St Michael's C of E Schools' federation

Positive Communication Policy

Journey to the Rainbow/Journey to Gold

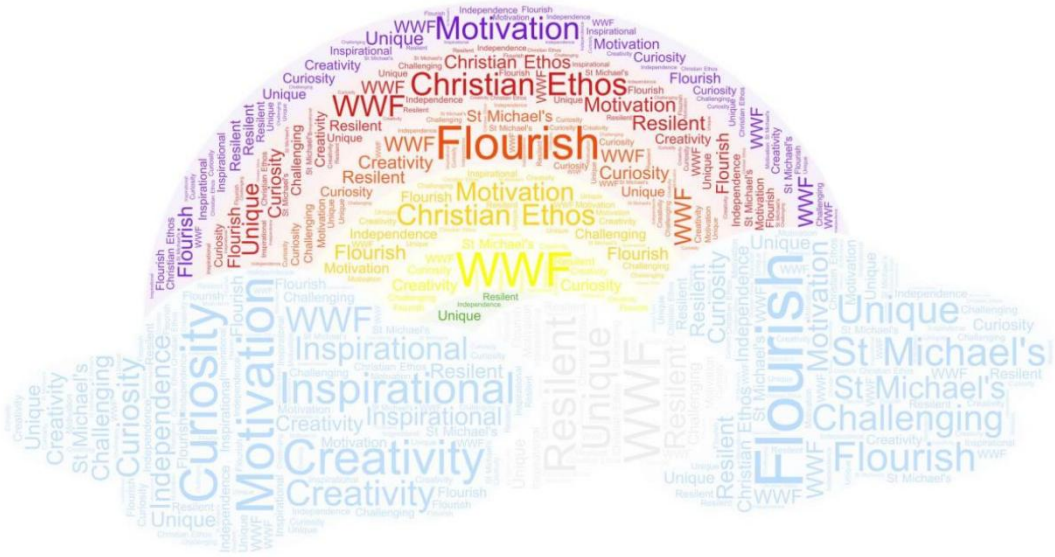
(Behaviour Policy)



Creation date – September 2026	Review date – September 2027

School Values: Friendship, Happiness, Perseverance & Respect.

This policy should be read in conjunction with other St Michael's Policies, including Child Protection, Anti-bullying, Acceptable Use, Accessibility, Attendance, Home School Agreement and Well-being policies.



'Be The Best You Can Be'

At St Michael's the children are at the heart of everything that we do. Our aim is to provide a safe, stimulating and happy environment to enable all members of the St Michael's family to thrive. Visitors regularly comment on the welcoming atmosphere of the school and we firmly believe this is generated by our strong Christian ethos, encapsulated in our School Vision. The Vision takes the Old Testament story of Noah and the Flood as the foundational theological text that underpins our Christian ethos.

Noah was a righteous man, blameless among the people of his time, and he walked faithfully with God. GENESIS 6:9

We pride ourselves on the sense of achievement running through the core of the school. Our school values of Happiness, Friendship, Respect and Perseverance were chosen because we know that our children are inspirational! They inspire us on a daily basis.

We constantly update our curriculum to ensure curiosity and creativity is paramount to how we learn. We want our children to become independent, both in their work but also within themselves and their personalities – to challenge them to think and do for themselves. In our current climate we want to teach our children to be resilient; not to give up when faced with challenge or obstacles in their lives. Most of all we cherish the children at this school because we recognise that they are all unique individuals. Every child in this school is on their very own learning pathway to ultimately 'be the best they can be'.

St Michael's Church of England Schools' Federation is committed to creating an environment where positive, affirmative behaviour is at the heart of productive learning. Everyone is encouraged to maintain the highest standards of personal conduct; to accept responsibility for their actions and encourage others so do the same. All of the people in our school community should be invested in maintaining the pledge, to **'Be the Best You Can Be'**

Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth. Genesis 9:16

Aims:

This policy aims to:

- Enable every member of the school community to feel valued and respected, and for all persons to be treated fairly

· Create a culture that promotes positive behaviour, ensuring that all children have the opportunity to learn effectively in a calm, safe and supportive environment

· Establish a whole-school approach to maintaining clear, affirmative standards of behaviour that reflect the values of the school

- Teach children behaviour that is appropriate to different situations
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions

· Provide a consistent and calm approach and celebrate positive behaviours

· To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.

- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

The Key Faith Values of our Church of England School are:

· We are all God's children - each unique and talented.
· To be the best we can be in all things- happy confident and thriving.
· To care for one another- our environment and our community.
· Let everything we think, do and say be a shining example of faith:

School Prayer

Dear Jesus,
Bless this school,
Let peace live here.
Let the rooms be full of happiness.
Let love be all around,
Love of one another,
Love of all people,
Love of life and living.
Let us remember
That as many hands build a house,
So many hearts make a school.
Amen

Purpose of the policy:

To provide simple, practical procedures for staff and children that
· Recognises behaviour norms and positively reinforces this behaviour
· Encourages children that they can and should make good choices
· Ensures consistency of expectations across the school
· Builds a community which values kindness, care, good temper and empathy for others

[12] Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. [13] Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:12-13

The school has been embedded in the community it serves for many generations. A relationship of effective communication, mutual support and trust is essential for all the people of the school to have a sense of ownership and belonging. Everyone has rights and responsibilities as members of the St Michael's family.

The children

Children in all year groups are expected to take pride in their work and conduct at all times. We always strive to reward good behaviour and give the children incentives to want to be the best versions of themselves that they can be. Positive behaviour will be shown through our school values of Friendship, Perseverance, Respect and Happiness. Children can show this through relationships in and around the school, with both adults and friends. The aim is for the school vision and values to shine through in the behaviour of our children.

Good behavioural choices can include:

• Being kind to a friend or member of staff

• Showing respect for others and their belongings

• Showing respect and care for the school and its surroundings

• Listening and making good choices within the classroom

• Welcoming new people into the school

• Being inclusive and accepting of all children and adults within the school

• Persevering with an activity to show independence – even when this is difficult

• Solving conflict through discussion

• Helping around the classroom

• Coming to school ready to learn with a positive attitude

• Speaking to friends and staff politely and with courtesy

• Being a team player both inside the school and on the playground

The Parents and Carers

- Come through our 'open door'; let us know if you have a query or need support
- Keep us informed; use the Reading Record (Green) Book, talk to us, telephone, email to communicate.
- Inform us if someone else is collecting your child; they will not be allowed to collect if we don't know.
- Tell us if there is something bothering you; we can help if we know.
- Tell us if there is something you like; praise helps.
- Support us with positive reinforcement of respectful language, good manners and politeness; encourage good listening, patience and loving kindness between all.
- Trust our experience as educators; we are pleased to explain our strategies and decisions. Teaching, learning and assessment are carefully planned to ensure progress over time, it's all on our website.
- Trust us to mediate; children can act in different ways at home and at school. We will investigate thoroughly, act fairly to resolve issues and report back promptly.
- Be aware of and monitor online activity off-site, particularly age restricted sites and APP's. We can advise and support with strategies to limit access to inappropriate or harmful content.
- Promote independence and resilience by encouraging children to take responsibility for (named) belongings, routines and actions, from being able to zip up their own coat to helping keep the school neat and tidy.
- Support your child by promoting punctuality and good attendance.
- Support their learning with regular home reading practice, and record it in the reading record book.

St Michael's Staff

· Meet and greet all at the beginning of the day
· Refer to Reflect, Reset, get Ready, Respond strategy in their daily conversations with children
· Never walk past or ignore pupils who are failing to meet expectations
·Follow up all behaviour including restorative conversations and communication with parents
· Reinforce emotional self-regulation strategies through PSHE as part of the weekly curriculum
· Plan lessons that engage, challenge and meet the needs of all pupils
· Ensure that all poor behaviour is managed with respect, where adults know their classes and develop positive relationships with all pupils
No adult is expected to deal with behaviour in isolation, negative or positive. If called upon they are there to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.
· A visible presence around school
· Encourage the use of positive phone calls/ positive postcards amongst their team
· Support behaviour development through phase meetings to ensure consistency of the policy
· Know which children are consistently meeting expectations
· Liaise with SEND team to ensure prompt provision where needed
· Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines. All members of the community should speak to each other with Respect and Understanding.

The SenCo Team

· To use behaviour data to target and assess interventions at universal and SEND support in line with Matching Provision to Need document
· To provide support and advice to adults.
· To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

The Executive Head teacher, Head teachers and Senior Leadership Team

· Meet and greet pupils at the beginning of the day
· Will be a visible presence around the school and support all staff when dealing with children's behavioural choices
· Celebrate staff, leaders and pupils whose effort goes over and above expectations
· Ensure staff training needs are identified and met
· Support the SenCo Team and class teacher's/phase leaders in managing learners with more complex or negative behaviours
· Use data to target and assess the effectiveness of the Positive Communication (Behaviour) Policy and practice

The Governing Body

· Reviewing and approving the Positive Communication (Behaviour) Policy
· Monitoring the policy's effectiveness
· Liaising with the Executive Head teacher to account for its implementation

Guided by Faith

The Lord loves righteousness and justice; the earth is full of his unfailing love

Psalm 33 v5

Righteousness is the quality of being right in the eyes of God

One of the most important ideas of Christian belief is the concept of forgiveness and salvation. There is always the possibility of being able to start again, to reset and try anew. The story of Noah can be seen as a story of salvation, of resetting and starting again. Jesus is the ultimate example of Christian forgiveness:

Peter came to Jesus and said 'Lord how many times shall I forgive my brother or sister who sins against me? Seven times?
Jesus answered 'I tell you, not seven times, but seventy-seven times'
Matthew 18:21-22

In all families there can be times when different members may not show their best side. If they were to be judged by this forever and never given the opportunity to redeem themselves there would be no reason for anyone to do the right thing. The St Michael's family is invested in the concept of 'Restorative Justice' to mediate through the conscience (attitude), conduct (actions) and command (words) of every person in our community, both within and beyond. We use the four R's; Reflect, Reset, get Ready, Respond to enable everyone to learn how to regulate their conduct. Children need to have the opportunity to understand the why of their actions, as well as the how of its effect on themselves and others. Remorse, apology, being forgiving and forgiven are essential elements of the restorative approach, allowing all involved the opportunity to, in the words of a child;

'let go of the bad stuff and get on with it' Agata ~ Year 2

We are realistic about children's, and indeed adults, ability to self-regulate consistently. We want them to conduct themselves by making positive choices but we know this isn't always possible. Our aim is to provide a consistent framework of expectation and response, adhered to by all adults, that enables children to start the lifelong journey of learning to be self-reflective and emotionally self-aware.

The Infant Framework

This is visible and easily accessible to all children in their classrooms:

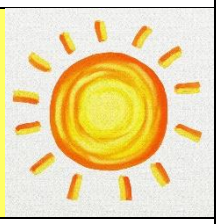
Journey to the Rainbow



Children who reach the rainbow during a school day will receive a sticker from their class teacher at home time. Teachers monitor who is reaching the rainbow through each term and reward those who reach the rainbow the most times.

Respond

The Sun - Children will be moved up the chart for displaying good behaviour and learning behaviour – linked to our school conduct Values and mindful of the ethos of the school Vision.



Ready

The White Fluffy Cloud - All children start each day on the white fluffy cloud. After negative behaviour has been addressed, their name is returned to here to reset and get ready to respond.



Reset

The Rain Cloud - Children are given an in-class warning to reflect and quickly reset their behaviour choices. Children's names are moved back to the White Fluffy Cloud when they respond positively.



Reflect

The Thunder Cloud - Children are moved to a partner class for a time to reflect carefully about their behaviour and choose to reset and respond. Their names are moved back to the White Fluffy Cloud as soon as better conduct choices can be seen in action.



Beyond the Thunder Cloud

Children are sent to a Senior Leader if disrespectful conduct including rudeness, answering back or physical actions towards others is shown. SLT will reflect with them on the effect of their conduct. They receive a 15 minute break/ lunchtime sanction to reflect and reset behaviour choices. Their name is reset back to the White Fluffy Cloud upon return to class. Parents are informed.

The Junior Framework

This is visible and easily accessible to all children in their classrooms.

Gold **Children who reach Gold during a school day will receive a golden sticker from their class teacher at the end of the day. The teacher will monitor who is reaching Gold over the course of the term and reward will be given to those children who reach Gold the most times.**
Silver **Children will be moved up the chart for displaying good behaviour and learning behaviour – linked to our school values.**
Bronze **Children will be moved up the chart for displaying good behaviour and learning behaviour – linked to our school values**
Green **All children start each day on Green.** **After negative behaviour, children will automatically be placed back to Green to give them a fresh start.**
Blue **Children will be given an in-class warning and an opportunity to improve their behaviour and choices. Children's name will be moved back to Green as soon as the better choice can be seen in action.**
Yellow **Children will be moved to a partner class for a time out to think about their behaviour and to decide how to make better choices. Children's name will be moved back to Green as soon as the better choice can be seen in action.**
Red **Children will be moved to Red and sent to a member of the Senior Leadership Team if any disrespect is shown. This includes rudeness, answering back and physical actions towards other people. The child will receive a 15 minute break time or lunchtime sanction to rethink their behaviour choices. Children will be moved back to Green when they return to the classroom. Parents will be informed.**

Praise

Praise is a great motivator, and should be given freely in whatever way is most appropriate for the children concerned - orally, with stars/smiley faces/stickers, by employing positive comments first when marking work, etc. Praising a child reinforces positive expectations. Praiseworthy behaviour, in line with our school values, will be rewarded by moving up the Journey to The Rainbow chart, receiving a rainbow sticker at the end of the day and public praise in Celebration Worship on a weekly basis. Teachers should, over a period, ensure that all children have the chance to be praised in this way.

Negative, Harmful Conduct

Children are still learning how to navigate self-regulation of their actions or conduct and at times will make negative or harmful (to others or themselves) choices. **The Journey to the Rainbow and The Journey to Gold** framework gives all children the opportunity to **reflect,**

reset, get ready and respond to self-correct their behaviour, giving them a fresh start after a consequence has been completed. Positive reinforcement techniques are used to promote good choices in and around the school, to allow all children to have secure role models to learn from.

On occasion, persistent negative behavioural choices will need to be addressed with a parent meeting in school to discuss support that can be put in place for the child to begin to understand the ethos of the School Vision and the purpose of our Conduct Values to support better behavioural choices. Time may be needed out of the classroom in order for this to happen. A timetable will be decided between the senior leadership team and the child's parents.

Negative behavioural conduct choices may include:

• Rudeness and answering back to adults within the school

• Physical behaviour towards another child

• Argumentative behaviour in school and out on the playground

• Disrespect for school property and school grounds

Purposeful and persistent physical or emotional torment of other children may result in a reduced timetable or in school/out of school exclusion.

Bullying

Bullying is deliberate and persistent words or action taken by one or more children with the deliberate intention of distressing or hurting another child or individual, either physically or emotionally. It may involve physical aggression or words or persuading others to join in. It may involve excluding a pupil from a friendship group.

It can include:

• Being hit, punched, kicked or threatened

• Being called names

• Teasing

• Spreading tales or rumours

• Racial abuse

Bullying is NOT when two children of similar age and strength have the occasional disagreement.

Given the age and maturity of the children at primary school they often cannot define bullying so the word 'bullying' needs to be used with caution.

Children who are bullied need to be assured that it is 'OK' to seek help, and that they are not the problem - the person with the problem is the bully. It is important for the adult to listen thoroughly, to understand the social dynamics of the situation, and to discuss with children their views as to the help they need.

The aims of our action are:

• to offer children understanding of the situation, support for their self-esteem, and practical coping strategies (including an unobtrusive means of avoiding 'dangerous' situations, e.g. walking with adult)

• to confront alleged bullies with the consequences of their behaviour, exploring with them their own actions and motives and others' feelings, insisting that bullying is unacceptable, and discussing any continuation with their parents.

The Executive Headteacher should always be informed and consulted. A note should be kept in the pupils' profiles. Class Teachers should carefully and sensitively monitor the ongoing situation, with the help of other staff, including supervisors. Both parties should be provided with continuing support for constructive relationships, with the involvement of parents as required.

A new command I give you: Love one another. As I have loved you, so you must love one another. John 13:34

Inclusiveness and respect for all

The importance of forgiveness, rooted in Christian values, but inclusive of all people regardless of their beliefs is at the heart of the St Michael's ethos. Tolerance and respectfulness are not restricted by, or exclusive to, any one faith or belief. They are fundamental to a civilised and secure community in which all people feel cared for and safe.

"Forgiveness is not an occasional act; it is a constant attitude."
Martin Luther King Jr.