time outside of the stated period. If it is an urgent concern or query, please contact the school in person, by phone or by emailing the school office at office@smab.enfield.sch.uk

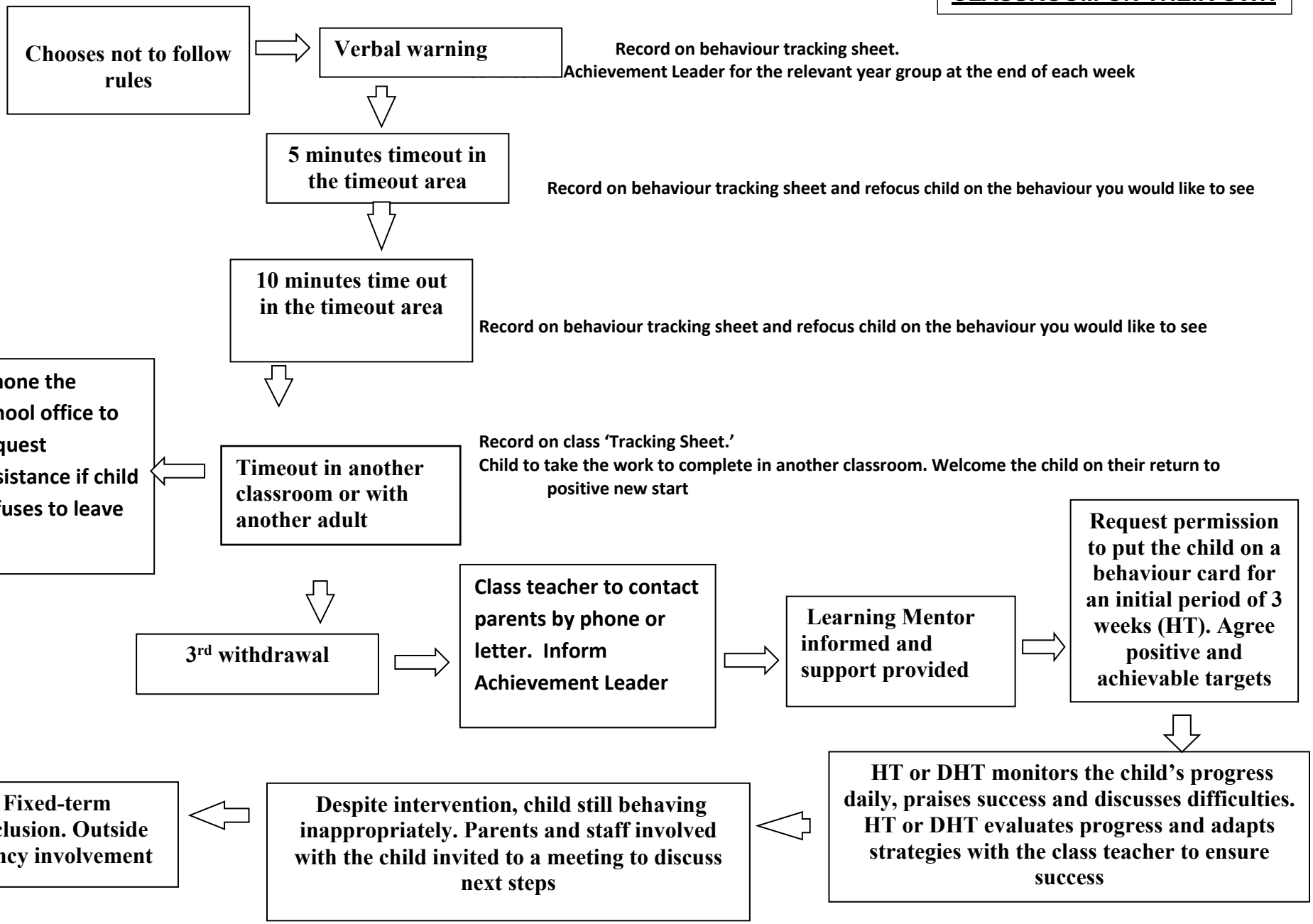
Monitoring of the Policy:

It is the responsibility of all members of staff who use Class Dojo to ensure it is used according to this policy. Monitoring of the policy will be by Senior Leaders who may ask to view the Class Dojo page at regular intervals to ensure the policy is being adhered to

