



*'With God nothing is impossible'
'You are the light of the world'*

St Matthew's C.E. Primary School

Behaviour Policy

Policy Author:	Sonia Thompson
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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 two rules –

- **Do your best**
- **Be kind and caring**

These rules are mentioned daily, in all assemblies/acts of collective worship. This is all part of a culture of extremely high expectations at St Matthew’ and aligns very closely to our mission statement, mottos and values.

1.8 **St Matthew’s Learning Behaviours Team** play a major role in ensuring that high standards of behaviour are consistently maintained across the school. The team meet fortnightly (all meetings have an agenda and are minuted with actions), to discuss a range of items, including behaviour. This ensures that there is a collaborative approach and support is accessed as quickly as possible. **The team consists of:**

- Headteacher
- Assistant Headteacher (Chair)
- Pastoral Lead/Mental Health First Aider
- DSLs
- SENCo
- Medical Needs Lead
- Learning Mentor

Mental Health and Emotional Support:

- Children and adults can access additional support that is above and beyond classroom provision if required, through our Mental Health First Aiders/outside agencies.

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

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:

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, based on a list of inappropriate behaviour and it is clearly understood by pupils and staff.

See Appendix 1 and 2.

If children lose their Golden Time and are sent to the centralised timeout room, they will be expected to complete a, 'Forgiveness Slip'. This will be returned to the class teacher.

See Appendix 3

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 sent home during the lunchtime period.

3.2 If, in a Learning Behaviours Meeting, it is decided that a child needs a more structured approach to support his/her progress in managing his/her behaviour, this will involve the following:

- Referral to the Pastoral Lead (PL)/Learning Mentor (LM)
- Informal sessions with the PL or LM
- Pastoral Support Plan – with parental involvement
- SENCo involvement - referral to outside agencies

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. **At St Matthew's, exclusions are the last resort.**

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

At St Matthew's, we have the same high expectations for behaviour, at both playtimes and lunchtimes.

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

6.1 If an item that 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. At lunchtimes, the LT supervisor logs any incidents. **All names on the behaviour logs are discussed at the fortnightly Pastoral Meetings.**

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 behaviour when, necessary.

8 Bullying

8.1 The school has zero tolerance of 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, we do everything in our power to ensure that all children attend school free from fear.

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

- PHSE
- Computing
- Collective Worship
- Stories

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 keeps a log of all children who are sent out of the class. They liaise with the Pastoral Lead/Senco, who will, if necessary involve HT/outside agencies to support and guide the progress of each child.

9.6 The class teacher reports to parents about the progress of each child in their class, in line with the behaviour 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 Pastoral Lead keeps records of all reported serious incidents of misbehaviour. These are discussed at the Pastoral Meeting

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 to all parents in our parent workshops, at the beginning of the school year.

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 exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the BCC, 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.

The school policy complies with the following document:

<https://www.gov.uk/government/publications/school-exclusion>

14 Monitoring

14.1 **The Headteacher and Learning Behaviours Team monitor the effectiveness of this policy on a fortnightly 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 Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

14.3 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.

15 Review

15.1 The governing body reviews this policy every two years. 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.

Addendum

In case of an outbreak of sickness, children will be expected to adhere to these additional requirements linked to keeping each other/school community safe.

Hygiene and Health Expectations:

- **Follow school instructions relating to class/phase.**
- Follow school instructions on hygiene, such as hand washing and sanitising, touching other and spitting
- High expectations about sneezing, coughing, tissues and disposal (re-enforce 'catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms

Appendix 1

Inappropriate Behaviours

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> • Fidgeting/fiddling^[L]^[SEP] • Telling Tales^[L]^[SEP] • Deliberately dropping litter, including food at lunch time^[L]^[SEP] • Noisy e.g. talking/shouting • Straying from task^[L]^[SEP] • Unkind remarks^[L]^[SEP] • Bad language – one off^[L]^[SEP] • Telling untruths^[L]^[SEP] • Pushing in line^[L]^[SEP] • Borrowing without permission • Failing to respect the school environment^[L]^[SEP] • Failure to return homework <p>Any persistence of low-level behaviours would move into the moderate level.</p>	<ul style="list-style-type: none"> • Consistently shouting out • Consistent lack of effort with work^[L]^[SEP] • Distracting others • Fighting^[L]^[SEP] • Stealing^[L]^[SEP] • Disregarding adults • Threatening/aggressive behaviour^[L]^[SEP] • Refusal to co-operate • Consistent failure to return homework • Failing to respect the school environment^[L]^[SEP] <p>Repeated incidents of any moderate behaviour will lead to loss of Golden Time (15 minutes)</p>	<ul style="list-style-type: none"> • Serious assault^[L]^[SEP] • Vandalism and extreme damage to school property • Serious physical or verbal threats to staff or children • Violent outbursts – physical or verbal^[L]^[SEP] • Use of drugs, substances or solvents^[L]^[SEP] • Leaving class/school without permission • spitting <p>Headteacher Parents informed/</p>


Sanctions/Procedures

Low Level	Moderate Level	Serious Level
<ul style="list-style-type: none"> • Frown^[L]^[SEP] • Verbal reminder of expectations^[L]^[SEP] • Withdrawing attention^[L]^[SEP] • Repeat activity properly^[L]^[SEP] • Sit alone/moved to another table • Reward others^[L]^[SEP] • Warning^[L]^[SEP] related sanction e.g. completing work, clearing up mess • Name on the board/three warnings/moved down the chart. 	<ul style="list-style-type: none"> • Time deducted from break • Sit alone • Standing out at wall etc. at break/ lunch time for associated inappropriate behaviours • Time spent in another class • Reflect and write^[L]^[SEP] letter to parents^[L]^[SEP] • Loss of privileges <p>Repeated incidents of any moderate behaviours will lead to loss of Golden Time (15 minutes)</p>	<p>Repeated use of moderate sanction plus^[L]^[SEP]</p> <ul style="list-style-type: none"> • Involve parents • Weekly behaviour report • Individual Behaviour Plan (IBP) • Behaviour Chart • Involve outside agencies • Lunch Time Exclusion <p>Head Teacher/Deputy Head Teacher</p> <p>* Fixed Term Exclusion * Permanent Exclusion</p>


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*These sanctions can only be applied if the correct procedures are followed. The decision to exclude a pupil must be lawful, reasonable and fair.

Appendix 2



St Matthew's Sanctions



Step	Sanction	Additional Information
1	First verbal warning	
2	Second verbal warning	Lose 5 minutes of playtime or lunchtime
3	Third verbal warning - child to sit on a chair (at the back of the classroom) for 5 minutes, with a timer 	Lose a further 5 minutes of playtime or lunchtime. Parents are spoken to at the end of the day
4	Fourth and finally warning – child is sent to a partner classroom for 5 minutes, with a timer. This will also result in a loss of golden time, in the reflection room.	Reception to Year 1 Year 1 to Reception Year 2 to Year 1 Year 3 to Year 4 Year 4 to Year 3 Year 5 to Year 6 Year 6 to Year 5
5	Child is referred to HT or DHT	

NB:

1. If a child misbehaves in PE, the steps need to be followed.
2. If a child loses 5 minutes (at step 2,3 or 4), this must be noted on the behaviour log.
3. If a child loses golden time (at step 4), there will be a centralised location for the reflection room, which will be covered by the HT, DHT or AHT. A child to complete a forgiveness slip.

Appendix 3

Forgiveness Slip

1 John 1:9
If I confess my wrongdoings to God, He can always be trusted to forgive me and take them away.

Dear Teacher,

I am sorry for

I will try to

From
