

# St Matthew's CE Primary School

## Positive Relationships and Behaviour Policy



ST MATTHEW'S  
CE PRIMARY SCHOOL

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**Created by:** P Langridge **Date:** September 2020

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**Approved by:** Headteacher **Date:** September 2020

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**Last reviewed on:** N/A

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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



## Policy Statement

At St Matthew's we set high expectations of behaviour. Together, we promote positive behaviour in all our pupils and create an environment in which this can flourish. The aim 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.

- 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 behavior 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.



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.



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.

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 the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

## **The responsibility of staff**

TBC from values framework – Sep 2020

## **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.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term 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.

## **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.
- The Headteacher has the day-to-day authority to implement the school's policy on positive relationships and behaviour, but governors may give advice to the Headteacher about particular disciplinary issues.

## **Responsibility of Parents**

TBC from values framework – Sep 2020

## **Responsibility of the Pupils**

TBC from values framework – Sep 2020

## 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.
- **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!
- **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. Eyes front
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.
- 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.

## Key Stage Leaders

Key Stage Leaders 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.

Key Stage 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 Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data (recorded on CPOMS) to target and assess interventions.

## Senior Leaders

Senior leaders 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:

- 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
- 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 underestimated. 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. Their names will be recorded, a photo taken and shared on the parent app weekly.

#### 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 from Reception to Year 6 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. Each classroom has a team point board where the points are tracked. 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' Behaviour Ladders

In the Early Years classrooms, we use a behaviour ladder 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 indications 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
- Behaviour 'cloud' cue card with explanation
- Asking a child to move areas and temporarily remove the privilege to choose
- X minute time out
- X minute time out in the alternative EYFS class
- Sent to a member of SLT

## 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

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Steps in Behaviour

BEHAVIOUR STEPS



Reminder



Verbal Warning



Time Out

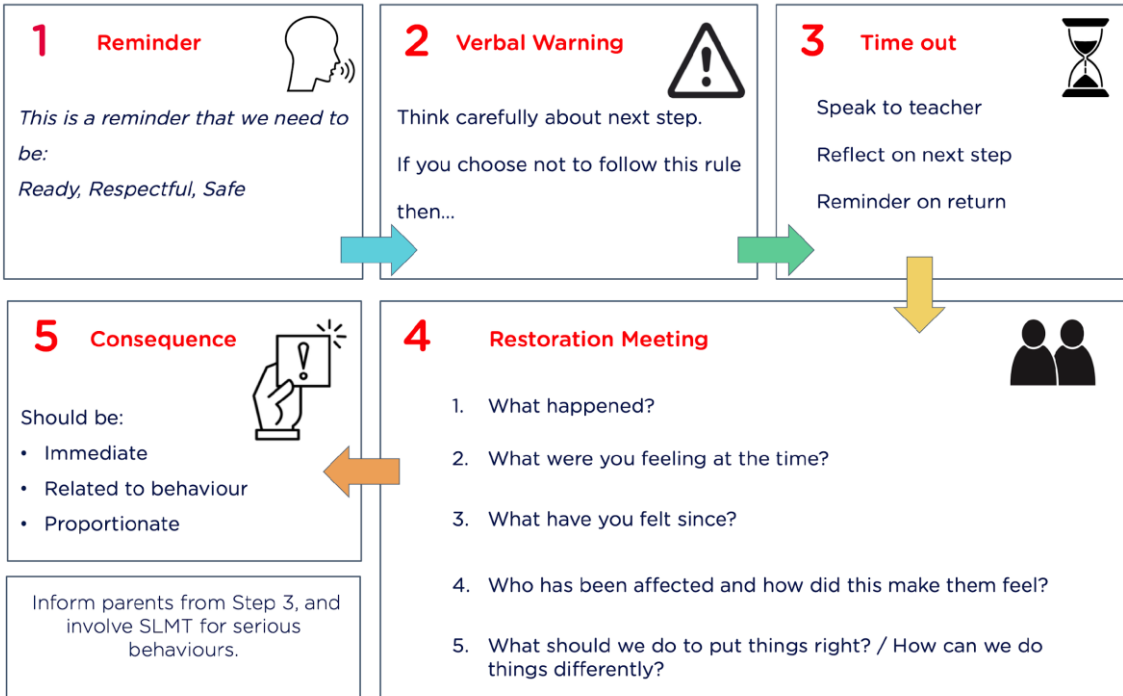


Restoration Meeting &  
Consequence



*Let Your Light Shine*

## BEHAVIOUR STEPS QUICK GUIDE





Steps	Actions
<p><b>1. Reminder</b></p>	<ul style="list-style-type: none"> <li>● <i>Gentle encouragement, a 'nudge' in the right direction (use child's name where possible, child level, eye contact, deliver message).</i></li> <li>● <i>A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible.</i></li> <li>● <i>Repeat abbreviated reminders if necessary.</i></li> <li>● <i>Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</i></li> <li>● <i>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</i></li> </ul> <p><b>Adaptable script:</b> 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><b>Example:</b> [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>
<p><b>2. Warning</b></p>	<ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>● <b>Refer to previous examples of good behaviour.</b></li> <li>● <b>Staff may use the phrase, "Think carefully about your next step".</b></li> </ul> <p><b>Adaptable script:</b> 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><b>Example:</b> '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>

