Behaviour Policy 2026-2027
St. Michael in the Hamlet Primary School

'Connection before Correction'

At St. Michael-In-The-Hamlet Community Primary School, we believe that positive behaviour grows from creating a safe, happy, caring and inclusive environment where every child can thrive. Central to this is the strong, positive relationships developed between pupils and staff, helping children feel secure, valued and understood.

We take an attachment and trauma-informed approach across school life, including the way we manage, reward and respond to behaviour. This helps us to ensure that all children are supported to feel safe and ready to learn.

We hold high expectations for every pupil, while recognising that some children may need additional support to succeed. We understand that all behaviour is a form of communication, and we work with children to develop the skills they need to self-regulate their emotions and make positive choices, enabling them to reach their full potential.

Our school values of Safe, Motivational, Inclusive, Team and Happy underpin everything we do. They guide us in promoting respect, teamwork and resilience, while celebrating individuality and encouraging every child to shine.

Key Understanding that is shared by all staff:

- Recognise that children's basic needs must be met for emotional growth
- Children with a specific vulnerability (SEN/LAC/CPC/Family/PP) may not behave as their chronological age
- Recognise that interacting positively and respectfully is a complex skill and needs to be explicitly taught in each year group
- All children are vulnerable and do not hold any power
- If children have no other option, they will quickly move into fright/flight/freeze or flop mode
- All staff need to consistently demonstrate that they care and can be trusted
- Children are best supported through strong staff & parent connections.
- Adult communication to children is key to raising self-esteem
- All staff need to be well regulated as raised voices create fear and tension.
- Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.
- Acknowledging and taking responsibility for actions can only be done when we are calm state.
- Children may not be able to read social cues or deal with strong emotions without adult support.

Our Behaviour Curriculum

At St. Michael-In-The-Hamlet Community Primary School, we believe that social and emotional learning is central to positive behaviour and is reinforced by all staff across school. Our behaviour curriculum explicitly teaches expected behaviours and is closely linked to the Zones of Regulation Curriculum, helping children understand and manage their emotions. Pupils are taught that we all belong to a school community where space is shared and everyone's rights must be respected. They learn that staff can be trusted to support them when needed and that a wide range of emotions, which also affect the body physically, are a normal part of life. We emphasise that strategies can be developed to manage emotional responses and behaviour, while recognising that personal experiences and differences may influence how individuals react. Above all, we prioritise wellbeing as a foundation for both physical and mental health, and we ensure pupils understand that their actions carry consequences.

At St. Michael-In-The-Hamlet Community Primary School, we believe that a behaviour curriculum should set out the positive behaviours we expect, rather than focus solely on a list of prohibited actions. It provides a clear framework of what successful behaviour looks like in practice and ensures that expectations are understood by pupils, staff and families alike.

Our behaviour curriculum does not attempt to cover every possible behaviour; instead, it identifies the key habits and routines that are essential for creating a safe, happy and purposeful school community. These routines form part of the daily lived experience of school life and are explicitly taught, modelled and reinforced by all staff.

At St. Michael's, we embed our behaviour curriculum within our wider cultural and personal development offer. This includes:

- Whole-school assemblies and collective worship at the start of each half-term, led by the Headteacher and senior leaders, where expectations are introduced and reinforced.
- Behaviour assemblies are held at the start of each week to introduce a behaviour of the week. These behaviours then underpin our rewards and motivators throughout that week.
- Follow-up lessons in class, delivered by teachers, ensuring that the behaviour focus from assemblies is explored in greater depth during the first lesson of the half-term.
- Targeted workshops, enrichment opportunities, trips and visiting speakers that bring expectations to life and provide real-world context for positive behaviours.
- Personalised support through 1:1 or small-group interventions, led by our inclusion and pastoral team, where additional guidance is needed.

Key desired behaviours that all staff promote and encourage:

- We move around school calmly and quietly.
- We share our space happily and respectfully.
- We need to put things right when we are calm.
- We all have different responses to our emotions.

Understanding Behaviour (a checklist for professional reflection)

At St. Michael-In-The-Hamlet Community Primary School, we recognise that children's behaviour is shaped by a wide range of factors and that supporting their emotional and social development requires careful reflection from all staff. Professional reflection is a vital process, ensuring that the curriculum and learning environment are continually adapted to meet individual needs. Reflection is not only about observing and responding to pupils, but also about considering the

perspectives of the child, their family, and the role of staff themselves in each situation. This collective and honest approach helps us to better understand the reasons behind behaviour and to respond in a way that is supportive, inclusive and effective.

Key reflective questions include:

- What are the precursors to any behaviours?
- Does the curriculum match the child's learning needs?
- Does the learning environment match the child's learning needs?
- Does the child have a particular vulnerability (SEN/PP/Attendance/CP/LAC/CPC)?
- What is the child's viewpoint? (Put self in the child's shoes)
- What is the parent's viewpoint? (Put self in the parent's shoes)
- Have basic needs been met – both developmentally and historically?
- How did I respond as a member of staff, and what impact might this have had?
- Could an alternative response or strategy have supported a more positive outcome?

- What can I learn from this situation to inform my future practice?

