

St Matthew's CE Primary School

Positive Relationships and Behaviour Policy



ST MATTHEW'S
CE PRIMARY SCHOOL

Updated by:	S Lynton	Date: September 2025
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Mission Statement, Values and Vision



As a St Matthew's learner, you will...

KNOW YOURSELF

Understand how you learn best and when to ask for help; know your talents; ask questions that help determine your own beliefs



CELEBRATE DIFFERENCE AND DIVERSITY

Respect different points of view, cultures and beliefs; be open-minded and accepting; know how to disagree well; show kindness to others

STAND ON YOUR OWN TWO FEET

Be independent learners; feel empowered; demolish stereotypes; know how to stay safe and help keep others safe; manage your emotions



WORK WELL TOGETHER

Have the social skills and empathy needed to work as a team: leading, negotiating and compromising when needed to ensure shared success

DREAM BIG

Set ambitious goals for the future and have the drive, strength and determination to make them happen



MAKE EXCELLENT PROGRESS

Be proud of your strong academic progress and achievements, and the effort it has taken to accomplish them

EMBRACE THE OUTDOORS

Be at one with nature; stand in awe at the wonder of God's creation; be responsible stewards of the Earth and its finite resources



FEEL A DEEP SENSE OF JOY

Laugh and smile at every opportunity but know that it's okay not to be okay sometimes; know how to care for your mental health

STAND UP FOR WHAT YOU BELIEVE IN

Speak truth into situations, even if challenging; champion your own rights and the rights of others; be charitable with your time and resources



DRAW ON YOUR CREATIVE TALENTS

Dare to think differently; explore different options; take risks; develop ideas with confidence, learning from any mistakes you make along the way

OUR SCHOOL VALUES

 <h3>RESPECT</h3> <p>We treat others how we wish to be treated</p>	 <h3>ASPIRATION</h3> <p>We work hard to make our dreams a reality</p>
 <h3>KINDNESS</h3> <p>We are happy to care for each other</p>	 <h3>PERSEVERANCE</h3> <p>We challenge ourselves to learn and grow</p>

Policy Statement

At St Matthew's we set high expectations of behaviour. Together, through our school behaviour curriculum, we promote positive behaviour in all our pupils and create an environment in which this can flourish. The purpose of this policy is to ensure that our school has a positive atmosphere, where each member of our school family feels valued and in which there is a joint approach and shared responsibility between the parents, pupils, governors and the school staff.

Discipline within our school stems from our Christian values of respect, kindness, aspiration and perseverance. Our Mission Statement and School Values underpin our Positive Relationships and Behaviour Policy as they aim to help our children know themselves, work well together and stand on their own two feet, preparing them to become selfless citizens of the world. As a school family, we endeavour for our children to 'let their light shine' in all that they do.

Guiding Principles



At St Matthew's, we have an agreed statement of which guide the development and implementation of this policy. Governors agreed these principles in March 2020, in April 2022 and then reviewed again in January 2025.

- Every pupil understands they have the right to feel safe, valued and respected
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is inclusive and able to be applied to the vast majority of pupils in the school
- Staff and volunteers set an excellent example by showing respect to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with school policies
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are supported in taking responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The behaviour policy embodies the school values
- Whilst the intent of the behaviour policy is consistent across the school, the implementation may differ depending on the age and/or needs of the children
- The behaviour policy promotes positive behaviour and lead to children having a better understanding of their own emotions and behaviours
- The school provides opportunity for reflection and restorative approaches wherever possible
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Following our values of kindness and perseverance, our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. Children are given recognition for their positive behaviour to motivate them and help children to make the right choices.

The St Matthew's Way - Rights Respecting Behaviour

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos.

 <p>28 ACCESS TO EDUCATION</p>	<p>Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.</p>
 <p>29 AIMS OF EDUCATION</p>	<p>Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.</p>

All staff, children, governors and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, the school has established clear expectations to enable all our children to embrace them, whether they are three years or eleven years of age. The St Matthew's Way is comprised of **three key rules**:

- Be **ready** to learn
- Be **respectful** of each other
- Be **safe** in our school environment and our community

Ready, Respectful, Safe

It is important that children understand what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe.

- We are **READY** to learn – we arrive at school on time, we have our equipment ready, we come into classroom calmly and ready to learn and we show that we are listening
- We are **RESPECTFUL** – we listen when others speak and we respect the property of our friends and the school.
- We are **SAFE** – we move around school in a safe manner, we follow instructions to keep ourselves safe on school trips, we use equipment safely and we stay safe online.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils; between adults; and between pupils.

All adults are expected to model the behaviour we expect from the children. Staff will remain calm when dealing with behavioural issues. We believe that emphasising positive behaviour in school will marginalise poor behaviour. A well-managed environment will encourage children to fulfil the school values in their own behaviour.

Responsibilities

St Matthew's is committed to encouraging good, positive behaviour in an atmosphere of mutual respect. We wish to acknowledge certain responsibilities of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim. Further details are then provided throughout this policy.

The responsibility of staff

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Seeing the potential in every child and providing opportunities for every child's light to shine
- Believing that all children can succeed
- Seeing everyday as a clean slate for children to achieve
- Encouraging children to behave in a positive manner, focusing on and praising the behaviour you expect children to demonstrate
- Seeking to understand other people's perspectives and issues, showing them care, understanding and empathy
- Building positive, meaningful relationships with parents and families, working with them in the best interests of the children
- Providing a safe and supportive environment where children can flourish
- Teaching children how to care for themselves and keep themselves safe
- Making time to laugh together and have fun at work
- Respecting everyone's rights, whatever their faith, skin colour or gender
- Empowering children and encouraging them to be independent
- Focusing on the whole child and how to meet their needs
- Making time to listen to children, families and colleagues, embracing their views and ideas
- Always being positive and having a can-do attitude
- Supporting children to be resilient when they fail and to keep going
- Challenging others in a supportive and constructive manner to help them to grow and learn
- Accepting responsibility for your work and actions, including when things go wrong
- Understanding that CPD stretches far beyond meetings or training days, and requires a positive attitude towards professional learning
- Asking for help off the most appropriate people when it is needed
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Senior Leadership Team
- As authorised by the headteacher, sanctioning pupils who display poor levels of behavior in line with this behaviour policy.

