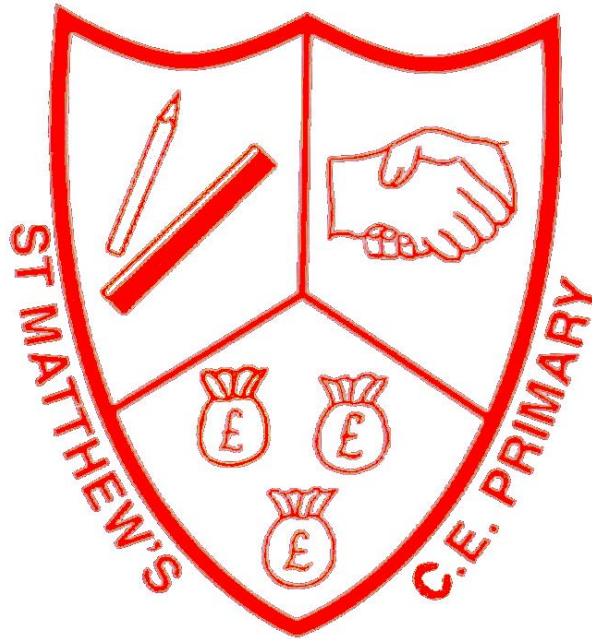


St Matthew's C.E. Primary School



Behaviour Policy

"Be blessed by God, be happy and aspire to be..."

Behaviour Policy

Produced in consultation with the whole school community.

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."

Vision

We aim to promote our Christian ethos as expressed in our mission statement through our behaviour policy. We believe that good discipline is the basis for a happy and effective school. Good behaviour is a necessary condition for effective teaching to take place. Positive efforts are made by all adults to set good examples and standards. We use rewards and praise wherever possible.

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
- 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 E-safety policy)

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

- create a positive and caring climate with high expectations in which learning can take place
- praise in public, reprimand in private
- model with rigour the visual consistencies around school
- 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

Curriculum	Classroom Management
<ul style="list-style-type: none"> • Appropriate structure to all lessons • Clear lesson objectives and success criteria • Pace and differentiation, considering all needs and abilities • Promote active involvement in learning • Feedback regularly allowing for clear understandings to be achieved • Avoid alienation and disaffection • Always value effort and progress • Be prepared 	<ul style="list-style-type: none"> • Promote a safe, welcoming and enriching learning environment • Build positive relationships based on trust and respect • Ensure access to resources • Design and create engaging, informative and celebratory displays • Develop independence and challenge • Arrange the furniture for a productive and on-task ethos

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'.

Our school rules aim to ensure that the rights of all in our school are upheld.

Our Rules

Be Actions	Playground rule	Classroom Rule
Be Safe	Share problems with an adult Be aware of others in the playground	If you need help or are worried, tell someone. Take care of the school and each other
Be responsible	Take care of our school and our equipment Take turns and share equipment	Always work to your best ability and be ready to learn
Be respectful	Be kind and show respect for each other Always have good manners	Respect one another and their faiths Use your manners and kind words Listen when others are talking

*These are discussed with the children and understood/agreed by all the class.

These are standards that the children promised to keep in their school promises as part of our Home / School Agreement which will be sent out at the start of each school year.

"Be blessed by God, be happy and aspire to be..."

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, positive Dojos etc.
- give out house points, smiley faces, certificates, prizes, Dojos
- provide extra responsibilities

Rewards

It is acknowledged that the use of rewards gives a positive message to children and can have a major impact on improving behaviour and achievement.


At St Matthew's ;

- children who display 'Ready To Learn' behaviour all week will be acknowledged through participation in a range of activities on Friday afternoon.
- class Dojos are used as a whole school reward and sanctions system. This allows individual children to be rewarded for a specific skill or demonstration of school values to gain positive dojo points. Class Dojo also shows any warnings and negative behaviour that need to be worked upon. This is then automatically fed back to the parents.
- 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).
- welfare staff and intervention staff give out positive Dojo stickers for good lunchtime behaviour or demonstrating school values or during an intervention which are added to their individual Dojo.
- Dojo points are reset termly. Certificates are given out in Friday celebration assembly to reward the child in each class with the most positive Dojo's. They also get the chance to win a bigger prize (e.g. tickets to Blackpool zoo) in the behaviour raffle.
- children displaying difficult behaviour or a negative attitude to work should have a specific target discussed between the teacher, the inclusion member of staff and child, improvements should be rewarded. If issues continue, parents or carers are involved.
- 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. We endeavour to ensure all children over the year will receive the reward.


- an additional half-termly 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.
- above and beyond hot chocolate treats are given out on a Friday.
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Behaviour procedures

At St Matthew's we use our 'Ready To Learn' approach to managing behaviour. We expect that all children consistently display 'Ready To Learn' behaviour both in class and around the whole school. Below are examples of what we define 'Ready To Learn' behaviours are.



Ready to Learn



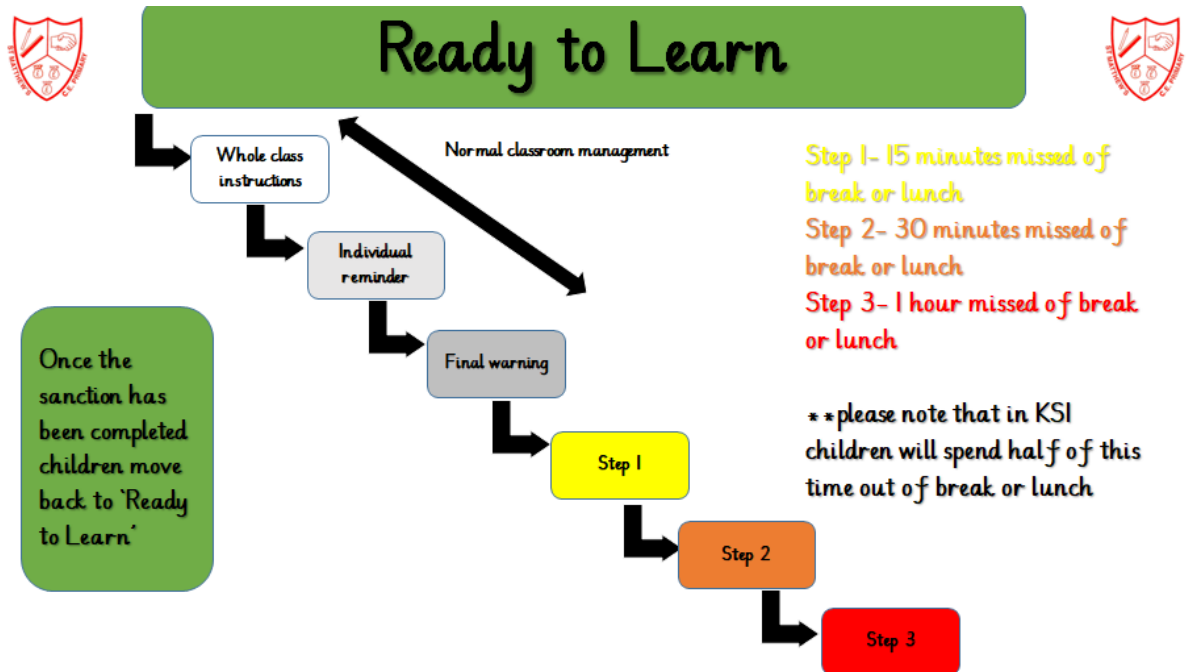
At St Matthew's CE Primary School we expect that all children display 'Ready to Learn' behaviour at all times.
We define ready to learn behaviour as:

- Working hard in lessons
- Following class routines
- Showing good listening at all times
- Being kind to one another, including using kind words
- Showing respect to adults and children
- Looking after our school and property
- Taking turns and waiting politely
- Using manners to children and adults
- Taking pride in our presentation and in wearing our uniform
- Speaking to adults when we need help
- Right place, right time

For children who display 'Ready To learn' behaviour all week, time will be provided at the end of the school week to participate in a range of activities as acknowledgment for their excellent behaviour.