<p><b>3. Time out</b></p>	<ul style="list-style-type: none"> <li>● <b>If the warning is not heeded the child will be given a time out of three (KS1) / five (KS2) minutes (break/lunch time) or five (KS1) / ten (KS2) minutes (class time).</b></li> <li>● The learner is asked to speak to the teacher away from others</li> <li>● 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.</li> <li>● Learner is given a final opportunity to reengage with the learning / follow instructions.</li> <li>● Staff must use a sand-timer so that both the child and the adult have a visual cue.</li> <li>● <b>Classroom:</b> time out may occur in the same room / the class next door / courtyard / DHT office, depending on context (child must always be supervised).</li> <li>● <b>Playground:</b> time out on the bench / red spot if benches are full – no standing against the wall. School Office for serious behaviours.</li> </ul> <p><b>Adaptable script:</b></p> <p><b>Classroom:</b> 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] time out. 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.</p> <p><b>Playground:</b> <i>Similar to above except</i>          ...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 [three (KS1) / five (KS2) minute] time out...</p> <p>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'.</p> <p><b>Example:</b>          '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.'</p> <p><i>Learner completes time out.</i>          Do you understand our rules and what we expect of you? Tell me what you are going to do differently to meet these expectations.</p> <p><b>*DO NOT describe child's behaviour to other adult in front of the child*</b></p>
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	<p>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>
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<p><b>4. Restoration</b></p>	<ul style="list-style-type: none"> <li>● <b>Restoration meetings at St Matthew's are a core part of repairing damage to trust between staff and learners.</b></li> <li>● Our Restoration meetings are structured in 5 steps:             <ol style="list-style-type: none"> <li>1. What <b>happened?</b> (Neutral, dispassionate language.)</li> <li>2. What were you <b>feeling at the time?</b></li> <li>3. What have you <b>felt since?</b></li> <li>4. <b>Who has been affected</b> and how did this make them feel?</li> <li>5. What should we do to <b>put things right?</b> / How can we do things <b>differently?</b></li> </ol> </li> <li>● 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.</li> <li>● 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.</li> <li>● Following this meeting, provide a suitable consequence, as laid out in this policy.</li> <li>● Remember it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.</li> </ul> <p><b>Please see Appendix 1 for more information about Restorative Practice.</b></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.

### 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 affect 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.

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 well being 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:

- Work with class teacher, parents and the child
- Create a positive Individual Behaviour Plan (IBP) for an initial period of 2, 4 or 6 weeks
- Put in place a home school contact book 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
- 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 professionals where appropriate, such as the school's Educational Psychologist or other professionals e.g. Longford Park School, Mike Glazebrook Training. 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

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.

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.

### *Physical restraint/Safer Handling*

There may be times when a child's behaviour is a danger to his/herself and others. If the child is unable to be contained in a safe place then he/she will need to be restrained. For further information, please refer to our *Physical Intervention Policy*.

### *Special Educational Needs*

Children with SEND are more likely to have behaviour difficulties and SEMH difficulties. We support these children by:

- 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

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

### *Fixed-term 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:

*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, physically or emotionally.*

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 Agreement.

### *Confiscation of Inappropriate items*

There are two sets of legal provisions around the confiscation of inappropriate items:

1. Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Also note:
  - The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
  - Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
  
2. The Headteacher, and staff authorised by them, have the statutory power to search without consent for "prohibited items" including:
  - knives and weapons\*
  - alcohol
  - illegal drugs\*
  - stolen items\*
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been\* or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to the property of, any person (including the pupil).
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

*\*Should be passed to the police as soon as possible.*

Further information about these powers:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

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.*

### 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.

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'.

*Subject to the school's Behaviour Policy, the teacher 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.

### Recording and Monitoring

Teachers should record behaviour that reaches Behaviour Step 3 on CPOMS. 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.

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

Behaviour is also discussed at the weekly Key Stage meetings. 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 reevaluated 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.

Learner's 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.
- 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.

*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', coaching children to recognise their emotions; labelling them and coming up with strategies to manage these emotions.