Responsibilities of the Headteacher

In addition to the above -

- 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.
- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Approaching a Key Stage Lead or Senior Leader should they wish to clarify part of this policy or develop their practice further.

Responsibilities of the Governors

- The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

Responsibilities of the senior mental health lead:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH needs of the school and SEND Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH/SEND policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Responsibility of Parents

- Always encourage our child to do their best and to take every opportunity they are given to shine.
- Inform school of any new achievements and be proud in celebrating all our child's successes.
- Attend parents' evenings and embrace any opportunities to hear about and discuss the progress and attainment of our child.
- Support school in the work they do to care for and keep children safe and talk to our child about how to care for themselves and stay safe.
- Build good relationships with school and inform school of any serious concerns or problems which may affect our child's work or behaviour in a kind and timely manner.
- Be receptive to feedback and ideas shared with us by school to help our child grow and develop.
- Respect the ethos of the school and be respectful when communicating with school staff.
- Be respectful of diversity and difference within our school community and encourage our child to have an open mind towards others.
- Follow the school rules and support the school in its application of school policies and procedures, in particular behaviour, safeguarding and equal opportunities.

Responsibility of the Pupils

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Always trying their best in everything they do and letting their light shine.
- Being kind and caring to other children, staff and visitors at school.
- Always keeping themselves and others safe, and letting an adult know if they are worried about anything.
- Being open to receiving help from the teacher or children, as well as helping others whenever they can.
- Respecting everyone in our school community in the way I speak to and behave towards them.
- Celebrating the differences between all members of our school family, so that everyone feels included and accepted for who they are
- Always following the school and class rules as well as showing our school values in all they do.

Consistency across the school

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. Consistency should ripple through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

- **Consistent language,** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour. We never publicly shame our children.
- **Consistent follow up:** Ensuring 'certainty' at the classroom, key stage and senior leader level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences within Key Stages:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations:** Referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- **Consistent respect from the adults:** Even in the face of disrespectful learners! **We never raise our voices or try to publicly shame children.**
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at break and lunch.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

Visual Consistencies

Meet and greet at classroom entrance at the start of the day

Meeting your class every day with a personal greeting could have the greatest impact on their behaviour it will make them feel valued, important and they will know that the teacher want to get to know them. It also gives you as the teacher the opportunity to 'check-in' with each child and the opportunity to address any concerns with them before the lesson starts.

3 step routines for transitions

To establish a calm and orderly classroom routines should be an 'obsession'. Children need to know what is expected of them and how they are going to achieve that. Every repetitive action that has the potential to be a 3-step routine should be turned into a 3-step routine. For example:

Whole class routine for transitions between activities:

1. Stand up
2. Move to where you are going
3. Sit down

Beginning assembly

1. Eyes front
2. Lips Closed
3. Hands in lap

Lining up

1. Face the way you're going
2. Lips closed
3. Hands by side

*Accompanying classes of children to the hall and playground whilst children demonstrate **wonderful walking***

Wonderful walking is an expectation for everyone. This is safe and smart and needs to be praised, reminded and reinforced all the time to maintain it. Children demonstrate wonderful walking by walking, not running, around school silently, hands by their side.

Give me 5 for gaining attention

'Give me five' will be used with all children to focus their full attention on the speaker. The staff member should raise their hand and all pupils should show they are ready with:

- Eyes watching
- Ears listening
- Mouths quiet
- Hands free
- Body still

The verbal instruction 'give me 5' can be used as a reminder if necessary.

Commitment from staff

All St Matthew's CE Primary School Staff will:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Use consistent routines for transitions.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Always use the walkie talkies provided when it is felt support is needed.

Senior Leadership Team

Senior Leadership are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior Leaders will:

- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of the Recognition Wall, Positive Post Cards and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data (recorded on CPOMS) to continually monitor behaviour across the phase, target and assess interventions.

Headteacher/Deputy Head

As with the Senior leaders, the Deputy Head and Headteacher are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

The Head and Deputy Head will (where possible):

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at informal and transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Ensure this policy is included as part of a staff member's induction
- Dedicate at least 1 staff development meeting (or equivalent) to behaviour every term
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

'It is not what you give but the way that you give it that counts.'

At St Matthew's CE Primary School, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be overestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

School level

1. Weekly Star of the Week Assemblies:

This assembly will be taken by a middle or senior leader. Each week, teachers will be able to nominate a member of their class for displaying our values around school. A certificate will be given and a photo taken and shared on the parent app where possible.

2. Half-termly Celebration Assemblies:

Every half-term will end with a celebration assembly, taken by the Headteacher or Deputy Headteacher. These will provide opportunities for teachers to nominate someone to be recognised for 'letting their light shine' over the course of the half-term. If possible, they will celebrate with a senior leader over hot chocolate and biscuits.

3. Team Points:

All children are assigned teams. The teams are named after the significant individuals from history to the present day: **Pankhurst, Turing, Mandela and Malala**. (These significant people are studied in Key Stage 1 history.)

Team points can be given to an individual, group or whole class and awarded for demonstrating our school values, including perseverance and aspiration in their schoolwork. Team Points are given and tracked on Class Charts. Team points are added up weekly.

Team points are never taken away as a punishment.

Every Friday, the team points are totalled and reset. In the weekly Star of the Week assembly, the team with the most points for the previous week will be celebrated and a star put on their team banner. At the end of the term, the team that has received the most points will be celebrated and the team colour put onto our special cup for the entire half-term.

