

St. Matthew's C of E Primary School Policies

Our Policy: Behaviour

Approval Date: March 2021
Review Date: March 2022

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. These Core Values are reinforced by and, in turn, support our recognition of the Articles of the UNCRC (United Convention for the Rights of the Child). 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 rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour.

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 i.e. 'Catch them being good'.

All children, staff and parents will sign our school charter which supports our core values and behaviour strategy. (see appendix 2)

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 (sent home in the post to praise good behaviour/work)
- Children sent to the Headteacher or other staff to show their work
- Pupil of the week certificates
- Headteacher Award
- Star charts
- Class 'Dojos'
- Table of the Week
- Children being allowed to work in resource areas
- Positive verbal feedback to parents

The school acknowledges all the efforts and achievements of children, both in and out of school. Praise and rewards may be for an individual child, whole class or year group.

Children and staff agree on their individual classroom rewards systems (which may change through the year) and how these rewards will be gained e.g. how many points are needed to earn a reward; how it will be recorded – tally marks on reward charts, marbles in a jar, stickers etc.

Sanctions

It is important to have agreed sanctions for children to learn that poor behaviour, which undermines our school Core Values and the Rights of the Child, 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:

- Traffic Light Warning system (moving up and down)
- Cloud, Sunshine and Rainbow system (moving up and down)
- Non-verbal signals
- Quiet reminders
- Private conversations with parents
- Move to a quiet (isolation) table within classroom
- Log on CPOMs
- Persistent repetitive poor behaviour – conversation with Phase lead & 5 mins loss of play
- Still no improvement conversation and strategies implemented by Pastoral manager and behavioural lead

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 / Behaviour Support Service and other outside agencies.

Playtimes

General Play

- A termly timetable will be organise use of Mugas and climbing apparatus.
- Each class will have their own class ball to play with.
- Children can use the field when the weather is suitable.
- All equipment will be returned to the green shed 5 mins before the end of play (SMSA to organise).
- At the end of lunchtime play, the bell will signify the end of play. Children should stand still and quietly before being sent in in year groups by a member of staff.
- SMSA supervise children in their classroom if it is wet play. Films and indoor games and activities will be offered to all year groups.

A REFLECTION ZONE, in school, will be used for inappropriate behaviour at LUNCHTIME play. This zone will be supervised by a member of SLT. They are not to be used for children finishing work or doing homework or for not bringing homework – staff must organise this type of “extra time” themselves in their own classrooms or between year groups.

- The child will be given a warning and if the inappropriate behaviour continues will be sent to the zone – accompanied by a staff member, if necessary.

- The behaviour will then be discussed with the child and the teacher on duty.
- As above, children recorded more than three times in one week will merit contact with parents, by the Pastoral Manager, to alert them to their child's behaviour.
- If the negative behaviour continues, the Headteacher will invite parents in for a meeting.
- If necessary, the child/ren will be assigned particular activities on the playground or inside school or a mixture of the two (structured playtime).
- Any incidents should be recorded on CPOMS.

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 and The Rights of the Child, which have been developed as a whole school focus, with the children. In addition to the whole school overview, each class has the Core Values and its own Class Charter displayed within the classroom. In this way, every child and staff member, in the school knows the standard of behaviour that is expected in the school. If there are incidents of behaviour which go against these Core Values and Rights, then the Teacher must immediately discuss this with the whole class.

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.

At St. Matthew's, we have adopted the following DFE 2012 guidance to Headteachers and Governors. The guidance advises that:

"School staff can search pupils with their consent for any item. Headteachers and staff, authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; 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".

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 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.

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the Headteacher, (or the acting Headteacher), has the power to exclude a child from school. The Headteacher may exclude 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher will always consider the seriousness of an incident when considering exclusion. 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 exclude a child, informing the parents immediately and giving reasons for the exclusion. At the same time, the parents will receive a letter, outlining the reasons for the exclusion 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 exclusions and the LA and the Governing Body about a permanent exclusion. The Governing Body cannot either exclude a child or extend 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.

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.

Appendices

Appendix 1- The school's Mission Statement and Core Values and the School Charter (Rights of the Child).

Appendix 2 – Our School Charter

Date of Policy:	March 2021
Date agreed by Governors:	March 2021
Next Review Date:	March 2022

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

We encourage friendship and work co-operatively and collaboratively to make a difference in our diverse community.

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 smile
- 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 belonging 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 others
- I will be a good friend to everyone

Signed



Our School Behaviour Charter

Staff will:

- I will try and spread love, happiness and smile
- 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



Our School Behaviour Charter

Parents will:

- Share their child's successes and achievements
- Support the school charter
- Ensure your child attends school regularly and is in school ready to learn by 8:50 am
- Encourage your child to share any problems they have in school with their staff in class
- Ensure your child is dressed smartly in St. Matthew's school uniform

Signed