APPENDIX 2

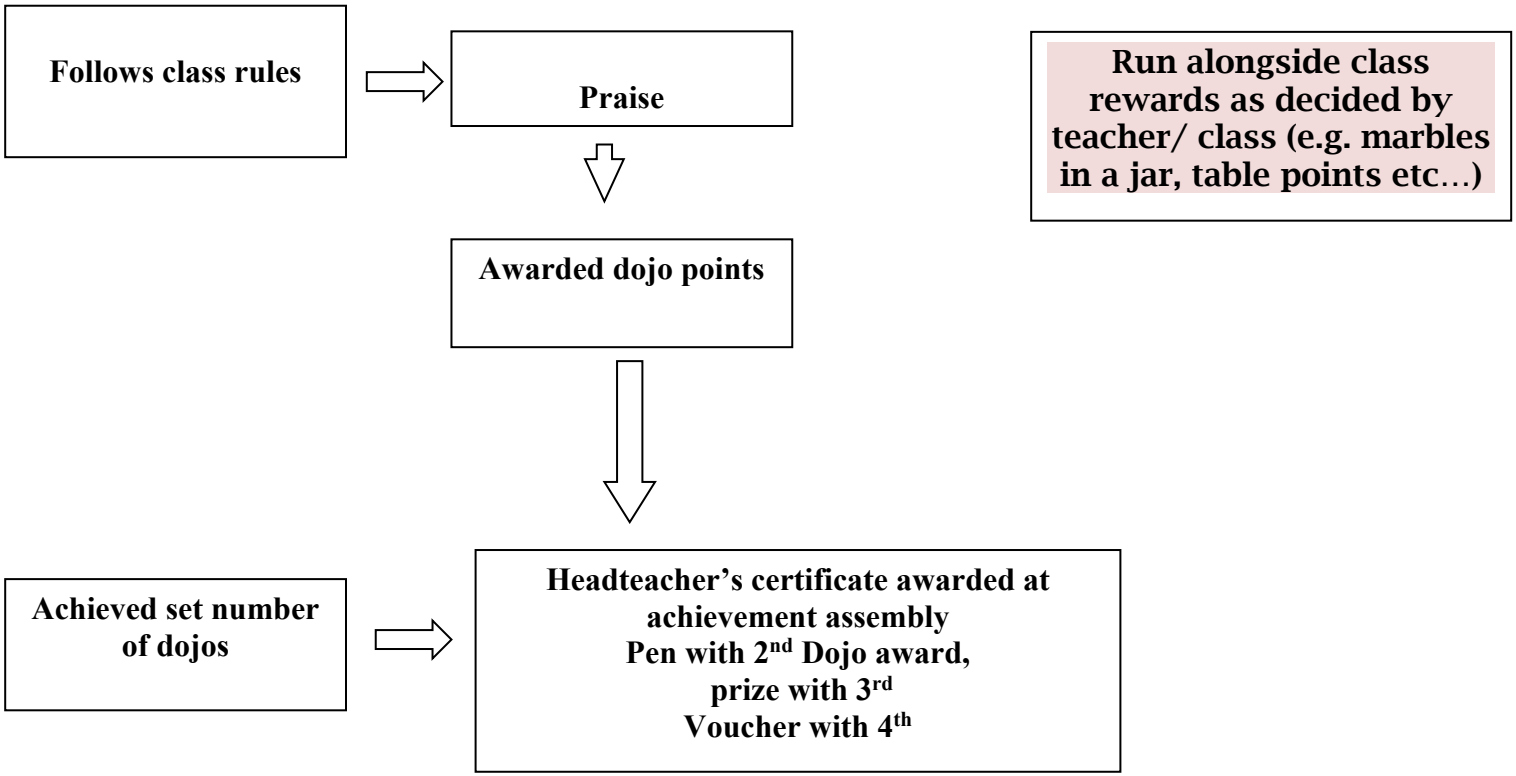
CLASSROOM CONSEQUENCES

UNDER NO CIRCUMSTANCES SHOULD A CHILD BE SENT TO STAND OUTSIDE THE CLASSROOM ON THEIR OWN

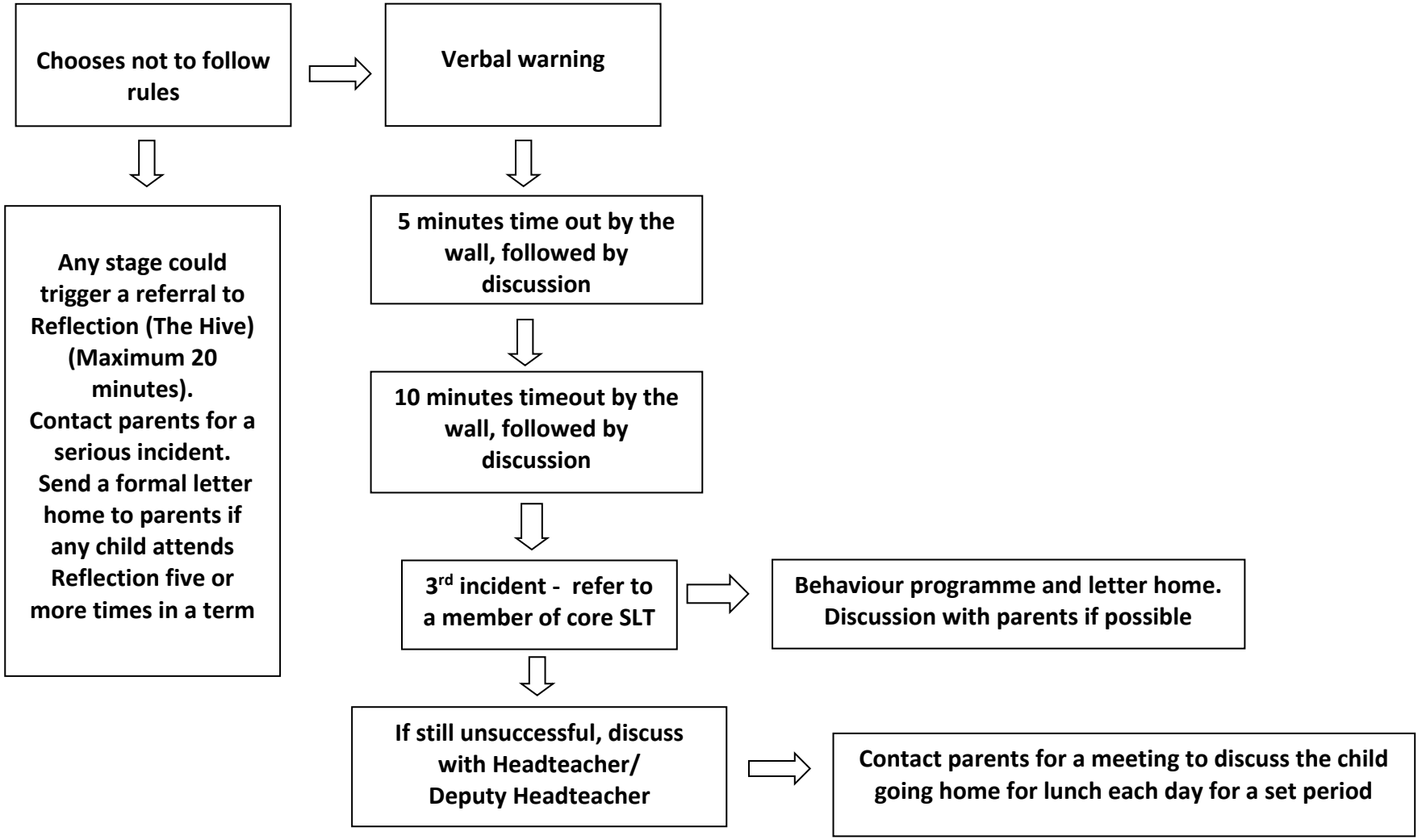


PLEASE ALSO SEND HOME 'POSITIVE BEHAVIOUR POSTCARDS' – one per week – written in PPA time as a team

CLASSROOM REWARDS



LUNCHTIMES CONSEQUENCES



SERIOUS INCIDENTS AS IDENTIFIED BY THE STAFF AND POSSIBLE CONSEQUENCES

Physical assault with a weapon (e.g. compass, scissors)

Psychological intimidation/ Bullying/ racial abuse/verbal abuse

Physical assault an attack on another person

Destruction of property/ vandalism

Stealing

Sexually inappropriate behaviour (e.g. sexual harassment)

Repeated online harassment

POSSIBLE CONSEQUENCES

- **<u>Loss of privileges</u>**
- **Time out of class completing work with the Learning Mentor or core SLT**
- **Support plan**
- **counselling**
- **Parental involvement**
- **Payment / restoration of damage (consequence related to action)**
- **Restorative justice**
- **Fixed Term Exclusion (as a last resort)**

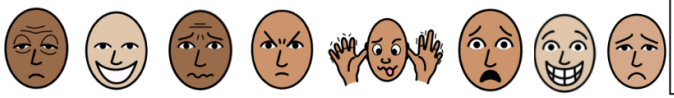
REFLECTION SHEET FOR CHILDREN TO COMPLETE

Name:	**Date:**	**Class:**

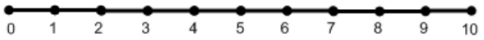
Draw what happened.