4. Value Ambassador Awards:

Children who consistently demonstrate a particular value can be nominated by their teacher or a senior leader to become a 'Value Ambassador'.

Classroom level

Behaviour in the classroom is guided by our Mission Statement and Values, which are on display in each classroom.

Early Years

In the Early Years classrooms, we use a behaviour ladder approach to provide a visual indication of each child's current behaviour. All the children start each day on the Earth picture. We ask children to *reach for the stars* and *let their light shine*. The children who make positive choices will be moved up through the **rainbow**, the **rocket** and then the **star**. The children who finish the day on the star 'go above and beyond' will be given recognition in the form of a sticker, postcard home or certificate.

Children who begin to demonstrate they are making the right choices can be moved up in smaller increments in the right direction towards the next picture. This works as a visual indication when children haven't necessarily been making the right choices but begin to alter their behaviour. Children who make wrong choices will be given:

- Verbal warning
- Asking a child to move areas and temporarily remove the privilege to choose
- X minute time out to have time to think about their choices
- Request support by SLT if felt necessary using walkie talkies, time then offered in Rainbow Room for restorative work which is age and stage appropriate.

Recognition boards (Nursery to Year 6)

All classrooms will have a 'Recognition Board' to acknowledge the class progress in demonstrating good behaviour and effort. The aim is for all children in the class to have their name moved onto the board for demonstrating a specific behaviour. We believe that having a common aim will encourage children in each class to support others to get their name on the board too. It is the adult's way of setting high expectations of all the children in each class. If adults want to see everyone listening to each other, then this should be the focus on the board. The recognition board is about a specific behaviour, something that is **in reach of all the children in the class**. By giving every child the chance to see their name on the board for good reasons, we reverse the culture of the classroom and create an environment where doing well is possible.

- Target your recognition board at learning attitudes, not just functional behaviours.
- Make sure that the behaviours you choose raises the expectations for the children and is not simply something they can do well already.
- Names go on the board to recognise children who are demonstrating the desired learning attitude
- Names or tallies are never removed from the board.
- Children who disrupt are dealt with privately.
- Once a name is on the recognition board for good conduct it cannot come off for poor conduct. A different response should be given.



- Children can nominate others to be put on the board. Occasionally, try stopping an activity after 15 minutes and asking them to write up four names of other children who have been consistently demonstrating the desired behaviour. Alternatively, use it for reflection at the end of the lesson.
- Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
- Recognition boards need to be refreshed hourly, daily or weekly depending on the age of the children and the context in which you are working.
- Children are recognised for effort, not achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
- When everyone has their name on the board a collective 'whoop' or similar act is appropriate; large rewards are not necessary. This is critical to the success of the recognition board. To keep the atmosphere positively supportive the mini celebration at the end of the lesson is enough. You will find that more children choose to support those who are wobbling when jeopardy is minimised.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Further recognition

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following our School Rules and Values. In addition to verbal praise, praise may include any of the following:

- Certificates
- Values Stickers
- Stickers
- Phone call/Weduc message home
- Verbal praise
- Postcard home
- SLT praise
- Class Rewards
- Show work to another adults
- Values Ambassador awards
- Well done book/ HT award / DHT award
- Recommendation to HT

Recognition for going 'Over and Above'

We recognise and reward learners who go 'Over and Above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

The parents of children who have gone over and above will receive one of the following:

- A Weduc message
- A 'golden' note home
- A verbal message at collection time

Children who have gone over and above will:

- Receive a gold sticker
- Be acknowledged in the Star of the Week assembly
- Have their name and picture displayed on the school 'Over and Above' board



