

# **St Matthew's Church of England Primary School**

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## **Behaviour Policy**

## **Introduction**

At St Matthew's Church of England Primary School, we aim to create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning. We nurture this by building good relationships with our children and encourage staff to work closely with families to ensure the best outcomes for everyone. Our approach to behaviour management is fair and consistent. Our high expectations are coupled with care and a commitment to making a difference for all the children that attend St Matthew's.

The school's ethos: Learning together in the Love of God and core values; Respect, Faith, Choices and Learning Together, underpin our whole school approach towards behaviour management. At St Matthew's Church of England Primary School, we believe that consistency is key and our behaviour policy is centered around three simple rules:

**Be Safe, Be Ready and Be Respectful.**

## **Aims**

We encourage staff and pupils to:

- value and appreciate one another irrespective of age, gender, faith, culture or race, and to acknowledge that everyone has a part to play within our school community
- develop self discipline, the ability to learn independently and work collaboratively
- nurture self esteem and a sense of personal worth
- maintain a positive, calm and purposeful atmosphere where staff can teach most effectively and pupils can learn to the best of their abilities
- listen with respect to one another and be conscious never to damage another's self-esteem or hurt anyone's feelings
- foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects

## **Our expectations of conduct:**

As a Church school, we promote positive Christian values along with our school values of Faith, Respect, Learning Together and Choices. We do not expect values to be simply "caught": we believe in actively teaching and encouraging them. These values include:

- telling the truth
- keeping promises
- respecting the rights and property of others
- acting considerately towards others
- helping those less fortunate and weaker than ourselves
- taking personal responsibility for one's actions

## **Equal Opportunities**

We believe that:

- we should celebrate the worth of all our pupils
- all members of the school community should be treated with respect
- all children are individuals and as such behaviour strategies may need to be varied
- that the broad principles in this policy should be applied equally to all pupils, regardless of age, gender, faith, culture, race or disability
- SEND children are entitled to additional consideration to ensure that they do not become targets for bullying or unkind comments, and that staff should take particular care to reinforce the development of their self-esteem
- all children have the opportunity to participate in the school's reward system

## **Encouraging Appropriate Behaviour**

It is essential that when we encounter disruption we deal with it in a positive way and use strategies to encourage pupils to behave appropriately. This is done by either reminding children of our three rules or with our older children, posing a rhetorical question centred around their safety, readiness and respectfulness. For example,

Are you being safe?  
Are you ready to learn?  
Are you showing respect?

We use the following methods to reward good behaviour with a focus on recognising children who have gone above and beyond what is expected of them:

- recognition board
- verbal praise
- dojo points
- notes home or a conversation with parents or carers
- share their learning with others
- raffle tickets
- praise assembly
- class celebration
- non-verbal praise such as a thumbs up, nod or smile
- public and private praise
- stamps and stickers
- being sent to the Headteacher or Deputy Headteacher

## **Expectations of Adults**

We believe that consistent adult behaviour leads to pupils consistently conforming to our expectations. We expect all staff to have visible consistencies:

- meet and greet children everyday
- challenge children who are making poor choices
- reward children who consistently model the behaviours expected
- educate children when they don't make good choices
- aim high so we have the highest expectations of everyone
- be proud of our children and tell them
- be kind to our children and families
- use personal and sincere praise in public and remind children in private
- use the behaviour boards and recognition boards consistently
- persistently catching children doing the right thing
- intervening where children are not meeting expectations
- accompanying children to and from the playground and with transitions around the school

## **Expectations of Children**

We expect children to follow our three rules:

### **Be Safe, Be Ready and Be Respectful**

We will not tolerate:

- any form of bullying
- racism
- physical aggression including biting, spitting, hitting and kicking
- swearing and other inappropriate language
- lack of respect for other people

- lack of respect to property
- disobedience to a reasonable instruction
- sexually inappropriate behaviour
- disrupting lessons or the smooth running of the school,
- leaving class without permission
- stealing
- truancy

## Sanctions

When a child's behaviour falls below an acceptable standard, a range of strategies may be used to correct them including a reminder, time out or time being moved on the behaviour board. The steps that staff should follow are detailed below

Steps	Actions
<b>Step 1 Reminder</b>	A reminder of the three simple rules delivered privately wherever possible. This may also include a non-verbal signal such as a shake of the head.
<b>Step 2 Caution</b>	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue saying they will be moved from the rainbow.
<b>Step 3 Move</b>	If they do not rectify their behaviour, they will be moved on the behaviour board from the rainbow to the cloud. The child will stay on the cloud until their behaviour is rectified or until the end of the lesson but the intention is to move them back as soon as possible and to have a fresh start. If the child continues to make poor choices, they will then move to Step 4
<b>Step 4 Time out</b>	Time out might be a short time on a thinking spot or time in another classroom within the year group. It provides a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
<b>Step 5 SLT</b>	If a member of SLT is required, a red card will be sent to the office or the internal telephone may be used.
<b>Repair</b>	Whatever the behaviour, staff should always try to repair the relationship so that the child can make a fresh start. This might be a chat at break time or a more formal meeting

- All classes have the behaviour steps as a point of reference.
- If the nature of the behaviour is more serious, then staff should use their professional judgement when deciding whether the child should go on step 1 or be placed on a higher step.
- If the behaviour is judged to be serious, for example, violence or racism, then the child should be sent straight to the head teacher.
- If immediate help is required, then the red card should be sent to the office or the internal phone used for a member of SLT to go to the classroom.

Staff will always explain the sanction to the child and why it is necessary. In discussion with the child we will:

- check the child understands why they are in trouble
- establish if they understand why the behaviour is unacceptable
- explore the affect that their behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage children to think of or offer some alternative strategies
- problem solve.

**If sanctions are being applied it is important to remember:**

- pupils should not be deprived of access to any curriculum area
- pupils may finish uncompleted work at playtime or dinner time but should not be given extra Maths or English as a punishment as this may provide a negative image of academic work
- no pupils should be left anywhere in school unsupervised while completing a sanction
- parental involvement should begin as soon as your concern does
- staff should only use physical restraint to prevent a serious incident (e.g. absconding, injury to self or others)

**More serious offences.**

These must be dealt with in a more formal way and some of the strategies that may be implemented include:

- informing parents and discussing the incident at a formal meeting
- a home school book to track and log behaviour
- the logging of incidents where necessary
- withdrawal of a privilege
- removal from the class for a longer period
- discussion and support from outside agencies
- fixed term exclusion

**Exclusion**

At St Matthew's, exclusion is only ever used as a last resort however, some behaviours may result in a fixed term exclusion. The actual length of exclusion will be dependent on severity, frequency, and likelihood of harm to other children or staff. Some behaviours which may result in a fixed term exclusion include:

- extreme or persistent violence to others
- racism
- possession of an illegal substance
- persistent disruption
- persistent or systematic bullying
- a child who presents a safeguarding issue to others in our school community
- possession of an illegal or dangerous weapon

**Working with Parents and Carers**

We know that parents and carers are the first educators and with this in mind, we appreciate that clear communication on behaviour issues is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive. At St Matthew's, we know that children who struggle with their behaviour benefit from a consistent approach at school and at home and so we endeavour to ensure that staff and parents work in partnership. We actively support parents in managing their child's behaviour in a consistent manner and where necessary, seek additional advice and support from outside agencies.

**This policy will be renewed during the autumn term of 2025**