

# St Matthew's CE (Aided) Primary School and Nursery Centre



## Behaviour for Learning Policy

***'To provide quality education for our children in a happy and secure Christian environment, encouraging pupils to achieve their full potential academically, spiritually and socially'.***

Policy Document Status			
Date of policy creation	September 2023	Named responsibility	R. Wilson A. Cadman-Smith
Date of review completion	December 2025	Named responsibility	R. Wilson
Inception of new policy	TBC		
Date of policy adoption by governing body		December 2025	
Next review date		July 2026	

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### **Policy Introduction**

At St Matthew's we are committed to encouraging good, positive and caring behaviour, and to promote self-discipline and holding high regard for rules and authority.

### **St Matthew's CE (Aided) Primary School Vision**

#### **St Matthew's CE (Aided) Primary School and Nursery Centre**

***"I can do all things because Christ gives me strength."***

***Philippians 4:13***

Our school is one based on 'Individuals working to potential together with God' and we are fully committed to developing the unique potential of the individual, within a secure and caring environment where mental health and wellbeing is strengthened, developing lifelong values which enables successful contribution to local community and to navigate an increasingly complex national and global community.

We provide our children with an engaging, exciting and creative curriculum, extending beyond the academic, rooted in our Christian values and TEAM spirit. We will aspire to be an innovative and inspiring learning community, where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually.

***'If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be.'***

**Goethe.**

### **Policy Aims**

Our behaviour policy aims to:

- Create a welcoming and safe learning environment in which everyone can be successful in achieving their full potential.
- Create a culture of exceptionally good behaviour for learning and our community.
- Develop a consistent approach across the school which all children know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- To help pupils take responsibility and ownership over their behaviour and be responsible for the consequences.
- To ensure adults use de-escalation and restorative practice when managing behaviour.

We are committed to promoting equality and good relationships. We tackle discrimination quickly and firmly and aim to make equality of opportunity a reality for our children. We will be successful in achieving this through our expectations and Christian values displayed through our 3 R's.

## **St Matthew's Approach to Fostering Positive Behaviour**

### **Positive Behaviour Management**

We expect everyone to have high expectations of behaviour at all times and to promote positive behaviour management.

**Definition:** Positive behaviour management is a process by which a child's behaviour is improved by using reward, sanction and reflection.

Developing positive relationships with all children is the key to effective behaviour management and is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

It is very important that praise and reward should have great emphasis. Praise has a reinforcing and motivational role; it helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; be earned for the steady maintenance of good standards as well as for particular achievements.

### **British Values**

The school seeks to develop pupils' acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. A weekly 'Picture News' Worship is held, which explores world news and British Values.

### **Christian Values**



Our behaviour policy is built upon the teachings of Christ and the values that underpin Christian life. Rooted in the heart of this policy are our Christian values which call us to live with respect, compassion, and courage. These shape the way we interact with one another, how we resolve conflict, and how we nurture a community where all can flourish. Our values shape how we treat one another and how we build a community where everyone feels safe, valued, and supported.

Christian values are not abstract ideals; they are practical standards for daily living. They remind us that behaviour is not simply about rules but about relationships — with God, with others, and with ourselves. By grounding our expectations in these values, we encourage individuals to grow in character, to act with integrity, and to contribute positively to the life of our community.

These values guide us in creating an environment where mistakes are met with understanding, where reconciliation is sought over punishment, and where each person is encouraged to take responsibility for their actions.

### **Behaviour Policy Principles - The 3 R's**

Underpinning our Christian Values are the Three Rs. These are three simple rules that we expect all pupils, adults and stakeholders in the school to follow.