Those children who have not displayed 'Ready to Learn' behaviour all week will not participate in the end of week acknowledgement. They will take part in normal lessons and complete any learning which has been missed.

Below are the procedures that should be followed if poor behaviour is exhibited in and around the school.



Below is the procedure that should be followed for any Major Breaches of Discipline around the school.

Major Breaches of Discipline

If a child displays a major breach of discipline they will immediately go to Step 3. Major breaches of discipline include:

- Physical aggression (including 'play fighting')
- Verbal abuse including any language considered:
 - Racist
 - Homophobic
 - Insulting to someone's gender
 - Insulting to someone because of a disability
- Swearing
- Rudeness or answering back to staff
- Bullying— Being deliberately hurtful, repeated over a period of time
- De-facing or damaging any school property
- Persistently stopping others from learning
- Persistently refusing to follow instructions

Consequences for major breaches of discipline:

- AM or PM out of class
- 1 hour missed of break or lunch

A child does not return to their class until they are fully cooperative and have completed all of the learning which has been set.

**please note that in KSI children will spend half of this time out of class and break or lunch

Any child who reaches Step 3 or has a major breach of discipline will take part in some restorative work (see Appendix I) during their 1 hour consequence. SLT to be notified immediately.

If a child reaches Step 3 their parents must be informed of the incident and it must be logged on CPOMS.

If a child reaches Step 3 three times then a meeting is called between the parents, behaviour lead and DHT. Behaviour chart issued.

If a child reaches Step 3 five times then a meeting is called between the parents, behaviour lead and HT. Behaviour contract issued. Possible further consequences.

If a child has a major breach of discipline their parents must be called in to school for a meeting with the class teacher, behaviour lead, DHT/HT and it must be logged on CPOMS.

If a child poses a risk or cause actual harm to others in the classroom and

Sanctions for extreme or exceptional circumstances

- Removal of privileges
- Internal isolation
- Partner school offsite isolation (off site in local agreement)
- 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.

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 the three actions of:

- Be Safe
- Be responsible
- Be respectful

Dojo stickers will also be awarded for correct choices.
Children will be given responsibilities during lunchtime.

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 school, 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, teachers may follow this policy and use consequences pupils for:

- misbehaviour when the pupil is taking part in any school-organised or school-related activity
- or travelling to or from school
- or wearing school uniform

- or in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public
- or could adversely affect the reputation of the school.

Safe use of physical control

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>

Such action is carried out within a legal framework agreed with the Local Education Authority and would be applied in the following situations:

- to ensure the safety of all children and staff
- to protect the child from causing injury to themselves, other people or damage to property
- to prevent a child from behaving in a way that affects the learning and orderly behaviour of others within the school
- to enable each child to fulfil his/her potential within a safe, secure and supportive environment

Whenever staff use reasonable force, parents and carers are always notified of the reasons why and the subsequent action taken. A record of the event is kept.

Please read St Matthews's Physical Intervention Policy.

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

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

2) Power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it

School support systems

As a fully inclusive school, we recognize 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 Support Plan (BSP) will 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.

Preventing Bullying

(See Anti-bullying policy)

Bullying is unacceptable at St. Matthew's and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies including:

- a thorough PSHE curriculum
- circle time
- taking part in Anti-Bullying Week
- monitoring areas within the school building i.e. toilets
- monitoring of corridors and playground by prefects and staff on duty

Consultations, monitoring and evaluations

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports 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: Learning Mentors give written details of any incident in the incident file that we keep in the head teacher's office. The headteacher 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.

Governors

Governors monitor records and evaluate provision and policy in light of outcomes.

Early Years

In Nursery and Reception, we follow the schools 6 Golden Rules and Non-Negotiable behaviours. 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 Golden 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 they are old). 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 for good work or behaviour they are given a prize from 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 will 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.