



Adopted: September 2021
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BEHAVIOUR STRATEGY

Vision, Mission & Values

 St. Matthew's CE Primary School	
Vision	Core Values The way we do things around here
Outstanding in everything we do	We aim high - We are aspirational for our children, our school and ourselves
Mission The St. Matthew's Way	We encourage - We build people up, we recognise the value of the whole school family
High educational expectations within a caring Christian Community so our children have successful futures.	We have faith - We have the courage to take risks and try new things knowing that this is a safe place and we have faith that God has great plans for our school and the individuals in it We do all this in a culture of respect

Aims

This strategy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions** and **behaviour and consequences**

This strategy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion

It is also based on the special educational needs and disability (SEND) code of practice.

Introduction

At St. Matthew's School a high standard of manners, respect and concern for others is encouraged and expected at all times from adults and children. We believe that every person within our school community and the contribution they make should be valued. The ethos of the school also promotes, besides care and consideration for others, self respect and self discipline, respect for property, honesty and trust. Bullying, racial or sexual harassment and derogatory and discriminatory name calling will not be tolerated. Within the wider community, children should be aware that the school's reputation can be influenced by the way in which they behave. Restorative approaches are used to ensure positive behaviour and relationships.

Our Golden Rules

1. We will respect each other's right to learn and do our best.
2. We will follow instructions given by adults in our school.
3. We will show our care for each other by being kind and polite.
4. We will move around our school quietly and safely with respect for others
5. We will care for our school and everything and everyone in it.

Roles and responsibilities

The **Local Governing Body** is responsible for reviewing and monitoring this behaviour strategy's effectiveness and holding school leaders to account for its implementation.

School leaders are responsible for reviewing and approving this behaviour strategy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this strategy to ensure rewards and sanctions are applied consistently. The senior leadership team will support staff in responding to behaviour incidents.

Staff are responsible for:

- Implementing the behaviour strategy consistently while providing a personalised approach to the specific behavioural needs of particular pupils
- Modelling positive behaviour and speech
- Recording behaviour incidents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Model positive behaviour and speech
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Follow instructions from adults
- Show respect to all members of staff, volunteer helpers and visitors, and each other at all times – in lessons, at playtimes, lunchtimes and extra-curricular activities and clubs
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings, environment and school property with respect
- Wear correct school uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Strategies for Managing Behaviour

To promote good behaviour in our school, the following strategies should be used:

- Positive relationships between children and teachers and other staff including
 - Greeting pupils in the morning/at the start of lessons
 - Concluding the day positively and starting the next day afresh
- Positive relationships between teachers/other staff and parents
- Good communication between parents and staff
- Good communication between colleagues
- Early intervention
- Prevention of escalation
- All staff to take responsibility and to be proactive

- High quality teaching and learning across the curriculum and high expectations of behaviour which are made explicit to the children
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the golden rules and own classroom rules
- High quality Personal Social Health & Citizenship Education (PHSCE) provision across the school
- Appropriately pitched and prepared learning materials and resources, choice of teaching styles and variety of tasks
- Knowledge, understanding and recognition of each child - their individual needs, characters and which strategies work best for each child.
- Good pace of lessons
- Consistent positive behaviour management strategies
- Use of specific praise and positive language
eg the following light assertive sentence starters:
 - I have seen you/ I know you...
 - You need to...
 - I need to see you...
 - I expect...
 - I know you will...
 - I remember when you...
 - Thank you for...
 - I have heard what you said, you must...
 - Finish with "as this is how we do it here".
- Recognising that all pupils are capable of success
- Proactive supervision at all times
- Age appropriate rewards and sanctions
- Deal with situations in a calm, firm and fair manner, avoiding confrontation
- Use of restorative approaches
- Whole school recognition in achievement collective worship
- Follow school "Behaviour and Consequences" chart

Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Moving up the classroom ladder / peg chart
- Stickers including Headteacher's awards presented in weekly achievement assembly
- End of term certificates
- Letters or phone calls home or face to face conversations with parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Moving down the classroom ladder /peg chart
- Completing work out of the classroom
- Expecting work to be completed at home, or at break or lunchtime
- Missing part or all of playtime or lunchtime, or an after school activity
- Opportunities to make amends, apologise, put things right
- Referring the pupil to a senior member of staff
- Letters or phone calls home or face to face conversations with parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' – going to see the Headteacher (or other senior staff) each day to check behaviour/learning has improved.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sports event or on the way to/or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this strategy.

Please refer to our safeguarding strategy and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Anti-bullying

St Matthew's CE Primary School does not tolerate bullying. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy and Policy.

Exclusion

Fixed term or permanent exclusion is used as a last resort where children's behaviour is disrupting learning, affecting the well-being of children and adults, and impacting on the good order of the school. Other agencies (eg Educational Psychologist, behaviour support service, Child and Adolescent Mental Health Service, health, children's services, will be involved as appropriate.) For full details see Behaviour & Exclusions Policy.

Confiscation

Teachers have the authority to confiscate property as a reasonable sanction. Where appropriate, confiscated property will be retained in school until collected by the child's parents. Teachers have the authority to search a child or their property if the child is suspected of carrying a weapon. Where possible, parents will always be informed before a search is carried out.

Physical Intervention

Staff are trained in the use of physical intervention and Positive Touch strategies. Staff are allowed to positively touch children to ensure the safety of children and the good order of the school.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCO) will assess a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Links to Other Policies

This strategy should also be read in conjunction with the Behaviour & Exclusion Policy, Behaviour and Consequences chart, PSHCE Policy, Online Safety Policy, Anti- Bullying Strategy, Home School Agreement and Charging and Remission Policy.