Steps in Behaviour

BEHAVIOUR STEPS



Reminder



Verbal Warning



Time Out

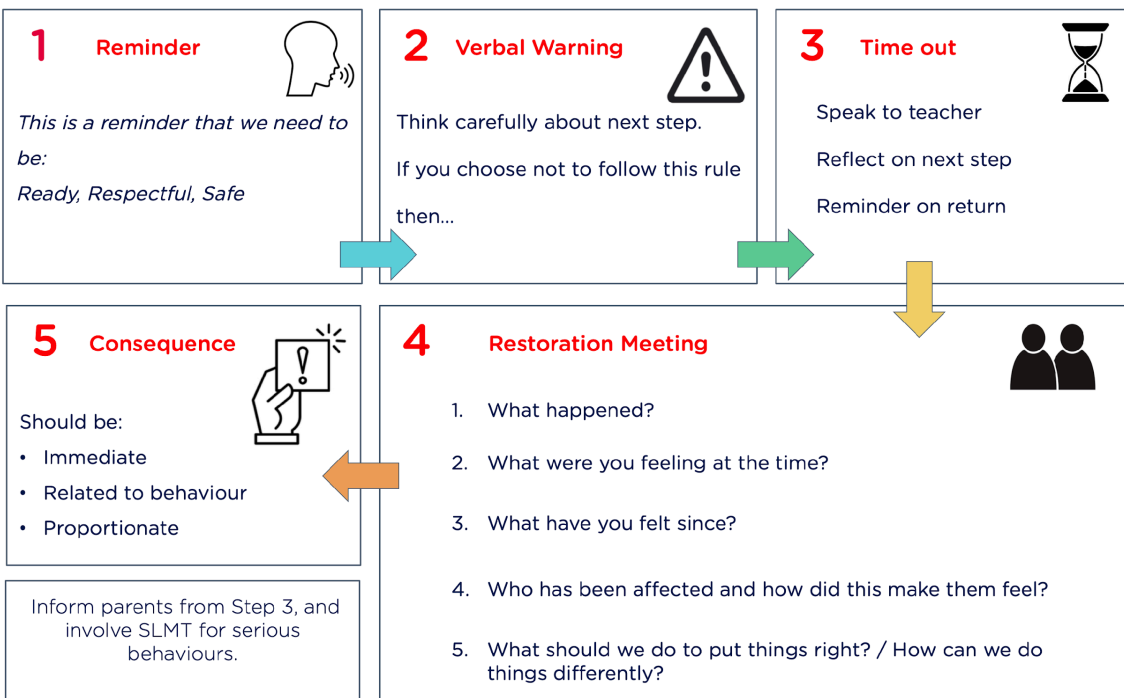


Restoration Meeting &
Consequence

Let Your Light Shine



BEHAVIOUR STEPS QUICK GUIDE





Steps	Actions
1. Reminder	<ul style="list-style-type: none">• <i>Gentle encouragement, a 'nudge' in the right direction (use child's name where possible, child level, eye contact, deliver message).</i>• <i>A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible.</i>• <i>Repeat abbreviated reminders if necessary.</i>• <i>Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</i>• <i>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</i> <p>Adaptable script: This is a <u>reminder</u> that we need to follow <u>all</u> our school rules at <u>all</u> times, including being [ready/respectful/safe]. You now have the chance to make a better choice. Thank you for listening.</p> <p>Example: [Learner running] '[Learner's name], this is a <u>reminder</u> that we need to be safe. You now have the chance to make a good choice - please walk. Thank you for listening.'</p>
2. Warning	<ul style="list-style-type: none">• A clear verbal caution delivered privately to the individual wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.• Refer to previous examples of good behaviour.• Staff may use the phrase, "Think carefully about your next step". <p>Adaptable script: I noticed you're not choosing to [be ready/be safe/be respectful] by [noticed behaviour]. This is the second time I have spoken to you. If you choose not to follow our school rules again you leave me no choice but to ask you to [likely consequence e.g. move tables to work on your own or speak to me for two minutes at the start of break time]. [Learner's name], do you remember when you [model of previous good behaviour]? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p>Example: 'I have noticed you are finding it difficult to be ready by continuing to talk to your partner. I have already spoken to you about this. If you choose not to follow this rule again then you will also have chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away, got it all finished and went out to break on time? That is what I need to see today. Thank you for listening.'</p>
3. Step Out	<ul style="list-style-type: none">• If the warning is not heeded the child will be given 'step out' time of three (KS1) / five (KS2) minutes (break/lunch time) or five (KS1) / ten (KS2) minutes (class time).• The learner is asked to speak to the teacher away from others

- Learner is asked to have a time out to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning and what is expected of them now.
- Staff must use a sand-timer so that both the child and the adult have a visual cue.
- **Classroom:** time out may occur in the same room / the class next door / courtyard / DHT office, depending on context (child must always be supervised). Children should complete a reflection sheet during their time out to engage with the behaviour curriculum.
- **Playground:** time out on the bench / red spot if benches are full – no standing against the wall. School Office for serious behaviours.
- Learner is given a final opportunity to reengage with the learning / follow instructions.

Adaptable script:

Classroom: I noticed you are still not choosing to be [ready/respectful/safe] as you have chosen to [noticed behaviour]. As I have spoken to you about this several times, you now need to [go and sit on your own / go and sit with the other class / go and sit in the courtyard / go to the DHT's office] for a [five (KS1) / ten (KS2) minute] step out time. In this time, you need to reflect on your behaviour and how you can begin to make good choices as you did [previous example of good behaviour]. We will need to talk when you return at the end of your [five/ten] minutes.

Playground: *Similar to above except*

...you now need to [go and sit on your own on the bench / come and stand by me on this red spot / go to the office] for a chance to step out for [three (KS1) / five (KS2) minutes]

Going to the office (escorted, staff member discusses behaviour with SLT quietly) is an option in case 1) the child has demonstrated a serious behaviour, 2) the child needs to come away from the playground to calm down or 3) another staff member is needed for support.

SLMT member will say 'I will come and speak to you in [three/five] minutes'.

Example:

'I have noticed you are still not choosing to be respectful as you have again chosen to use rude words towards your partner. As I have spoken to you about this several times, you now need to go and sit on your own for a ten-minute time out.'

Learner completes time out.

Do you understand our rules and what we expect of you? Tell me what you are going to do differently to meet these expectations.

DO NOT describe child's behaviour to other adult in front of the child

If this step is unsuccessful, or if a learner refuses to take a time out in the room, then the learner will be asked to leave the classroom and take it in an alternative space. If appropriate, ask another member of staff to support you with escorting the learner to another space outside the teaching room.

<p>4. Restoration</p>	<ul style="list-style-type: none"> ● Restoration meetings at St Matthew's are a core part of repairing damage to trust between staff and learners. ● Our Restoration meetings are structured in 5 steps: <ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. Who has been affected and how did this make them feel? 5. What should we do to put things right? / How can we do things differently? ● Reaffirm your commitment to building a trusting relationship. Staff dealing with the initial behaviour will take responsibility for leading Restoration meetings, Key Stage Leads will support when requested. ● These meetings can take different forms – they can be a quick 2-minute conversation with a child at the end of a lesson, or they can be a formal meeting with a Key Stage Lead or other staff member present. ● Following this meeting, provide a suitable consequence, as laid out in this policy. ● Remember it is not the severity of the sanction; it is the certainty that this follow up will take place that is important. <p>Please see Appendix 1 for more information about Restorative Practice.</p>
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Serious Behaviours

For any of the behaviours below, please report to SLMT (Key Stage Leads in the first instance):

- Bullying
- Racist, homophobic or hate incidents
- Violent or aggressive outbursts
- Children exploring themselves inappropriately or being involved in inappropriate play of a sexual nature.
- Fighting
- Inappropriate language directed at others
- Damage to property
- Stealing
- Threatening behaviour to an adult or peer
- Persistent disrespectful behaviour to an adult

These behaviours require an immediate time out away from the classroom or playground.

