

St Matthew's RC Primary School

Behaviour Policy



Approved by:	Governors	Date: Autumn 2024
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1. Aims

Our Mission statement at St Matthew's Catholic Primary School is:

'Welcome to our happy school, where everyone is valued and given the opportunity to, 'let their light shine.' With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals as we learn, and grow, in a safe and enjoyable environment.'

By rewarding, promoting and displaying positive and respectful behaviour, pupils and staff can work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately, we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school use restorative approaches when resolving conflict. We have high expectations of everyone within school and treat all pupils and adults with equal respect.

The implementation of this policy gives everyone clear guidance for how behaviour is managed at St Matthew's Catholic Primary School to ensure that effective teaching and learning takes place at all times.

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › 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

2. Legislation and statutory requirements

This policy 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](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Our 'Good to be Green' behaviour monitoring system rewards positive behaviour, whilst also discouraging inappropriate choices. Each class has its own Good to be Green chart, with every child having their own pocket with a green card in place. The aim of the system is for children to keep their green card each day. If a child stays on green all week they receive a praise card to take home and also an entry into a prize draw. Children can also earn 'privilege cards' for demonstrating exceptional behaviour, respectful relationships or improvements and they receive a silver card placed in their chart and a card to take home.

Our school council agreed a set of actions that demonstrate examples of 'green', 'amber' and 'red' behaviour. These are some examples;

Green

Good manners, being kind, good listening, helping hurt/sad people, doing your work, walking in school, following the voice level chart, taking care of things, respecting school property.

Amber

Not listening, talking in class, throwing things in class, name calling, not doing your work, not bringing in your homework, not sharing, shouting, arguing, not following rules on school uniform, swinging on chairs, taking blue tack off displays, knee sliding in classroom, eating sweets in school.

Red

Having a fight, Using bad language, taking photographs of others on school ipads, spitting.

Sanctions

Children are given many opportunities to rectify their behaviour choices. Initially, a verbal warning will be given discreetly by the member of staff. Following this, pupils will receive a "Stop and think" card which is placed silently on the child's desk or handed to the child in other situations. Should negative behaviours persist, pupils will move to a yellow card, a final warning. From here pupils will either rectify their behaviour and work their way back to a green card or, will continue to exhibit unacceptable behaviour and be given a red card which will result in missing play time or lunch time. Parents will be informed of this. In extreme situations or where a child continues to receive red cards, a formal meeting will take place with the child's parents and the next steps will be discussed.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents using our electronic CPOMs system

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequences

7.1 List of rewards and consequences/sanctions

Positive behaviour will be rewarded with:

- › Praise
- › House points
- › Letters or phone calls home to parents
- › Special responsibilities/privileges
- › Good to be Green rewards/privilege cards
- › Celebration Assemblies
- › Certificates
- › Showing work to another teacher/headteacher
- › Attendance awards
- › Non-verbal rewards, such as a thumbs up

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

- › A verbal reprimand

- › Missing some play time
- › Expecting work to be completed at home, or at break or lunchtime
- › Referring the pupil to a senior member of staff
- › Letters or phone calls home to parents
- › If a child received a red card on the 'Good to Be Green' system, a consequence will be given and parents will be informed
- › Behaviour monitoring charts
- › Internal suspension

7.2 Restorative Practice

Restorative practice aims to manage conflict by ensuring that everyone in the process feels they are involved, treated equally, and all given a voice.

Restorative Meetings (repair) may be used as necessary if children need greater support with their behaviour. These meetings can involve the class teacher, a member of senior staff and/or parents depending on the behaviour.

What happened?

What were you thinking of at the time?

Can you tell me what happened at the time?

How did you respond at the time?

What have you thought about since?

How has this affected you?

Who do you think has been affected? In what way?

What is happening now? How do you feel now?

Is anything different for you since?

What do you think you need to do to make things right?

How would you like to see the future?

Is there anything you would like to add?

7.3 Safeguarding and Wellbeing

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.

The school will ensure that all safeguarding concerns 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

7.4 After School Clubs and Off-site behaviour

The behaviour policy applies to children taking part in after school activities. Any child who persistently displays negative behaviours at an after school club will not be allowed to attend the club the following week. Continued poor behaviour in school will result in a child losing the privilege of attending an educational visit, sporting event or an after school activity.

We expect our pupils to uphold our behaviour principles and to behave respectfully in and outside of school. Sanctions can be imposed for poor behaviour outside the school premises, including

- online conduct
- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school

7.5 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 discipline the pupil in accordance with this policy.

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

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the pupil code of conduct or their own classroom rules
- › Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

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

At St Matthew's Catholic Primary School we follow the advice given in the following guidance:

DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Physical restraint

Staff at St Matthew's follow the most up to date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.) **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

8.3 Confiscation

Power to search pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: **DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022**

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

- › Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

8.4 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 will evaluate 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8.6 Suspensions and Permanent Exclusions

We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary.

- Suspensions and exclusions guidance is based upon current South Tyneside Council and DfE guidance and current legislation, which sets out the responsibilities of the Headteacher, governing body and the LA.
- Suspensions and exclusions will not be used if there are alternative solutions available.
- Only the Headteacher, or Deputy Headteacher, in the absence of the Headteacher, has the authority to exclude and will notify parents/carers within one school day by phone and letter.
- Detailed records of incidents are kept and suspensions are reviewed by the governing body.
- Suspensions and exclusions will only be used for serious breaches of school policy.
- As soon as the pupil is suspended or excluded the school will provide appropriate work to be collected by parent/carer and returned for marking.
- Parents will be required to attend a re-integration meeting upon the child's return to school.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term suspensions, or as a result of a very serious one-off offence. As a last resort, a pupil may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

Internal suspensions

Internal suspension is when a pupil must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal suspension is a discretionary measure where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external/fixed-term suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed-term suspension is necessary. An internal suspension may include a break time or lunchtime supervised internal suspension.

9.0 Supporting All Learners

Alternative arrangements for sanctions will be considered on a case-by-case basis for any pupil where school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. School will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

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.

9.1 Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour 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 any substantial disadvantage to a disabled pupil being 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.

At St. Matthew's, examples of our approach to anticipating and removing triggers of misbehaviour is outlined below:

- 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 a 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 zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND? If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school

- will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate 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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9.5 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Regular contact with a nominated pastoral lead
- A report card with personalised behaviour goals

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure staff are made aware of all relevant and available in-service training.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and St Matthew's Catholic Primary School governors annually. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy