

# St Matthew's CE Primary School Behaviour Policy

May 2018

As a UNICEF Rights Respecting School, St Matthew's has placed the UN Convention on the Rights of the Child at the heart of our school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. Our school is a place where children's rights are learned, taught, practised, respected, protected and promoted. Our commitment to children's rights and equal opportunities is an important aspect of our overall commitment to be a fully inclusive school.

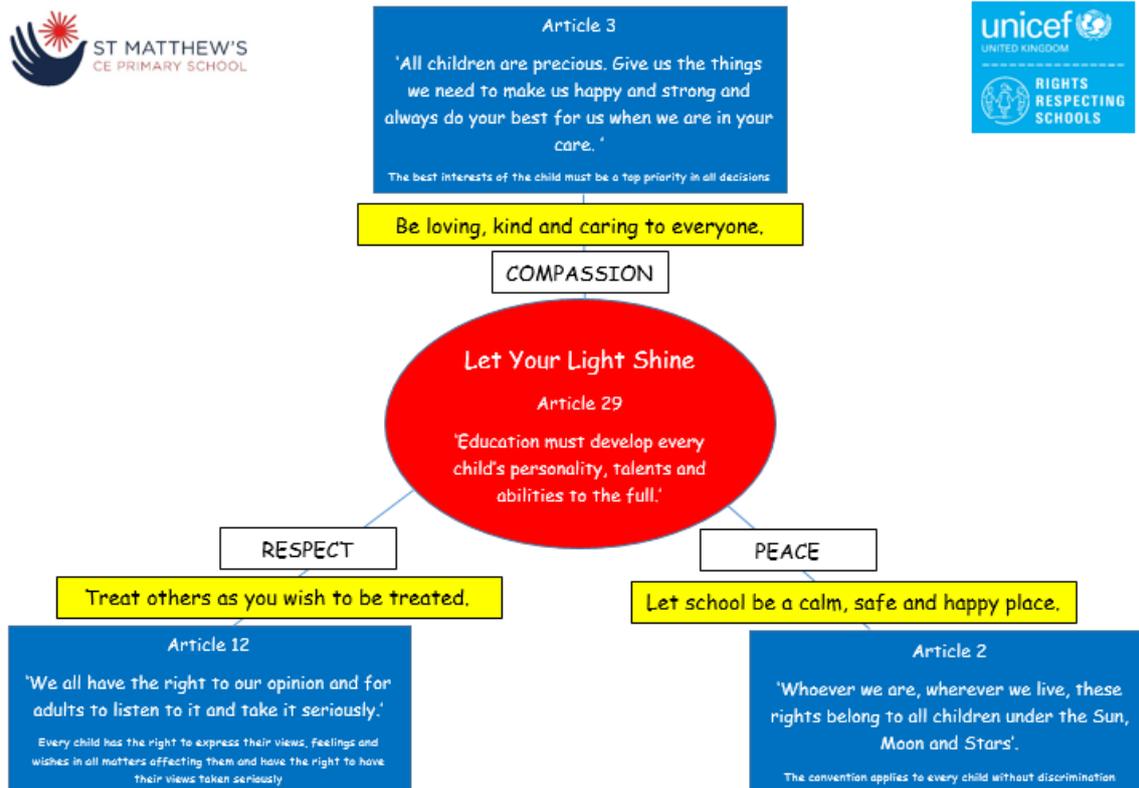
### **Our Aim**

This policy identifies how the school sets out and manages behaviour expectations for all children within the school so that:

- Children feel safe.
- We work together to help all children in our school to enjoy their rights.
- Children have ownership of their behaviour and understand their responsibilities in helping others to enjoy their rights.

### **Our Ethos**

At St. Matthew's, our school values revolve around our school motto 'Let your light shine', which is taken from Matthew 5:16 and Article 29 - 'Education must develop every child's personality, talents and abilities to the full'. Around our motto, we have developed our whole school behaviour charter, which links our Christian values of Respect, Compassion and Peace and to articles of the United Nations Convention on the Rights of the Child and Golden Rules that we decided upon together.



## Class Charters

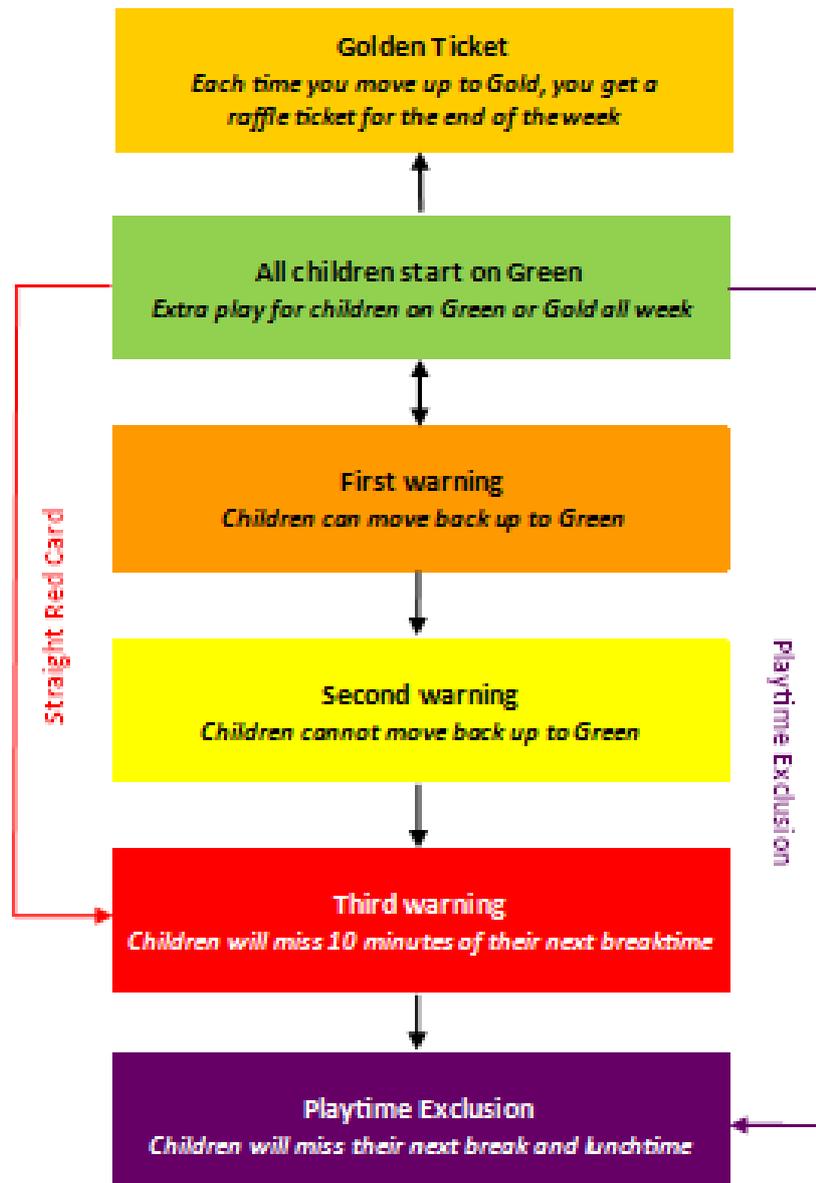
Each class has a charter that the children have created with the supporting adults. This charter sets out how the children will act so that all children are able to enjoy their rights, particular rights that are important to them and what adults in the classroom can do to help them.

## Behaviour System

Our school manages behaviour using a traffic lights system that is displayed in each classroom and includes both rewards and consequences for behaviour. The flow chart below shows the pathway:



## Traffic Light Pathway



### Rewards

We reward the children for good behaviour in a number of ways:

- Instant rewards (positive praise, stickers)
- Team Points – Children gain team points through acts of good behaviour. At the end of the half term, the team who has gained the most points spends a morning having a special treat (circus skills, magician, birds of prey, martial arts lesson).