On returning, the child should be reminded of their previous conduct/attitude/learning and what is expected of them now. A 'Restoration Meeting' should take place at the earliest opportunity e.g. beginning of break. This can include support from a Key Stage Lead.

Alongside the member of SLMT, staff should record the details from the incident, and any future incidents, on CPOMs, including:

- What happened
- What was the trigger

- What the child did and adult response

The member of SLMT should investigate further if necessary; talking to the children involved using a restorative approach, with the member of staff if necessary. They should also arrange a meeting (in person/phone call/video conference call) with parents to discuss the behaviour. The information from this investigation and discussion should be passed on to the Headteacher in a timely fashion depending on the outcome. Teachers should also report to SLMT those children with persistently poor behaviour at the earliest opportunity.

For serious behaviours such as those listed above, or a pupil demonstrating persistently poor behaviour, a longer period of time away from the classroom may be required for the child to reflect on their behaviour. Therefore, an 'internal exclusion' of half a day or one full day may be given as a further consequence in these cases by a member of SLMT. Children who receive an internal exclusion should continue their education out of the classroom through appropriate work set by the class teacher. Children may be placed in another classroom or a space suitable for them to work in. Parents should be informed of this consequence; a restorative meeting should take place and class teachers should consider what steps could be put in place to help prevent similar behaviours.

Secondary Behaviour

Example: If a child slams the door after you have followed all of these steps do not chase this behaviour; this is a secondary behaviour. It could distract from the primary behaviour, which is the one that needs dealing with immediately.

Ways to manage secondary behaviour:

- Don't bite back with your words
- Refuse to chase or engage with the behaviour or engage in power play
- Remember the first act of poor behaviour that triggered the outburst
- Use choice if you can, but not if it inflames the situation
- Resist the urge to bring up past misdemeanours
- Don't follow the child if he/she walks away, unless you have to because of clear and present safety concerns. The act of following can provoke and peak anger
- Remember you are the adult focus on the outcome you want, not the argument
- Ask questions and don't make accusations
- Focus on what is happening next. You can uncover what has just happened later
- Whenever possible move the child to a safe space out of public view and the pressure of an audience
- Shift into listening mode. This is not time for lengthy speeches, less will almost certainly be more

Adaptable scripts to reroute power play with a child:

I understand(that you are angry/upset/livid) I need you to....(come with me so that we can resolve this properly)

Maybe you are right(maybe I need to speak to them too)

Be that as it may...(I still need you to join in with the group)

I've often thought the same.....(but we need to focus on...)

I hear you.....(it's not easy but I know you can do it brilliantly)

Sanctions and Rewards

For most children verbal praise and recognition are enough. The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to

be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual reward charts may be used, with a focus on earning a reward for behaving appropriately.

The use of a sanction, for example time-out, should be used when a child needs to self-regulate their behaviour. The adults need to provide safe places for the child to go and self-regulate and they may need 'tools' to support their self-regulation. These should be provided for the child when appropriate.

Consequences

- Consequences can be positive and negative.
- Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.
- Children should have a warning before the consequence so that they have a chance to change the behaviour before the consequence.

Related consequences

Examples of related consequences:

If a child is being silly and spills a drink, he/she must wipe it up

If a child is fighting over a toy, the toy is put away

If a child refuses to get off the iPad, he/she loses iPad time later in the day

If a child has wasted learning time, a simple way to ensure he/she catches up is to send the learning home with a short note explaining what needs to be done

Loss of privilege

Examples of loss of privilege:

If a child refuses to follow instructions during football, he/she may lose the privilege of playing football at playtime

If a child has had a fight on the track, he/she may lose the opportunity to use the running track.

If a child is not completing work, he/she stays in at play to finish

Note of caution: Missing playtime is an easy consequence to use, however it can have a detrimental effect on the child's behaviour, the child who misses playtime the most is probably the child who needs playtime the most. Make consequences as specific to the behaviour as possible. Focus on building relationships and allowing time to get to know your children. Avoid making the whole class miss playtime; it's not fair to make all children suffer for the behaviour of one or two children and this can lead to resentment from those children always doing the right thing.

Removal from the classroom

Whether due to a step out or an internal exclusion, any time out of the classroom should be used as a last resort and only when pupils have worked through the behaviour steps, or have displayed a serious behaviour. In all cases, the pupil's education should continue while out of the classroom. During a time out, this will take the form of a reflection sheet that offers the chance for children to reflect on their behaviour and re-engage with the behaviour curriculum.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Sanctions *should*

1. Make it clear that **unacceptable behaviour affects themselves and others** and is taken seriously
2. **Not apply to a whole group** for the actions of individuals.
3. Be **consistently applied by all staff** to help to ensure that children and staff feel supported and secure.
4. Be in **proportion** to the action and **address the specific behaviour**.

Persistent Poor Behaviour

There may be times and circumstances when children are finding it difficult to adhere to the rules, values and routine of the school. This is always a small number but they need care and support and specialist provision and intervention to help them develop their resilience.

At St Matthew's, we understand that there is always a reason for the behaviour. Behaviour difficulties can reflect an unmet need e.g. communication difficulties, learning difficulties, social interaction difficulties, emotional and mental health needs. Children's home lives, their relationships and the security of their early attachments, feeling tired, hungry or unwell, housing conditions – all issues beyond a child's control - can all have an impact on children's wellbeing and affect their behaviour development. Some children may struggle to manage the busy, stimulating school environment, finding it overwhelming or confusing.

