

St. Matthew's C.E. Primary School & Nursery



Behaviour Policy

Reviewed: April 2021
By: James Chagas
Date of next review: April 2022

This policy was produced in consultation with the whole school community and complies with <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

St Matthew's Church of England Primary School and Nursery – Behaviour Policy

Vision

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all '**Be blessed by God, be happy and aspire to be...**'

Mission Statement

"St. Matthew's C.E. primary school is dedicated to providing an education which enables every child to fulfil his/her best potential. It seeks to promote spiritual, academic and emotional growth in a Christian environment welcoming children drawn from diverse cultures."

Governing body

The Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles. The Headteacher must then decide the standard of behaviour expected of pupils at the school.

At St Matthew's, we believe that children learn best when they are happy, safe and when they are loved. Our vision for behaviour is based on our Christian values of hope, respect, compassion, trust, community and thankfulness, and our ethos of forgiveness and redemption. We believe that all children, regardless of their characteristics, deserve the same respect, care and opportunities to succeed. We accept that children will make mistakes but believe that all children deserve the right to be given opportunities to show they have learnt from their mistakes.

Our Rights

All children and staff at St Matthew's have the right to:

- **feel safe at school**
Children cannot learn effectively or socialise effectively if they feel unsafe in school.
- **to learn to the best of their ability**
With the help of teachers and without undue distractions and disruptions.
- **to be treated with dignity and respect**
Even when a child is disciplined or at 'crisis point'

We aim:

In order to achieve our vision, we want:

- to create an environment which encourages and reinforces good behaviour
- to model and promote expected behaviour throughout the school and throughout the curriculum
- to ensure that all our pupils know what good behaviour is and what it looks like
- to provide consistency and continuity throughout the school
- to promote self-esteem, responsibility, self-discipline and positive relationships
- to ensure that the school's expectations and strategies are widely known and understood and are kept high at all times
- to encourage the involvement of both home and school in the implementation of this policy

Expectations

In order to achieve the aims above, at St. Matthew's we want the children to:

- achieve and succeed all aspirations

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- display excellent standards of behaviour
- feel safe and secure in their environments
- care for and show respect for their school, the staff within it as well as the wider community
- demonstrate high expectations of themselves and their teachers
- value diversity for different racial groups, genders whilst opposing racism and discrimination of any form
- develop and mature into valuable members of the school and community
- be honest and respectful towards each other
- value and understand other people's needs
- ensure that pupils use ICT appropriately and responsibly (see Online safety policy)

In order to support our children in achieving the above, all staff members should:

- explicitly teach and model what good behaviour is
- be relentless in teaching, modelling and expecting children to follow school routines
- create a positive and caring climate with high expectations in which learning can take place, including building in moments of silence in classrooms through the school day
- praise in public, reprimand in private
- model with rigour the visual consistencies around school, including walking around school in a calm, orderly fashion
- create a positive learning environment based on trust and respect, where all children feel safe and welcome
- consider the best use of the class room and resources to allow children to feel safe and learn
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- encourage relationships based on kindness, mutual respect and understanding of the needs of others including parents, staff and governors
- ensure fair treatment for all regardless of such characteristics as age, gender, race, sexual orientation, ability and disability
- show appreciation of the efforts and contributions of all
- help the children to understand and accept responsibility for their own actions and support them making better decisions in future
- respect and complete weekly monitoring of behaviour
- foster awareness and concern for the school and local environment
- utilise all curriculum areas, e.g. R.E, P.E, PSHE, outdoors etc. to underpin the ethos of the school
- report any misuse of ICT & the internet as part and parcel of the behaviour sanctions
- plan and teach effective lessons which meet the needs of all children

Our Rules

In school we follow our 3 B's which link to our school vision (**Be** blessed by God, **Be** happy and aspire to **Be**...) They are:

- 1) **Be** safe
- 2) **Be** responsible
- 3) **Be** respectful

These are discussed with all children and staff so that everybody understands the expectations and everybody agrees to follow the rules. These rules are applicable in class, during break and lunch times and anywhere else within our school.