How did **you** feel?

Circle a face ***or*** draw your own.



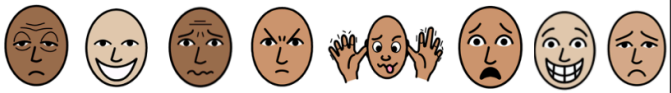
or draw your own



Mark on the scale how strong your feeling was.

How did **they** feel? Circle a face, or draw your own.

Write their name _____



or draw your own

What help do I need?

What I am going to do to fix things? Circle your ideas, or draw your own.

write a letter

say sorry

tidy up

Student signature:	**Staff signature:**

WHY ESTABLISH A CLASS BEHAVIOUR PLAN / RRS CHARTER?

It makes managing pupils' behaviour much easier. It involves pupils from the very beginning, so they feel included and understand 'why' the rules and routines are in place.

A classroom behaviour plan ensures that you deal with each child in a fair and consistent manner. Teachers who do not have a plan tend to **react** to pupils and many times their consequences are **not fair.**

A classroom behaviour plan helps you to respond quickly, assertively and with confidence to pupil behaviour. Without a clear plan, you are forced to make choices about how to react to pupil behaviour - responses that are likely to be arbitrary, inconsistent, and emotional.

It protects pupils' rights.

It encourages parental support, as parents can also see and understand the consistency and fairness of any rewards and consequences.

Communicating your behaviour plan to parents shows parents that you are teaching their children how to behave responsibly. It also demonstrates you own professionalism and confidence, and thereby ensuring their support.

CREATING A CLASSROOM BEHAVIOUR PLAN / RRS CHARTER – RULES

Unless you know how you want your pupils to behave, how will they know?

General Guidelines

Choose a limited number of rules that let pupils know what behaviours are expected in the classroom at all times.

Choose rules that are observable. They must address behaviour that teachers can clearly see. The more observable a rule is, the easier it is for pupils to understand and comply with it.

Choose rules that pupils can apply at all times throughout the entire day.

Consider involving pupils in choosing some of the rules for your classroom.

Choose rules that reinforce and complement the school values.

Rules should also take into account any Special Educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable children.

These rules should be presented in the form of a Rights Respecting charter whereby the children observe these rules as responsibilities for upholding the Rights of the UNCRC.

Positive Recognition

Positive recognition will:
Encourage pupils to continue appropriate behaviour.

Positive recognition reinforces those pupils who usually behave with a well-deserved pat on the back, while at the same time prompting those pupils with behaviour problems to change their behaviour. When you like the way a pupil is doing something let him/her know – they might just do it again!

Increase pupils' self-esteem.

Everyone likes to be praised and get positive recognition. If the majority of your responses are negative it tears down the self-esteem of your pupils. Motivate your pupils. When self-esteem is low, classroom troubles are high.

Dramatically reduce problem behaviours.

When pupils learn that you will give them attention for positive behaviour, they will choose to act in a positive way rather than in a negative manner.

Create a positive classroom environment for you and your pupils.

The more consistently you use praise and positive recognition to influence pupils, the better you pupils will feel about you, the better you feel about yourself and the more motivated the class will be to achieve your academic and social goals. Who wants a day filled with negativity and tension?

In order to be positive you must:

Have "Catch them being good" as one of your most important goals each day.

Plan to be positive – look to your classroom behaviour plan – it gives you a natural foundation for being positive every day in class.

As part of your classroom management plan, you must know what positive 'reinforcers' you will use for:

- Individual pupils
- Whole class
- Individual Positive Recognition

INDIVIDUAL POSITIVE REINFORCERS INCLUDE:

Praise

The most powerful, positive and effective recognition you can give. You can praise a pupil anytime, anywhere. It should be your number one choice for positively recognising pupil behaviour.