When children are continually showing poor behaviour we will implement some or all of the following, recorded in an IEP for those children on the SEND register, or a IBP otherwise:

- Create a positive Individual Behaviour Plan (IBP) for an initial period of 2, 4 or 6 weeks
- Work with class teacher, parents and the child
- Put in place a home school contact book or other form of communication if necessary
- Offer specialist provision as required e.g. desk alone with fewer distractions, reward charts, alternative play times
- Provide targeted interventions e.g. There's a Volcano in My Tummy, Social Emotional Toolkit, Zones of Regulation, Drawing and Talking
- Provide an in-school behaviour mentor; an impartial member of staff who they can seek out to discuss their behaviour with
- Seek the advice of outside agencies and professionals where appropriate, such as the school's Educational Psychologist or other professionals e.g. Longford Park School, Mike Glazebrook Training, Thrive Education, SENAS, school nursing team. Such referrals will involve parents.
- Establish a Team Around the Child/Family where needed, involving all professionals supporting a family.
- Seek 'Early Help' where parents need support in managing their children's behaviour and there may be other factors involved in family life which are impacting the child.
- Share Children's individual needs and the strategies being tried with the whole school staff team to ensure a consistent approach.

Language around Behaviour

At St Matthew's CE Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off', 'lost it' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at **all**

times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Early Years Foundation Stage

Children in the EYFS (Nursery and Reception) range from 3-5. Many of our children are only just beginning to understand their own emotions and can struggle to identify or label these. They therefore need a greater amount of staff support in managing their emotions and consequently their behaviour.

In recognition of this we support the children in understanding their emotions by discussing how the incident has made them feel, and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing or rubbing their arms. This support not only helps them to calm themselves in order to deal with the behaviour but will also support them later when they begin to use Zones of Regulation. We also ensure all our EYFS classrooms have areas that are comfortable, calmer and quieter in order for children to remove themselves, reduce anxiety and self-soothe.

We believe the environment the children inhabit deeply affects their behaviour and we have thus ensured our environments in order to keep arousal at an appropriate level, rather than providing a high level of stimulation that is overwhelming for many and affects their focus and ability to self-regulate. Please see the EYFS policy for further details.

We work in the moment with the children, providing a curriculum that is personalised to their needs and therefore ensures they receive the support they need whilst minimising opportunities for negative behaviours. The staff use consistent approaches and support the children with clear expectations, for example through the use of visuals and sand timers for taking turns. We use praise in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours.

Where appropriate, children will be given time to regulate their behaviour. Staff will then continue to support their behaviour choices with a restorative approach. All incidents are dealt with at the time and staff ensure they are supporting children to recognise the issues with their behaviour and make positive decisions.

Transition

Early Years staff play a key role in inducting children in the school's behaviour systems, rules and routines in line with this policy. However, during the first half-term of each new school year, additional time should be dedicated (in every class and in assemblies) re-inducting all pupils into the school's behaviour systems, rules and routines. Teachers should also be prepared to re-induct pupils if they not been in school due to a long-term absence e.g. for more than 20 school days.

Class teachers should carefully plan the induction of any child who joins their class (at the start of the year or part-way through) who has special educational needs. Additional time and support may need to be given by themselves or appropriate additional adults to embed routines and expectations. This additional support should be detailed on the child's IEP should it be required over a longer period of time e.g. half a term.

All records relating to a child's behaviour should be passed on to the new teacher at the end of the academic school year. These should be accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them.



Class teachers should induct any child who joins St Matthew's part-way through their primary school education. A peer buddy can also be provided to act as a guide and help induct them into the St Matthew's Way.

In Year 6 and Nursery, the class teacher and SENDCO will take part in a full transition / induction process with the receiving school, according to the child's needs.

Parent Referrals

To discuss an issue concerning your child's behaviour:

1. When possible, please arrange an appointment to speak to your child's teacher before or after school by contacting the school office. They will be able to check with the teacher the best time for an appointment. Every effort will be made to see parents as soon as possible.
2. If you wish to discuss the matter further, please make an appointment to see the Key Stage Lead for your child's Key Stage.
3. Following this meeting, if there are still concerns, then a meeting can be scheduled with the Child and Family Development Officer, Deputy Headteacher or Headteacher. The Key Stage Lead will be able to direct you to who best could support with your particular issue. Staff will endeavour to answer questions and concerns, which parents have and will deal with issues as quickly as possible. However, please understand that there are some issues that a teacher will need to investigate further. This may take a little more time and a further appointment will be made to report on investigations and steps that have been taken. The school hopes that all issues can be dealt with in a calm and positive way. If a member of staff feels threatened or abused, the meeting will end and parents will be contacted to attend a meeting with the Headteacher.
4. Serious incidents of unacceptable behaviour may be referred directly to the Headteacher or Deputy Headteacher. It will be important to involve parents at an early stage. It may be necessary to involve outside agencies such as the Educational Psychologist. In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child.

Safety and Wellbeing

Children's safety and wellbeing is of paramount importance to us and when a child, adult or children are in danger we take the following steps.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Special Educational Needs

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches to supporting children with additional needs may include:

- Using visuals - such as visual timetables, now and next boards and social stories.
- Being clear and consistent
- Following routines
- Providing additional support at transition times
- Using timers
- Providing emotionally calming strategies
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory room or nurture room) where pupils can regulate their emotions during a moment of sensory overload
- Making other reasonable adjustments for specific pupils (and detailing these on their IEP)

For further information, please refer to our *SEND Policy and Information Report*.

Suspensions and permanent exclusions

We have high expectations of behaviour at school. We will work with children and families to promote positive outcomes. We treat all children as individuals and come from a caring and compassionate place. We do not wish to exclude any child from school, but sometimes this may be necessary. For further information, please refer to our *Exclusions Policy*.

Prevention of Bullying

We define bullying as:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

The school does not tolerate bullying and if we discover that an act of bullying 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. For further information, please refer to our Anti-Bullying Policy and Child-on-Child Abuse Policy.