The Zones of Regulation

As a school, we prioritise the use of the Zones of Regulation framework to support pupils in developing their emotional literacy and self-regulation skills. The Zones provide a simple, structured approach that enables children to recognise, understand, and manage their emotions effectively.

To embed this practice consistently:

- Daily Check-Ins: Staff facilitate whole-class check-ins at the beginning of the day and after lunch, giving pupils opportunities to reflect on and share how they are feeling.
- EYFS to Year 6 Consistency: From the Early Years Foundation Stage through to Year 6, pupils use the Zones of Regulation colours as a common language for identifying and communicating their emotions.
- Individual Support: Pupils may request a 1:1 check-in with a trusted adult at any time, providing a safe and private space to talk through feelings and receive additional support where needed.
- Visual Prompts: Each classroom has a dedicated Zones of Regulation display, with key vocabulary and visuals to guide children in expressing their thoughts and emotions. Whole-school displays in communal areas act as an ongoing reference point and reinforce a shared, consistent approach across the setting.

This structured, whole-school use of the Zones of Regulation enables pupils to build self-awareness, develop resilience, and return to learning with greater focus and readiness.

Motivators

The rewarding of positive behaviour is most effective when pupils clearly understand what behaviour is being recognised and why it is valued. Rewards should be applied consistently by all staff, ensuring a fair and transparent approach across the school. To achieve this, staff are encouraged to make expectations explicit. Consistency also extends to supporting individual pupils with personalised targets. Where appropriate, staff should be made aware of specific focus

areas. This approach ensures that rewards are purposeful, meaningful, and aligned both to whole-school expectations and to the personalised goals of individual pupils.

Celebration assembly certificates	Our Celebration Assemblies provide an opportunity to recognise and celebrate pupils who consistently demonstrate our core SMITH values – Safe, Motivational, Inclusive, Team, Happy. These assemblies are a special time where achievements are shared with the whole school community, reinforcing the importance of living out our values every day.
Class Dojo	Within the classroom environment, pupils are recognised and rewarded through the use of Class Dojo points. These points are awarded when children go above and beyond in demonstrating positive behaviours, attitudes, or effort. This system allows staff to acknowledge and celebrate exceptional commitment in real time. Pupils work towards achieving a total of 20 Dojo points, after which they receive a reward to recognise their sustained effort and commitment.
House Points	Pupils can also earn House Points for demonstrating positive behaviours and attitudes outside of the classroom, such as in the playground, corridors, or during school events. House Points provide a way to recognise pupils who consistently contribute to a positive, safe, and inclusive school environment. House Points are collected by pupils as part of their team (house) contribution, encouraging collaboration, responsibility, and pride in being part of the school community. Accumulated points contribute to house rewards and recognition, fostering healthy competition and motivating pupils to uphold the SMITH values.
Recognition Board	A recognition board is a visible display—such as a bulletin board or wall space— used to publicly highlight students' accomplishments, improvements, or positive behaviours. It serves as a celebration tool, reinforcing effort, learning from mistakes, and academic growth.
Positive Postcards	A positive postcard is a simple but powerful classroom strategy where a teacher sends a handwritten postcard home to a child's family, celebrating something specific the child has done well.
Positive Phone calls Home	A positive phone call is when a teacher calls a student's parent or caregiver to share good news about the child's behaviour, effort, or achievement.

Our Response to Behaviour Challenges

We believe that behaviour is best supported through consistent, fair, and restorative practices. To achieve this, we follow a staged approach to behaviour across the setting. This ensures that all staff respond in a clear and predictable way, while recognising the individual needs of each child.

We place particular emphasis on the use of natural consequences. These are logical outcomes that arise as a

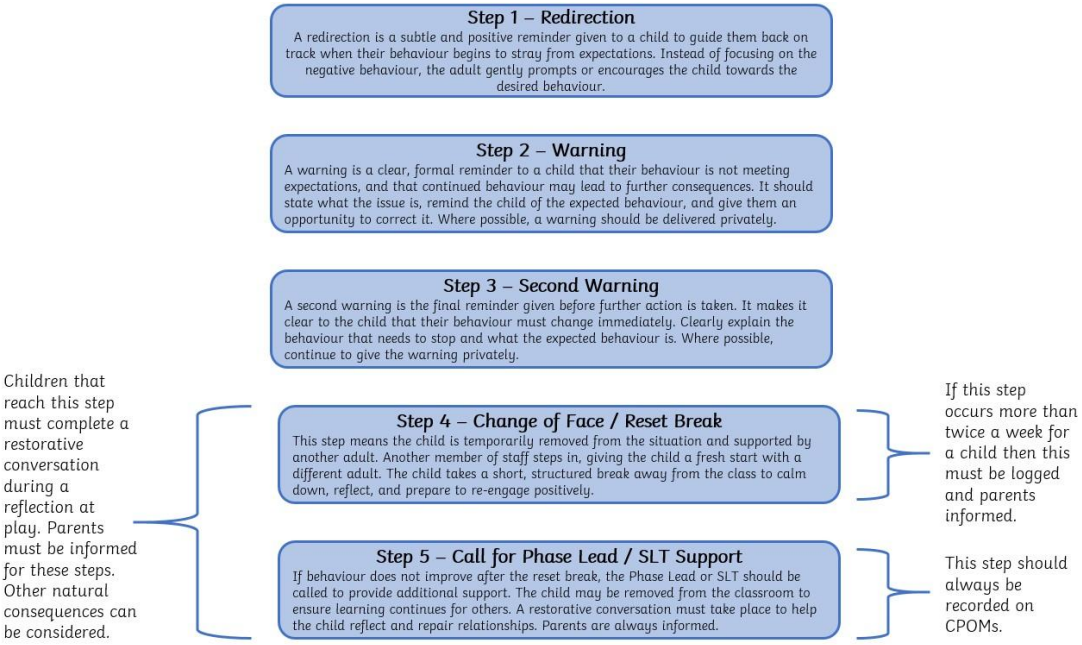
direct result of a child's choices, helping them to understand the impact of their actions in a constructive and meaningful way. Consequences are designed to guide children towards making better decisions in the future and to support them in developing self-regulation and responsibility.



A central part of this process is reflection. When a child experiences a natural consequence, they are supported to engage in a period of reflection with an emotionally regulated adult. This allows the child to feel safe, listened to, and guided in understanding what happened, why it happened, and how they might approach the situation differently next time.

Each phase of the school offers reflection as a positive strategy to help children re-engage effectively with their learning. Reflection is not a withdrawal from education but a tool to repair relationships, restore readiness to learn, and reinforce our shared expectations.

Through this consistent, staged approach, we aim to foster a culture of accountability, resilience, and mutual respect, where every child feels supported to learn from their experiences and return positively to the classroom community.



Preventing Reoccurrence of Misbehaviour

While our staged approach and whole-school strategies provide a strong foundation for supporting positive behaviour, there may be occasions when a child requires more targeted intervention. In these cases, the class teacher will seek the support of the Phase Leader and other Senior Leaders to ensure that the child's needs are understood and addressed in a coordinated and consistent way.

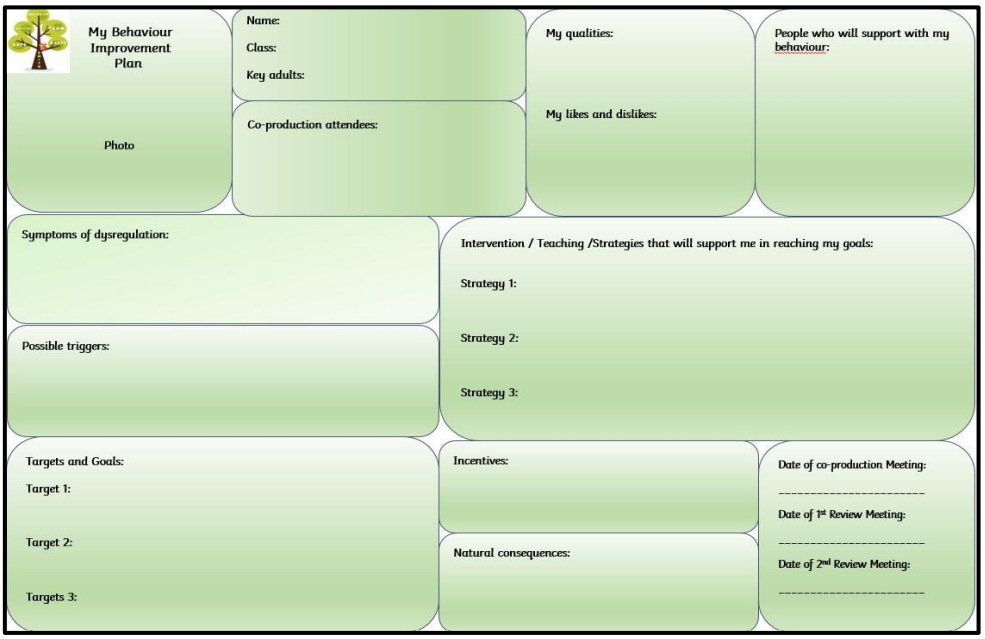
A Behaviour Intervention Plan (BIP) will be developed collaboratively by key staff and will include input from the pupil and their parent/carer. This ensures that the plan reflects the child's voice, recognises the views of the family, and promotes a shared responsibility between home and school. The BIP will clearly outline:

- the child's specific needs and vulnerabilities,
- agreed strategies and reasonable adjustments to support the child effectively, and
- measurable targets to help track progress over time.

Once in place, the plan will be shared with all relevant staff so that they are fully aware of the child's needs and the agreed strategies to employ. This whole-staff awareness is essential in providing consistency, security, and predictability for the pupil across the school day.

In some cases, the plan may include access to alternative provision within school or, where appropriate, a temporary reduced timetable, always with the aim of reintegration into full-time learning as soon as possible. Such measures are carefully considered, regularly reviewed, and used only when in the best interests of the child.

Through this approach, we ensure that every child is given the opportunity to succeed, feel supported, and develop the skills needed to re-engage positively with learning and with the wider school community.



Reviewed: October 2026

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