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Praise

Praise is a key part of every staff member's daily practice. At St. Matthew's we:

- praise individually, as a group, as a class, as a whole school, in private and in assembly. We explain clearly what the praise has been given for.
- feedback praise to parents – by speaking to the parent or using notes home, texts etc.
- provide extra responsibilities

Rewards

At St Matthew's ;

- class Dojos are used as a whole school reward system. This allows individual children to be rewarded for a specific skill or demonstration of school values to gain positive dojo points. Children can earn Dojo points for being Ready To Learn.
- marble treats - marbles will be awarded when the whole class displays a school value or exemplary behaviour e.g. lining up or on a school trip. Marbles can never be taken away. When all the marbles have been gained the children can take part in a marble treat day which they decide as a class. (A maximum of one marble treat day per half term).
- Star of the Week Certificates reward effort, achievement and good manners. Children can wear their own clothes on the following Monday if they have received a star of the week certificate.
- an additional half-term award, purely for academic achievement is rewarded for progress and the children may choose a book of their choice.
- children are sent to the Headteacher or other members of staff for verbal praise, a sticker or use the WOW book.

Behaviour procedures

At St Matthew's we use our 'Ready To Learn' approach to managing behaviour. Classes use a 'pegging' system to encourage positive behaviour (appendix 1, 2 and 3).

Consequences for extreme or exceptional circumstances

- Removal of privileges
- Partner school off site isolation (off site in local agreement)
- Managed move
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion
- Police may be called if there is a serious assault caused or a continued threat to staff and pupils that cannot be managed by the staff.

The Headteacher or Deputy Headteacher are the only staff members who can authorise exclusions. Fixed term and permanent exclusions are very serious sanctions that will only be considered if policy and all other options have been exhausted or a particular incident could not be resolved in any other way.

Behaviour Plans

Behaviour plans are used to encourage positive behaviour in children. Targets will be set collaboratively, where possible, with class teacher, behaviour lead, pupil and parents. Class teacher and behaviour lead to monitor progress on a weekly basis.

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Recording and reporting procedures: CPOMS

We use an electronic reporting system called CPOMS to record and report behaviours in an accurate and swift manner. Specific tabs are used to report and then analyse key areas of behaviour. If a child is placed on a Behaviour Plan, this must be logged on to the CPOMS system. This is essential for us to monitor, support, evaluate and improve our behaviour provision. We expect reporting staff to ensure that any CPOMS entries are timely, professionally written and error free and factual (not opinion). For unacceptable behaviours, we record:

- date and times of incident
- names of perpetrator(s) and victim(s)
- type(s) of behaviour(s) / incident(s)
- details including triggers
- outcomes including support, consequences and sharing information with parents/carers

If the child is supported by the Inclusion Team or another professional agency eg SENDO or counsellor, the reporting staff member should include that professional/agency to ensure accurate information sharing, continuity of support and its effective monitoring and evaluation.

Behaviour at lunch time

Expectations will be continued at lunch time with children being expected to follow the school rules.

Pupil behaviour outside the school premises.

St Matthew's CE Primary School acknowledges it's responsibility to our pupils outside school and those who are not behaving appropriately. If staff or parents report an incident of poor behaviour or bullying to the school staff, an appropriate member of staff will thoroughly investigate and a consequence will be applied, if necessary. Consequences as set out in this policy may be applied, as may an exclusion, under the discretion of the Headteacher.

Subject to the behaviour policy, school staff may follow this policy and use consequences for misbehaviour when pupils are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- displaying misbehaviour that may have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public
- damaging the reputation of the school

Safe use of reasonable force

Pupils and staff need to be safe and protected and sometimes this will involve the use of reasonable force as outlined in:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Where possible, the use of any reasonable force will be carried out by members of the school teaching staff who have been trained in the use of Safe Handling (<https://www.safer-handling.co.uk/>). The use of any force must always be an absolute last resort.

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Whenever staff use reasonable force, parents and carers must always be notified of the reasons why and the subsequent action taken. A record of the event is kept on CPOMS outlining:

- date and times of incident
- names of perpetrator(s) and victim(s)
- type(s) of behaviour(s) / incident(s) / how and why reasonable force was used
- details including triggers
- outcomes including support, consequences and sharing information with parents/carers

Criminal law

It is important to bear in mind that some types of harassing or threatening behaviour- or communication- could be a criminal offence. For example under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school feels an offence may have been committed they may elect to seek assistance from the police, but any reference to the police should only be undertaken with the agreement of the Head teacher.

