

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

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



## **Our Policy:** Behaviour

**Approval Date:** March 2018  
**Review Date:** March 2019

# **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, rather than merely deter anti-social behaviour.

Our criteria for developing this policy are:

- The Teachers' right to teach
- 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 unit of the school's creative Curriculum; "Order, Order". Throughout the year, the staff

will need to make constant reference to the Charter, giving positive reinforcement and supportive feedback to the children (and other staff members, where necessary). By doing this, the children will be empowered to make informed decisions and choices about how they behave and take responsibility for their behaviour.

Teachers will use a range of behaviour management strategies and techniques, adopting 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.

## **REWARDS AND SANCTIONS**

### **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. Teachers use praise that suits their style of teaching and their class, making it age appropriate.

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
- ✿ Star of the week
- ✿ Raffle tickets
- ✿ Class 'Dojos'
- ✿ Prize boxes
- ✿ 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 Teachers 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.

The school implements sanctions to enforce the consequences of not following the Core Values of the school or the consequences of not protecting the rights of other children. Sanctions are implemented appropriately and to each individual situation:

- We expect each child to learn and respect the right of other children to learn (alongside the Teacher's right to teach). If they do not do so (after reminders and re-direction) we ask them to move into a "time out" area within the classroom or into the neighbouring classroom, but same year group, and record their behaviour.
- We expect children to try their best in all activities. If they do not do so, they may be asked to redo a task or complete a homework assignment, in school.
- The right of all children to live and work in a safe environment is paramount. If a child's behaviour consistently endangers the safety of others, either physically or psychologically, that child will be removed from class until the following has taken place:
  - A discussion with parents
  - A support plan (identifying actions/rewards/consequences) is in place
  - The plan is known and understood by all relevant staff.

### **In the classroom**

- All classrooms have Class Charters which will be used consistently to set a positive behaviour environment
- All staff will use de-escalation strategies/traffic light charts etc. in the first instance
- Give one warning
- If the unwanted behaviour continues – use "time out" in the classroom – the child records this in the **CLASS BEHAVIOUR LOG** – date, name, why they have been moved and what they need to do next.
- If the non-conforming behaviour continues or the behaviour warrants it, in the first instance, – use "time out" in the neighbouring class (same year group) – the child records this in the **YEAR GROUP BEHAVIOUR LOG**.
- All "time out" should last no longer than 5 minutes (but can be repeated).
- A child's name recorded in the books more than three times, in one week, will merit a phone call home/or parental contact at end of the day by the Class teacher.
- If the negative behaviour continues ( the child's name frequently recorded in books in the following week) – parents will be asked to come into school to see the Key Stage Lead and the child will be put on report (daily record sheet of child's behaviour, to be completed by child in words/stickers).

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

### **On the playground**

**TIME OUT ZONES**, in school, will be used for all playtimes. 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 red card and sent in – accompanied by a staff member, if necessary.

- The child will be given a 'Reflection Sheet' to complete. The sheet will then be discussed with the child and the teacher on duty. Reflection Sheets are monitored by class teachers and the Pastoral Manager who reports to the Headteacher and SLT each half term.
- 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 and the child will be put on report.
- If necessary, the child/ren will be assigned particular activities on the playground or inside school or a mixture of the two (structured playtime).
- At the end of lunchtime play, the whistle will be blown twice and the children will line up – all equipment will be returned to the green shed at the same time (SMSA to organise). Teachers will come to the playground to collect their class.

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. Teachers at St. Matthew's do not hit, push or slap children. 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. Teachers 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 THE CLASS TEACHER**

- To ensure that this policy is enforced in their classroom and that the children behave in a responsible manner, adhering to the school’s Core Values and protecting their own Rights and those of others.
- To have high expectations for the behaviour of their children and to model the same.
- To treat each child fairly and enforce the Core Values and Class Charters consistently, treating the children with respect and understanding.
- When needed, to seek advice and support from their Key Stage Lead, in the first instance, and/or the Senior Leadership Team.
- To liaise with the SENDCO, Headteacher, Pastoral Manager and/or other external agencies, when necessary
- To inform parents about their child’s behaviour, as a matter of course, at Parents’ Evenings.

### **THE ROLE OF THE HEADTEACHER**

- To implement the policy consistently through the school and to report to Governors on its effectiveness
- To ensure the health, safety and welfare of all children in the school
- To support the school staff to implement the policy
- To ensure good and timely communication about the policy
- To keep records of serious incidents of behaviour
- To decide upon and implement fixed-term exclusions.
- Permanent exclusions, this action must only be taken after the school Governors have been notified.
- To publish the policy and bring it to the awareness of the children, parents and school staff on a regular basis

### **THE ROLE OF PARENTS**

- To read and acknowledge the policy, when received in the School Brochure

- To support their child's learning; to expect their child to follow the school's Core Values and the Rights of the Child and to co-operate with the school, as set out in the home-school agreement. The school will immediately inform parents if there are serious concerns about their child's behaviour
- To support the actions of the school. If a parent has concerns about the way in which their child has been treated, they should initially contact the Classteacher. If the concern remains they should contact the Headteacher. If these discussions have not resolved the issue, then a formal grievance/complaint may be made to the school Governors.

