

# St. Matthew's C of E Primary School Policies

**St. Matthew's**  
CofE Primary School



"Let all that you do be done in love." 1 Corinthians 16:14

## **Our Policy:** Behaviour

**Approval Date:** March 2022  
**Review Date:** March 2023

## **ST. MATTHEW'S C of E PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

#### **AIMS AND EXPECTATIONS**

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. At St. Matthew's, we believe that all children have the right to learn and feel safe and happy at school. We are a caring community whose Core Values of Love, Respect, Friendship and Creativity are based on mutual trust and respect for all. We believe in an environment which encourages children and builds self-esteem, so that children become confident, mature and independent learners and members of society. The school Behaviour Policy is therefore designed to support a structure for managing behaviour, within the school, that is sensible and understood by the members of the school community.

The school does not have a system of rules but a set of four Core Values; Love, Respect, Friendship and Creativity. Together, this framework enables us to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to adhere to the Core Values and the Rights of the Child, in everything that they do; behaving in an appropriate manner at all times.

We treat all children fairly, with respect and dignity and apply this behaviour policy in a consistent way. By doing this, we help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school celebrates good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour.

The school has a holistic approach to understanding children's needs and the underlying drivers of children's behaviours, including those with mental health difficulties.

Our criteria for developing this policy are:

- Each child's right to learn
- Respect
- Fairness
- Social Inclusion
- The right for all to be safe, both physically and psychologically, in the classroom and on the playground.

#### **STRATEGY**

As each new academic year begins, the children and their teachers establish their Class Charters to agree their expectations and wishes for their learning environment. This will be done within the first week of their new class. Throughout the year, all key stakeholders (pupils, staff and parents) will support the Charter. By doing this, the children will be empowered to make informed decisions and choices about how they behave and take responsibility for their behaviour.

Staff will use a range of positive behaviour management strategies and techniques, adapting them as necessary to promote the children's self-control and independence and helping them to observe the Core Values and the Rights of all within the school community. Staff will aim to reward positively at all times.

## **REWARDS**

### **Praise and Rewards**

A positive approach to behaviour and the expectation that the children will behave well underpins all we do at St. Matthew's – building the self-esteem of each child. Staff will use praise based on this ethos/ approach.

Examples of praising techniques used across the school:

- Verbal praise and stickers
- Praise postcards
- Children sent to the Headteacher or other staff to show their work
- Headteacher Award
- Headteacher Tea Party
- Children who have shown the core values of Love, Respect, Creativity, Friendship, wear a badge for the week and receive a postcard home.
- Class 'Dojos'
- Positive verbal feedback to parents

### **Sanctions (see appendix on 'the graduated response')**

It is important to have agreed sanctions for children to learn that poor behaviour, which undermines our school Core Values, has consequences. This helps them to become positive members of both the school community and society, as a whole.

Sanctions will be based around the following:

- Non-verbal signals
- Quiet reminders
- Move to a quiet (isolation) table within classroom
- Attend 'Time to Think' room at lunchtime- 20 minutes KS2/ 15 minutes KS1 - facilitated by SLT
- Parents contacted after three occasions in Time to Think room
- Log on CPOMS

Serious breach of our Core Values may lead to internal isolation or a fixed term exclusion.

More serious behaviour/SEN issues will be dealt with by the Headteacher / DHT / AHT / SENDCo / Pastoral Manager / Aspire and other outside agencies.

At St. Matthew's, a sanction should not be given to a whole group of children, because of the misbehaviour of a few or an individual child.

At all times, the Teachers must discuss the school's Core Values, which have been developed as a whole school focus, with the children.

### **Pupil Support**

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 the pupil.

The school's SENDCo will 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 be sought from specialist teachers, an Educational Psychologist, CAMHS, medical practitioners and/or others to identify or support specific needs.

Where 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 on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policies.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teachers and teaching assistants. In addition to this, staff members hold transition meetings. This happens also when a child moves on to High School or another primary school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Bullying**

The school does not tolerate bullying of any kind. If an act of bullying or intimidation is discovered, the school will act immediately, following the school's Anti-Bullying Policy. Please refer to the Anti-Bullying Policy and Equality and Diversity Policy.

The school does not tolerate the possession of drugs, alcohol and weapons. Parents would be informed immediately and school policies would be followed to stop any further occurrences.

### **Use of Restraint**

All staff members are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. At this point Positive Handling (Team Teach) may be used. Staff are trained in Team Teach. If a Positive Handling case has occurred, parents will be informed immediately. The actions that we take under such circumstances are in line with Government guidelines on the restraint of children. Please see The Use of Restraint Policy. Individual children, such as children with behavioural issues, or other special educational needs or other children "at risk" within the education system, may have their own rewards and sanctions; these may be recorded on an individual education/behaviour plan.

## **Behaviour when not on school premises**

The Governors and the Headteacher reserve the right to sanction any child whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the child may not be on the school premises.