Confiscation of inappropriate items

At times, it may be appropriate for school staff to search for and confiscate inappropriate items as outlined in the following documents:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

School uniform

It is expected that all children will wear the correct school uniform each day. The official school uniform is listed below:

- a red school jumper or cardigan with the school logo
 - grey or black trousers or skirt
 - a white shirt or polo shirt
 - black shoes
- In summer children may wear:
- shorts or a red checked dress

It is parents/carers responsibility to notify school when their child is unable to attend school wearing a full school uniform. In instances where children don't have the correct uniform, school will, where possible, provide appropriate uniform for the children to wear. If children refuse to wear the uniform provided then school has the right to apply consequences, such as the removal of break times and/or other responsibilities.

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At school we understand that, at times, it is not possible for children to wear uniform due to medical reasons and other personal circumstances. School will make allowances for this and may ask for a medical note or written confirmation from parents/carers.

School support systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary, as a result of a special educational need and/or disability. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEND list. A Behaviour Plan (BP) may be established in consultation with the child and his/her parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes allegations as a result of reasonable force.

In school we have particular spaces designed which can help those children who need to regulate or to consider their behaviour: The Calm Room and the Reflection Room.

Calm Room – aim is to create a safe and welcoming space for the children to utilise in a structured and non-structured manner. Children can have a free flow to help with self-regulation and use in order to calm down when needed. Some children will be invited to use the room if it is felt necessary by staff. This is created as a safe, calm space for all.

When a child enters the room, it is expected that a member of staff will be present, either in or immediately outside of the room. If the door is shut, the member of staff (ideally) will be in the room; however if there are extreme cases where the child may be further agitated by the presence of the staff member and the situation escalates then staff to remain outside of the room but keeping the door ajar. The child will **remain under close observation & supervision at all times**, for their own safety.

It is recognised that some children will be able to self-regulate in a short amount of time but for others it could take considerably longer, up to several hours to calm down. Professional judgement, considering knowledge of the child and their circumstances, will need to be exercised in making this decision. If in any doubt, senior staff will be asked to assist.

Children using the room need to be allowed the time and space to self-regulate; staff need to be aware that the child instigates conversation *when they are ready* to speak about what is concerning them. When speaking with the child, staff need to use non-confrontational language that is inviting the child to share what is concerning or troubling them. If this is linked to behaviours displayed that need addressing in line with agreed school policy, then this can only take place once the child has clearly self-regulated to the extent that they are ready to reasonably accept that there is an issue that needs addressing.

Reflection Room – adults may ask a child to spend some time in the Reflection Room if, after following the Behaviour Policy steps, the child is needing some time to consider their behaviour and reflect on their choices. This time will be used to complete their learning in a calm, safe space supervised by an adult. They will be also be asked to discuss their actions

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and complete a reflection sheet which encompasses the restorative approach, before returning to class. (See Appendix 4)

Preventing Bullying

(See Anti-bullying policy)

Consultations, monitoring and evaluations

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of behaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes. The head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality: it will seek to ensure that the school abides by the non-statutory guidance

The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Complaints Procedure

A full copy of the complaints procedure is available at the school office or on the school website.

Early Years

In Nursery and Reception, children follow the school rules. These are displayed in the classrooms and shared with children and parents at induction.

Nursery

In Nursery all the children begin each session with a picture of themselves on a smiley face. If a child breaks one of the Rules they are given a verbal warning and asked to sit on the thinking chair for 2 minutes. The behaviour is then discussed with the child. If they break the rule/s again, a picture of their face is move onto the sad face and they are made to sit with a timer on the thinking chair. (1 minute for each year of their age). If they continue breaking the rules, parents are informed.

In some cases, if a child continues to be disruptive the Early Years Leader is informed and a meeting between the parents, teacher and EYFS lead is set up to agree on next steps for the child.

Reception

In Reception the children have a peg up, peg down system. All children peg up or down dependent on good behaviour or work. Each child starts on 'Ready to Learn' each day. If a child reaches outstanding

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for good work or behaviour they are given a prize form the prize box. If a child pegs down, they are reminded about their behaviour and given another chance. If a child pegs down further, the child will have 5 minutes time out in the other reception class with a timer. Parents will be informed.

If a child continues to be disruptive or breaks the school rules, then the Head teacher or Deputy head teacher will be informed and behaviour will be logged.

School exclusion policy can be applied if a child repeatedly breaches the school rules or non-negotiable behaviours.

In summer term children are introduced to the school Class Dojo system. This is used to help transition into Year 1.