## **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 Class teachers keep a weekly Class and Year Group behaviour log and these logs are passed to the SLT for monitoring at the end of the week. A record of incidents, which occur at playtimes and lunchtimes, is also kept and this is monitored at the same time.

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** – Unacceptable behaviour described – Possible sanctions/strategies

<b>Date of Policy:</b>	<b>March 2018</b>
<b>Date agreed by Governors:</b>	<b>March 2018</b>
<b>Next Review Date:</b>	<b>March 2019</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**

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

## APPENDIX 2 – ST. MATTHEW’S STAGES OF BEHAVIOUR

Stage	Examples of behaviours	Appropriate sanctions	Comments
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>⊗ Low level disruption</li> <li>⊗ Swinging on chair</li> <li>⊗ Interrupting/calling out</li> <li>⊗ Running inside the school building</li> <li>⊗ Being in the wrong place at the wrong time (e.g. inside school during lunch or break)</li> <li>⊗ Ignoring instructions (KS1)</li> <li>⊗ Silly noises</li> <li>⊗ Pushing in line</li> <li>⊗ Running to line up</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Quiet reminder</li> <li>⊗ Non-verbal signals (e.g. eye contact)</li> <li>⊗ Move down on behaviour chart</li> <li>⊗ Time out in parallel class</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Often praising good behaviour e.g. 'Thank you all for walking along the corridor sensibly' has a positive effect on those not conforming.</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>⊗ <b>Persistent Stage 1 behaviour</b></li> <li>⊗ Rudeness/swearing</li> <li>⊗ Negatively affecting another child's learning</li> <li>⊗ Inappropriate remark to other pupils or staff</li> <li>⊗ Minor challenge to authority</li> <li>⊗ Ignoring instructions (KS2)</li> <li>⊗ Damaging school's/pupil's property (KS1)</li> <li>⊗ Leaving class without permission</li> <li>⊗ Harmful/offensive remarks</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Lose playtime with either class teacher or Reflection Room (KS2) Corridor (KS1)</li> <li>⊗ Child may be sent to Headteacher, Pastoral Lead, Deputy Head or Assistant Head</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Incident recorded in class sanction book</li> <li>⊗ Headteacher monitors books regularly and speaks to persistent offenders</li> <li>⊗ Parents informed by teachers or Pastoral Lead either in person or by phone call.</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>⊗ <b>Persistent Stage 2 behaviour</b></li> <li>⊗ Persistent rudeness/swearing</li> <li>⊗ Throwing objects with intent to harm</li> <li>⊗ Physically harming someone</li> <li>⊗ Damaging school's/pupil's property (KS2)</li> <li>⊗ Continued or more serious 'cheek'</li> <li>⊗ Serious challenge to authority</li> <li>⊗ Stealing</li> <li>⊗ Refusal to do a set task</li> <li>⊗ Highly offensive remarks to other children or staff</li> <li>⊗ Bullying</li> <li>⊗ Fighting</li> <li>⊗ Racism</li> <li>⊗ Homophobic name calling/bullying</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Headteacher informed</li> <li>⊗ Telephone call to parents</li> <li>⊗ Loss of playtimes/lunchtimes for a fixed period</li> <li>⊗ Meeting with parents, class teacher and Headteacher arranged if behaviour persists</li> <li>⊗ Ban on representing the school for sports and/or trips outside school, including residential for a determined (maybe indefinite) period</li> <li>⊗ Internal exclusion from lessons</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Situation to be monitored by the Headteacher, class teacher and Pastoral Lead.</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>⊗ <b>Persistent Stage 3 behaviour</b></li> <li>⊗ Persistent verbal abuse to a member of staff</li> <li>⊗ Persistent disruptive behaviour</li> <li>⊗ Physical abuse to any member of staff/adult</li> <li>⊗ Malicious physical assault on another pupil</li> <li>⊗ Leaving school without permission</li> <li>⊗ Serious challenge to authority</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Formal exclusion for a morning or afternoon to include lunchtimes for a fixed period</li> <li>⊗ Fixed term exclusion</li> </ul>	
<b>Stage 5</b>	<ul style="list-style-type: none"> <li>⊗ <b>Persistent Stage 4 behaviour</b></li> <li>⊗ Serious assault on a child or member of staff/adult</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Governor disciplinary committee meeting convened</li> <li>⊗ Permanent exclusion from school</li> </ul>	