- Golden ticket – Each time a children moves up onto the gold part of the traffic lights system, they receive a golden raffle ticket with their name on. One ticket per class is drawn on Friday afternoon, with the winner choosing from a prize box during assembly.
- Star of the Week certificate – this is given to one child from each class on a Friday. As a further reward, all of the children who receive Star of the Week go out to the outdoor classroom for an afternoon the following week.
- Certificate of Achievement – At the end of each half term, one person from each class is chosen to receive the Certificate of Achievement, which recognises their hard work during that half term.
- Wonder Wall – One amazing piece of work is chosen from each class to be displayed and presented on the ‘Wonder Wall’ in the school’s entrance hall.

### Consequences

Consequences are given out when children fail to meet the Golden Rules or stop someone from enjoying one or more of their rights. *This can include behaviour outside of school. All behaviour sanctions are recorded on our school systems (including CPOMS), which is monitored by Key Stage Phase Leaders.*

The chart below shows which consequence is given for various types of behaviour:

## Behaviour and Consequence Chart

Traffic Light System	Straight Red Card	Playtime Exclusion	Internal / External Exclusion
<i>Any member of staff</i>	<i>Any member of staff</i>	<i>Key Stage Leader</i>	<i>Deputy / Headteacher</i>
<ul style="list-style-type: none"> <li>• Fiddling and distracting others</li> <li>• Running in school</li> <li>• Not lining up properly</li> <li>• Not putting hands up</li> <li>• Interrupting</li> <li>• Shouting out</li> <li>• Not listening</li> <li>• Inappropriate comments, including commenting on others’ consequences</li> <li>• Invading other children’s personal space</li> <li>• Inappropriate noises</li> <li>• Name calling</li> <li>• Not staying in seat during lesson time</li> <li>• Not ignoring inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Telling lies</li> <li>• Answering back</li> <li>• Throwing objects (not at people)</li> <li>• Spitting (not at people)</li> <li>• Refusing to work</li> <li>• Refusing to accept consequences</li> <li>• Ignoring staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Play fighting</li> <li>• Fighting</li> <li>• Damaging / destroying other people’s work</li> <li>• Disrespectful speech to adults</li> <li>• Leaving class without permission</li> <li>• Two red cards in a day</li> <li>• Three red cards in a week</li> <li>• Swearing / offensive language</li> </ul>	<ul style="list-style-type: none"> <li>• Three playground exclusions</li> <li>• Racist or homophobic insults</li> <li>• Physical assault on a child or adult</li> <li>• Threatening an adult or child</li> <li>• Leaving school without permission</li> <li>• Stealing</li> <li>• Spitting at people</li> <li>• Causing serious damage to property</li> <li>• Throwing object at person</li> <li>• Bullying</li> </ul>

***Children can move up to Gold if they do something more than is expected of them.***

Red Card – the child spends 10 minutes of their next break time with a member of staff reflecting on which rights they have prevented themselves and others from enjoying.

Playtime Exclusion – children miss the whole of their next playtime and lunchtime. During this time, they are asked to fill in a post incident learning form, which prompts them to think about how they

have affected others and what they will do differently in future. Playtime exclusions can only be given out by phase leaders, the deputy head teacher and the head teacher.

### Rolling programme of exclusion

When a child receives an internal exclusion, the length of the exclusion is determined by where the child is on the following rolling programme:

- ½ a day internal exclusion
- Full day internal exclusion
- ½ day external exclusion
- Full day external exclusion

When a child receives an internal exclusion, they are removed from their own class and work in another area of school. If they receive an external exclusion, an adult responsible for the child is asked to take them home for the length of time determined by the rolling programme. On returning to school, the child and parents are invited to a meeting with the Headteacher at the beginning of the next school day to discuss the incident and how to support the child in future.

Following an internal or external exclusion, children must fill in a post incident learning form to reflect on how they have impacted on the rights of those around them and how they will avoid such consequences in future.