Positive notes/postcards/Class Dojo or phone calls

This not only lets children know that you care enough to inform their parents of their good efforts, but it also establishes a positive rapport with parents and then makes it easier when you do need their help when a problem arises.

Behaviour Rewards

Stickers or certificates for good behaviour are great motivators! As is a visit to a member of the SLT to show good work.

Special Privileges

Allowing a child to take part in an activity that he/she really enjoys is a great motivator.

Tangible Rewards

You must use tangible rewards, e.g. gifts, sparingly or they will lose their effectiveness.

Follow these guidelines when giving most rewards:

Reward immediately after you have observed the desired behaviour, so that the pupil associates this behaviour with the reward.

Always give praise along with the reward.

Class wide Positive Recognition

A class wide positive recognition system is one in which all pupils work towards a positive reward that will be given to the entire class. This develops co-operation togetherness and a good class ethos.

Points to consider:

- A class wide recognition system works because it makes use of peer pressure. Pupils co-operatively remind each other of the expected behaviour

- A class wide recognition system is particularly effective when working on a specific whole class behaviour problem

SETTING UP THE CLASSWIDE RECOGNITION SYSTEM

Pick a system that you are comfortable with and that is appropriate for the age of your pupils.

Choose a reward that you are comfortable giving. Make sure that it is what the class will want to work towards. If unsure, ask them! Pupils' involvement helps to increase interest in achieving the behavioural goals, which you set.

Make sure the rewards can be earned in a reasonable amount of time.

Once earned, do not take away points for misbehaviour. Also, all pupils regardless of negative behaviour must participate in the class reward.

Suggested Class wide Recognition Systems include:

- Point on the board
- Marbles in a jar
- Positive behaviour bulletin board

CONSEQUENCES:

Our school policy for classroom consequences:

Warning

Time Out (short time with proforma to complete)

Time Out (longer time with proforma to complete)

Time Out in another class in the year group with proforma to complete

Three 'Time Outs' in another class in one week – sent to a designated senior leader

Meeting with senior leader/Parents

TO PROTECT CHILDREN'S DIGNITY, UNDER NO CIRCUMSTANCES SHOULD A CHILD BE MADE TO STAND OUTSIDE A CLASSROOM AS A MEANS OF A CONSEQUENCE.

(They must be sent to another class [preferably within their year group] for Time Out or to a senior member of staff).

APPENDIX 3 – Proformas

The following sheets are formats of the recording sheets that are used to support the behaviour policy.

- Behaviour Tracking Sheet
- Self-reflection proforma – to be completed by the child, with support if needed, in time out
- Incident report – to be completed by adult, or child if appropriate
- Incident record / referral form – to be completed by child
- Incident report for completion by adult after all serious incidents
- Racial incident forms A and B (see separate policy for further information)

APPENDIX 4 – Physical Restraint

Guidelines on the use of force to restrain children (refer to separate policy 'Physical Restraint' for further information).

Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and **communicate in a calm and measured manner** throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of force used could include:

a. Passive physical contact resulting from standing between pupils or blocking a pupil's path;
b. Active physical contact such as:

i) leading the pupil by the hand or arm;
ii) ushering a pupil away by placing a hand in the centre of the back;
iii) in more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could

include preventing a pupil running off the pavement into a busy road or preventing a pupil from hitting someone with a dangerous object such as a glass bottle or hammer.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Authorised staff will be appropriately trained in the use of positive handling and restraint and that all staff are given advice on de-escalation and behaviours management techniques.

APPENDIX 5

Anti – Radicalisation

St Michael at Bowes CE Junior School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

LINKS TO OTHER POLICIES

The Anti-Radicalisation Policy links to the following policies:

- Child Protection and Safeguarding
- Anti-Bullying Policy (contain in this policy)

AIMS AND PRINCIPLES

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.
The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the academy policy is on anti-radicalisation and extremism and will follow the policy when issues arise.

- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the academy regularly reviews its systems to ensure they are appropriate and effective.

DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
Extremism is defined as the holding of extreme political or religious views.

PROCEDURES FOR REFERRALS

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels. staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

THE ROLE OF THE CURRICULUM

Our curriculum and role as a Rights Respecting School, promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of our academies.
We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

STAFF TRAINING

Through INSET opportunities, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

POLICY REVIEW

The Anti-Radicalisation Policy will be reviewed annually as part of the overall Behaviour and Child Protection and Safeguarding Policy review.