Searching and Confiscation of Inappropriate items

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

*Prohibited items (*Should be passed to the police as soon as possible)*

- knives and weapons*
- alcohol
- illegal drugs*
- stolen items*
- any article that the member of staff reasonably suspects has been*, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks and
 - pornographic images
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, including:
 - mobile phones or other communication devices or devices capable of taking pictures/videos, unless a contract has been signed as this is stored appropriately
 - e-cigs or vaping accessories
 - items containing or suspected of containing abusive / insulting messages that could cause emotional harm to others
 - electronic devices such as games consoles

Further information about these powers:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Mobile phones

Only children in Year 6 who walk to or from school unaccompanied, and where parents/carers have signed the mobile phone agreement, can bring phones into school. To mitigate the risks of distraction, disruption, bullying and abuse, children should not use their phones during the school day, and should put their phone (turned off) in the safe as soon as they arrive in the classroom and collect at the end of the day. School is not liable for any loss or damage of a phone brought into school.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact an appropriate member of senior staff (headteacher / deputy headteacher / designated safeguarding lead or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or drawers. Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Drawers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system, CPOMs.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and

will always ensure that this is a last resort, and that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. School staff are expected to follow the guidance set out in 'Searching, Screening and Confiscation Advice for schools (2022)'.

Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. As a Rights Respecting School, we wish to respect a child's right to privacy wherever possible and therefore the above powers must only be used when absolutely necessary. We would wish to involve parents at the earliest stage of this process.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Application of this policy

This Behaviour Policy is for all members of our school family. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming lessons, but the same principles of promoting good behaviour through the policy will always apply.

Behaviour outside of school

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

School staff may discipline a pupil for any misbehaviour outside of school when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school. Online misbehaviour
- The school can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.



Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher, deputy headteacher or Designated Safeguarding Lead will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
 - Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police
 - Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to provide an appropriate consequence to the pupil in accordance with this policy.
- Where a pupil makes an allegation against another pupil, including of sexual violence or sexual harassment, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to provide an appropriate consequence to the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.

- Please refer to our child protection and safeguarding policy or managing allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Recording, Monitoring and Communication

Teachers should record both positive behaviours, as well as any negative behaviour that reaches Behaviour Step 3 or above on Class Charts.

Positive behaviours can be awarded to children for displaying school values, following the St Matthew's Way, letting their light shine, and specific behaviours such as reading at home). The majority of behaviour points awarded should be positive. Awarding points is more about recognising positive behaviours than rewarding them, so the reason the point is given should be shared and celebrated with the child. Providing the point this way can contribute to team points, but also the school's own monitoring to analyse what positive behaviours children are displaying. Points can be deleted if given in error, but never to remove a point given.

Those entering these points can also click on the behaviour to add a note or positive outcome.

For children who have reached Behaviour Step 3 or above, this can record this under negative behaviours on Class Charts. A reason should be entered from those listed below. The negative behaviours class teachers or support staff can choose from *without first discussing with SLT* are:

- Unsafe behaviour
- Disrespectful behaviour
- Not ready

The serious behaviours available in Class Charts cover a minority of behaviours in the school but it is essential these are recorded correctly. If a member of staff believes a child has demonstrated a serious behaviour (see page 16), a Key Stage Lead or another member of SLT is required to authorise the recording of a serious behaviour to ensure they are involved in the management of this behaviour from an early stage. The Headteacher is the only member of staff who can authorise external exclusions.

Staff should discuss with Key Stage Leads (or another senior member of staff if appropriate) as soon as possible following an incident to discuss this before selecting one of these serious behaviours and associated outcomes.

All negative behaviours recorded must have an outcome noted for this behaviour. Staff must also enter a brief description of the behaviour that can be shared with parents, the location it occurred in, the correct time/date it occurred and the details of any further consequence if one was given beyond the time out and restorative meeting.

E.g. Child A pushed another child in the classroom during maths.

E.g. 2 Child B was inappropriately using the iPads during computing and searching for rude words. Child B lost the privilege to use the iPad for the remainder of the lesson but was provided with a suitable alternative.

During the recording of the incident, the comment should be used to give more context to the incident for school's monitoring purposes. This could be any information useful to prevent this happening again, or to help monitor patterns of behaviour between specific children. Staff also have the option to refer the incident to another member of staff if needed e.g. the class teacher or Key Stage Lead.

Once a negative behaviour has been recorded in Class Charts, staff who entered this behaviour should take a copy of all the key details that can be shared with parents/carers and send these the same day via Weduc. Staff may also phone or speak to a parent/carer regarding the behaviour to share further concerns, add reassurance that improvements have been seen or discuss support going forward. However, a message should still be sent so the communication has been recorded.

For any child that is a victim of a serious behaviour, or any behaviour that doesn't follow the St Matthew's Way, where there may have been a considerable or lasting negative impact on them, this information should be communicated to parents or carers and on the same day, wherever possible. This communication can include some of the steps taken following the incident, such as a restorative meeting and the outcome of this. This communication should be recorded in Class Charts Notes.

There is a 'short form' for quick restoration meetings for low-level behaviour, and a 'long form' for longer restoration meetings requiring further detail. This should ideally be completed on the same day as the incident, which is when parents should be informed via Weduc.

Senior Leaders, including the Key Stage Leads, monitor behaviour on a regular basis, and formally each fortnight. Behaviour is on the agenda of regular SLMT meetings.

Behaviour is also discussed at the Key Stage meetings and the Pastoral Meeting. This enables all staff to be consistently reminded about the expectations and procedures to review successful and unsuccessful strategies and to be aware of new trends/patterns of behaviour in each year group. The impact of strategies and support for whole school, specific classes and individual pupils is assessed every half term and revaluated by Senior and Middle leaders.

The Governing Body receives a termly report about Behaviour within the Headteacher's report. The Governing Body scrutinise the report and any accompanying data to ensure that all groups of pupils are behaving well and responding to the support given.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At St Matthew's, we aim to do this discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Appendix 1: Restorative Practice

St Matthew's CE Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and all staff have them on a lanyard.

Any form of humiliation is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships after the event when the child is calm go back over the event.

Restorative Practices in Schools is about:

- building safer, saner schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Sanction doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into the school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Five

Use the 5 questions below for a Restoration Meeting when dealing with a behaviour incident.