## **THE CHILD'S VOICE**

When incidents have occurred, all staff must listen to the explanations offered, by all children, to ensure conflicts are resolved fairly and equally. Previous behaviours must not be used to judge current behaviour. The 'Time to Think' room is used for this purpose.

## **THE ROLE OF SCHOOL GOVERNORS**

- To make and review the written statement of general principles on school discipline
- To consult with the school community on the Behaviour Policy
- To review the policy and support the Headteacher in carrying out the policy
- To advise the Headteacher about particular disciplinary issues, where required.

## **SUSPENSIONS AND PERMANENT EXCLUSIONS**

Only the Headteacher, (or the acting Headteacher), has the power to suspend or permanently exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

The Headteacher will always consider the seriousness of an incident when considering suspension. In usual circumstances, behaviour will be managed through a "team" approach within school and with the support of parents. Where behaviour continues to be serious and all support has been exhausted, or where there is a "one-off" serious incident, the Headteacher may suspend a child, informing the parents immediately and giving reasons for the suspension. At the same time, the parents will receive a letter, outlining the reasons for the suspension and making it clear that they can appeal against the decision and whom to contact, to do so.

The Headteacher informs the Local Authority of all suspensions and the LA, the Governing Body and a social Worker (where necessary) about a permanent exclusion. The Governing Body cannot change the exclusion period made by the Headteacher. The Governing Body has an Appeals' Committee and this committee considers any exclusion appeal. When the Appeals' Committee meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any presentation by the parents and the LA and consider whether the child should be reinstated. If the Governors' Appeals' Committee decides that the child should be re-instated, the Headteacher must comply with this ruling.

Headteachers may cancel an exclusion that has not been reviewed by the governing body. This practice is sometimes known as withdrawing/rescinding suspension or permanent exclusion. If this happens all relevant parties will be informed.

## **MONITORING**

The Headteacher monitors the effectiveness of the Behaviour Policy and reports to the Governing Body and, if necessary, makes recommendations for further improvements.

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 policy is administered fairly and consistently.

In order to prevent behaviours from escalating, the school will use its own resources and other professional external support, where appropriate.

#### **REVIEW**

The Governing Body reviews this policy annually. However, the policy may be reviewed earlier than this, if the Government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved. A brief summary of the policy is included in the School Brochure and the policy is available on the school's website.

<b>Date of Policy:</b>	<b>March 2021</b>
<b>Date agreed by Governors:</b>	<b>March 2021</b>
<b>Next Review Date:</b>	<b>March 2022</b>

## APPENDIX 1 MISSION STATEMENT & CORE VALUES

**St. Matthew's Church of England Primary School,**  
a nurturing family that works, plays, learns and prays together...

### **Our Vision:**

To be an outstanding school; the first choice for children, parents and staff; a centre of opportunity, where everyone matters.

We are committed to our **Core Christian Values:**



### **LOVE**

We practice the kindness, mercy, forgiveness and the love of God for everyone in all that we do.

### **RESPECT**

We show respect for ourselves, each other and all in our community.

### **CREATIVITY**

We recognise life is a gift and we explore, celebrate, enjoy and learn.

# FRIENDSHIP

## Appendix 2

AT ST MATTHEW'S WE BELIEVE THAT GOOD BEHAVIOUR IS ESSENTIAL FOR CHILDREN TO FEEL SAFE AND SO THAT EFFECTIVE LEARNING CAN TAKE PLACE.

WE ALSO BELIEVE THAT ALONG WITH PARENTS WE HAVE A COMMITMENT TO ENSURING CHILDREN BECOME HAPPY, CONFIDENT CITIZENS OF THE FUTURE.

OUR CHARTER SUPPORTS OUR SCHOOL MISSION STATEMENT.

### BEHAVIOUR CHARTER

### Mission Statement

St. Matthew's is a Church of England Primary School, underpinned by Christian values, where everyone is encouraged to develop their potential in a supportive environment. We aim for high standards and commitment and nurture good citizenship; strengthening our diverse community.



## Our School Behaviour Charter

### Pupils will:

- I will try and spread love, happiness and smiles
- I will behave respectfully and thoughtfully to other people, treating them as I would like to be treated myself
- I will try to listen to someone else's point of view
- I will take care of schools and other people's belongings, wherever they may be
- At all times, I must remember that unkindness towards others, fighting and the use of bad language are not allowed
- At lunchtime I will always use good table manners
- I will take pride in wearing my school uniform
- I will try to work to the best of my ability and I will always aim for well-presented work
- I will arrive at school before 8:50 am
- I will think before I act and remember my safety, and that of others
- I will be a good friend to everyone

Signed .....



## Our School Behaviour Charter

### Staff will:

- I will try and spread love, happiness and smiles
- I will ensure everyone feels welcome in school
- I will try to ensure everyone in my care is happy and safe
- I will try and make learning fun and engaging
- I will encourage all children to behave well
- I will encourage children to be caring, thoughtful and respectful towards others
- I will treat everyone with respect
- I will listen to different points of view
- I will be a good friend to everyone

Signed .....

