



St. Matthew's CE Primary School
School Behaviour Policy

1 Aims and expectations

1.1 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. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the behaviour policy is a means of promoting good relationships, so that children and staff 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.

1.3 The school expects every member of the school community to behave in a considerate way towards others. Pupils are encouraged to take responsibility for their own learning and behaviour and to recognise the consequences of inappropriate behaviour.

' If you stop the teacher from teaching, you stop others from learning'

1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-respect. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 The school only has 2 rules –

- ✓ **Do your best**
- ✓ **Be Kind and caring**

2 Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- we distribute stickers to children either for good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- teachers reward children with 'golden time' at the end of each week;
- teachers and lunchtime supervisors give certificates for following the school rules in our weekly celebration assembly
- teaching staff give out house points
- collective class rewards
- stickers and points for good behaviour at lunchtimes

2.2 The school acknowledges the efforts and achievements of children, both in and out of school.

Dealing with inappropriate behaviour

2.3 It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is:

'You Own Your Own Behaviour.'

2.4 The school employs a clear set of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ the set of sanctions consistently across the school and it is clearly understood by pupils and staff.

It is as follows:

- Verbal warning
- Verbal warning with explanation of why the behaviour is distracting/not acceptable
- Verbal warning that the consequence is now loss of one minute's golden time.
- Time out in another classroom – five minutes maximum. Consequence is loss of two more minute's golden time (total now three minutes). Reminder that this time can be earned back if behaviour is modified and the right choice is made. If not reminder of next consequence.
- Pupil sent to /DHT. Behaviour referral form completed and discussed with pupil. If DHT not in school/available, then pupil sent to AHT. Informal discussion with parents.
- The final consequence is referral to the Headteacher and parents will be contacted to discuss the issue formally.

If a child is sent to the AHT/DHT or Headteacher a brief summary of the incident will be recorded in the school's behaviour log.

3 The Involvement of Parents

3.1 Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of unacceptable behaviour in which their child has been involved. They will also be informed of any concerns regarding their child and be expected to be involved in responding to the child's needs. If a child's behaviour constantly causes problems at lunchtime, parents will be sent a letter to invite them to school to discuss the problem first. If there is no subsequent improvement, then the child will be sent home during the lunchtime period.

3.2 If a child needs a more structured approach to support his/her progress in managing his/her behaviour, this will involve the following:

- Referral to outside agencies
- Pastoral Support Plan

4. Exclusion

4.1 If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term. A child can be excluded for up to 45 days in a school year.

4.2 A child will also receive fixed term exclusion if the incident in the opinion of the Headteacher is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.

5 Lunchtime behaviour

Please refer to the Playground policy.

6. Search and Confiscation of inappropriate items (Guidance from Govt 'Behaviour and Discipline in Schools. A guide for Headteachers and school staff – January 2018)

6.1 If an item which has been brought into school is causing disruptive behaviour, a teacher may request that the item is handed over and confiscated until the end of the day. The item will be kept in a safe place and returned to the child. No responsibility will be taken for any loss or damage to the items confiscated under the above conditions.

6.2 In very rare circumstances, a child may have brought an item into school which threatens the safety of others e.g fireworks, unknown medication. If this happens, two members of teaching staff will ask for the item to be handed over. A member of the senior leadership team will be alerted and parents will be informed.

6.3 If an allegation of theft has been made by a child or member of staff and there is reason to believe that a child may be hiding an item in his/her belongings in the cloakroom or in clothes pockets, then the teacher will ask the child to hand over the item. If the child is uncooperative at this point, two members of staff will repeat the request. If the issue is not resolved, parents will be contacted and asked to come into school to support in bringing the matter to a close.

7 Recording, Monitoring and Evaluating Behaviour

7.1 Incidents of disruptive behaviour are recorded using the school procedures. There are behaviour logs within the classroom and for playtime incidents the log is kept in the school office. At lunchtime the senior supervisor logs any incidents

7.2 These records can be used to inform the child or children involved in such incidents, other colleagues, parents / guardians and other interested parties of an individual's poor behaviour when necessary.

7.3 The class teacher discusses the school rules with each class at the beginning of the Autumn term. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

8 Bullying

8.1 The school does not tolerate bullying of any kind. 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. Incidents of bullying are recorded by senior leaders.

8.2 Children are made aware of the issues of bullying and cyber bullying through:

- Activities during anti-bullying week in November
- Social and Emotional Aspects of Learning curriculum
- ICT curriculum
- Collective Worship

9 The role of the class teacher

9.1 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

9.2 It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that his/her class behaves in a responsible manner during lesson time and at all times on school trips.

9.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher ensures that the set of sanctions is applied consistently. The teacher treats all children in their class with respect and understanding.

9.4 The class teacher liaises with the SENCO, who will, if necessary involve outside agencies to support and guide the progress of each child.. Any similar incidents during playtime are recorded by the teacher on duty in the playground incident book which is kept in the school office

9.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

10 The role of the Headteacher

10.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

10.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

10.3 The BeCo keeps records of all reported serious incidents of misbehaviour.

10.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Measures towards permanent exclusions are only taken after the school governors have been notified.

11 The role of parents

11.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

11.2 We explain the school rules in our behaviour leaflet which is given out with our school prospectus. We expect parents to read these and follow the guidance given.

11.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

11.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the governors can be contacted and then a formal grievance or appeal process can be implemented.

12 The role of governors

12.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

12.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

13 Fixed-term and permanent exclusions

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

13.2 If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

13.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term

13.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

13.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

13.6 When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the LEA, and considers whether the pupil should be reinstated.

13.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

14 Monitoring

14.1 The Headteacher and BeCo monitor the effectiveness of this policy on an annual basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

14.2 The school keep various records of incidents of inappropriate behaviour as described in section 6 of this policy.

14.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

14.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

15 Review

15.1 The governing body reviews this policy annually. They 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.

Policy Owner: Paulette Osborne

Date agreed by the Governing Body: ***14.11.18***.....

Date of next Review: ***December 2020***.....