*Parents will receive a letter informing them of their child's exclusion (see appendix). Details of parents' rights and further guidance on exclusions can be found here: [www.gov.uk/school-discipline-exclusions](http://www.gov.uk/school-discipline-exclusions)*

### **Behaviour Support Plans**

Children who receive repeated red cards or exclusions may be put onto a behaviour support plan (BSP), which will be designed to support them in managing their own behaviour. This plan should include opportunity for both rewards and sanctions and be shared with parents. Behaviour Support Plans are reviewed regularly by staff to evaluate the effectiveness and whether there is a need to change or remove the plan. Children on a behaviour support plan no longer use the traffic lights system.

*When a child is at risk of permanent exclusion, extensive support will be put in place in addition to the behaviour support plan. However, school will use the right to permanently exclude a pupil in exceptional circumstances.*

# Appendix

## Post Incident Learning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Type of Exclusion: \_\_\_\_\_

What happened?

Which rights have you prevented other children from enjoying?

Which rights have you stopped yourself enjoying?

What will you do in future to help yourself and others enjoy their rights?

Article 7 - You have the right to a name.



Article 13 - You have the right to find things out and share what you think with others.

Article 15 - You have the right to choose your own friends.



Article 16 - You have the right to privacy.

Article 19 - You have the right to be protected from being hurt.



Article 28 - You have the right to an education.

Article 30 - You have the right to practice your own language, culture and religion.



Article 31 - You have the right to play and rest.

### Post Incident Learning

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Type of Exclusion: \_\_\_\_\_

What happened?

Which rights have you prevented other children from enjoying?

Which rights have you stopped yourself enjoying?

What will you do in future to help yourself and others enjoy their rights?

Article 7 - You have the right to a name.

Article 8 - You have a right to an identity. No one should take this  
away from you.

Article 12 - You have the right to an opinion and for adults to listen  
and take it seriously.

Article 13 - You have the right to find things out and share what you  
think with others.

Article 15 - You have the right to choose your own friends.

Article 16 - You have the right to privacy.

Article 19 - You have the right to be protected from being hurt in  
body or mind.

Article 28 - You have the right to an education.

Article 30 - You have the right to practice your own language,  
culture and religion.

Article 31 - You have the right to play and rest.

Article 39 - You have the right to help if you have been hurt.

### Exclusion Letter

Dear Parent ,

I am writing to inform you of my decision to exclude \*\*\*\* for the fixed period of a day. This means that she will not be allowed in school for DATE.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude \*\*\*\* has not been taken lightly. \*\*\*\* has been excluded for this fixed period because.....

You have a duty to ensure that \*\*\*\* is not present in a public place in school hours during this exclusion on DATE unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if \*\*\*\* is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Bernice Garlick at St Matthew's C of E Primary school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you may raise this issue with the governing body. You can also make a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST), Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You and \*\*\*\* are requested to attend a reintegration interview at school on DATE. If that is not convenient, please contact the school to arrange a suitable date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrate's court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of \*\*\*\*'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of \*\*\*\*'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Karen McCallum at Trafford LA on 0161 912 5278, [karen.mccallum@trafford.gov.uk](mailto:karen.mccallum@trafford.gov.uk) who can provide advice. You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0845 345 4345 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 9.00 am to 6.30 pm Monday to Friday. exclusion expires on DATE and we expect \*\*\*\* to be back in school on that day.

Yours sincerely,

### Red Cards Post Incident Learning Questions

What happened?

Which rights have you prevented other children from enjoying?

Which rights have you stopped yourself enjoying?

What will you do in future to help yourself and others enjoy their rights?

Article 2 - All children have these rights, No children should be treated unfairly on any basis.

Article 7 - You have the right to a name.

Article 8 - You have a right to an identity, No one should take this away from you.

Article 12 - You have the right to an opinion and for adults to listen and take it seriously.

Article 13 - You have the right to find things out and share what you think with others.

Article 15 - You have the right to choose your own friends.

Article 16 - You have the right to privacy.

Article 19 - You have the right to be protected from being hurt in body or mind.

Article 28 - You have the right to an education.

Article 30 - You have the right to practice your own language, culture and religion.

Article 31 - You have the right to play and rest.

Article 39 - You have the right to help if you have been hurt.