1. What **happened?** (Neutral, dispassionate language.)
2. What were you **feeling at the time?**
3. What have you **felt since?**
4. **Who has been affected** and how did this make them feel?
5. What should we do to **put things right?** / How can we do things **differently?**

For younger children try:

1. 'Ok, imagine if there were.....(people affected/a way of putting it right/things you could do differently). What would they be?
2. 1 – 10 scales: On a scale of 1 - 10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: "I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have [teacher/TA] sit with you and help you with the answers?"

Why No 'Why?' Questions?

- 'Why?' implies 'I have already judged you and found you lacking – I know what I think you should have done.'
- 'Why?' is a question young people often can't answer – just as they often act with no awareness of possible consequences.

Appendix 2: Playground behaviour

We acknowledge that behaviour at playtime can be different to behaviour in the classroom; therefore, we have provided these guidelines for dealing with behaviour at playtime.

Expectations of adults in the playground

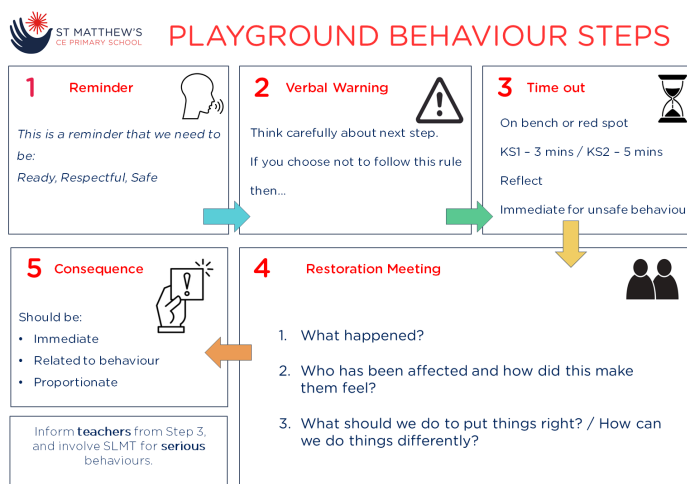
- We need all adults in the playground to be proactive, looking out for any possible incidents and responding quickly if an incident occurs.
- Discuss behaviour in a calm manner
- Always come from a thinking place, asking: 'What's happened?', 'Can you tell me what has happened here', 'One at a time, tell me what has happened...'
- The majority of low-level incidents in the playground can be dealt with by the adults on duty. Teachers should be informed if children have required a time-out.

During playtimes

- All staff need to be spread around playground including in blind spots
- Be watchful at all times
- Staff should not be in clusters having conversations with one another.
- Play games, engage with children when you think this is appropriate

To manage poor behaviour

- Use the 'Steps in Behaviour' set out in this policy, with a slimmed down restoration meeting:



Scripts to use:

'What's happened?'

'Can you tell me what has happened here?'

'One at a time, tell me what has happened...'

"Let's sit down and find out what happened."

"It was the rule about..... that you broke"

"Which rule do you think you broke?"

"You need to understand that every choice has a consequence. You have chosen to break the school rule this means you will have a consequence of'

"What do you think the poor choices were that caught my attention?"

Where a child requires a time out on a bench or red spot; this time should only be short (3 minutes for KS1 and 5 minutes for KS2) but should be observed and the adult should ensure the child then returns to being able to play.

Appendix 3: Use of Zones of Regulation

The school uses the Zones of Regulation to help children understand, recognise and moderate their emotional responses. This compliments our Positive Relationships and Behaviour Policy.

'Zones of Regulation' is a whole school approach to help children manage their emotional literacy. It is not a discipline model, but helps children to understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them. For example, when playing on the playground or in an active/competitive game, no one would think twice about one being in the Yellow Zone but that would not be same in the library. – [Zones of Regulation](#)

The goals of the zones of regulation are to teach children to:

- identify their feelings and levels of alertness
- develop effective regulation tools
- learn when and how to use the tools
- problem solve positive solutions
- understand how their behaviours influence thoughts and feelings
- ultimately – develop independent regulation

Our task is to help individuals to employ strategies for optimal learning. This comes from recognising which of the 4 zones the individual is in:

- **Blue Zone:** Low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** Calm state of alertness; optimal level to learn; feels happy, calm, okay, focused.
- **Yellow Zone:** Heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** Heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

Staff should model which zone they are in e.g. I am in the yellow zone because I'm looking forward to something. I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are.

Tools for Regulation

Teachers should encourage children to find the best 'tools' to help children regulate their emotions depending on what zone they are in and what context they find themselves in.

For the **Blue Zone** – increase arousal:

- think happy thoughts
- talk about your feelings
- rub hands together
- run on the spot
- shoulder rub
- ask for a hug
- swinging or spinning
- stretching or jumping jacks
- strong scents



- vibration
- drink water
- crunchy foods
- bright lights
- listening to loud music

For the **Green Zone** – maintaining:

- keep your eyes on the teacher
- remember your daily goals
- finish your homework
- think happy thoughts
- be a good friend
- help others
- work hard
- smile

For the **Yellow Zone** – decrease arousal:

- talk to my parents/friends
- take 3 deep breaths
- do a wall push up
- use a fidget
- go for a walk
- take a break
- read
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods

For the **Red Zones** – decrease arousal:

- take three deep breaths
- how big is my problem – the size of your reaction should match the size of the problem. How big do others see the problem? How big should your reaction be?
- jump on a trampoline
- relax your muscles
- talk to an adult
- sensory break
- push the wall
- count to 20
- walk away
- STOP!
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods

Early Years Foundation Stage begin to introduce elements of Zones of Regulation through the 'Colour Monster' but move quickly on to the zones of regulation like the rest of school, coaching children to recognise their emotions; labelling them and coming up with strategies to manage these emotions.