#### **RESPECT**

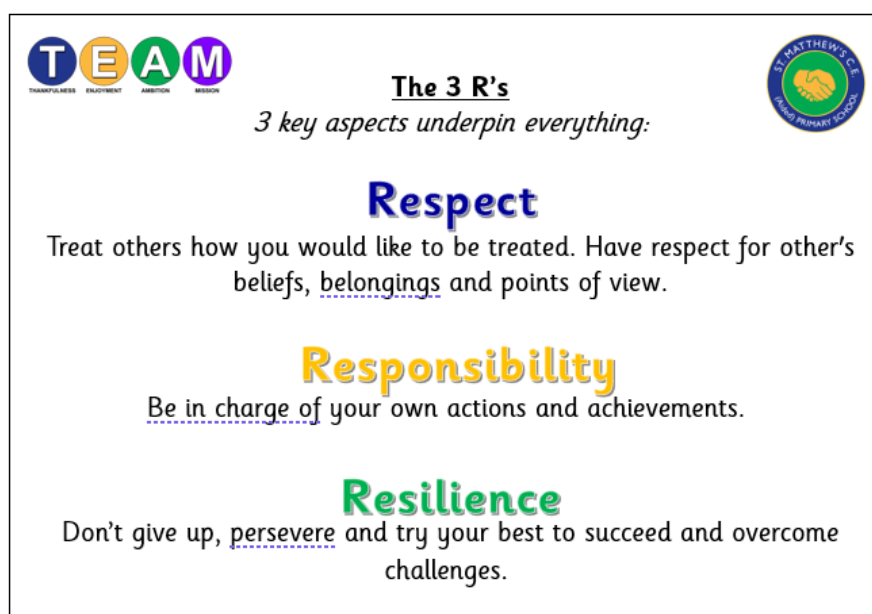
Treat others how you would like to be treated. Have respect for others' beliefs, belongings and points of view.

#### **RESPONSIBILITY**

Be in charge of your own actions and achievements.

#### **RESILIENCE**

Don't give up, persevere and try your best to succeed and overcome challenges.



Posters promoting the 3 Rs are located within classrooms and around school and are referred to by all staff when speaking to children about their behaviour.

At the start of every academic year each class teacher is required to use their first PSHE lesson to discuss, the importance of the 3 Rs, explaining to children what they are and how they demonstrate these through their attitudes and behaviour.

### **Behaviour Standards**

As a school staff and children worked collaboratively to create an agreed set of behaviour standards. These standards list behaviours we expect all stakeholders to always demonstrate both in school and when representing the school community at events off of the premises. ([Appendix 1](#))

### **Reward Systems:**

Good behaviour is helped when everyone remembers to do what is expected of them. We believe that good behaviour should be consistently rewarded. On a daily basis staff can:

- praise a child immediately for their behaviour and say what was positive, relating this to the 3Rs
- reward exemplary behaviour or achievement including:
  - Use of class tracker (EYFS/KS1)
  - Dip in the box - Prize award for reaching Gold (EYFS)
  - Stickers (Whole School)
  - Star in my pocket (KS1)
  - TEAM Points (Whole school)
  - Pupil of the week (Whole school)
- phone or speak directly to the child's parents to express how pleased they are with the behaviour

### **TEAM Points**



At St Matthew's we use **TEAM Points** to celebrate and reward pupils who consistently demonstrate our school values in their learning and behaviour. TEAM stands for **Thankfulness, Enjoyment, Ambition and Mission**, and the system is designed to encourage children to work hard, show kindness, and contribute positively to our school community.

Children achieve TEAM points on an individual basis that are then put together to provide a TEAM total at the end of the week. The totals are recorded on the leader board in the school hall. Over the course of the term TEAM totals are combined to then overall winning TEAM is announced at the end of the term, the winning TEAM colour ribbon is proudly displayed on the cup in hall, and a TEAM reward is given.

#### **TEAM points are awarded as follows:**

- **Bronze - 50**
- **Silver - 100**
- **Gold - 150**
- **Platinum – 250**

Children receive a certificate when they achieve each TEAM point milestone. These are awarded in the celebration worship on a Friday.

TEAM rewards for this academic year will be:

Autumn	Spring	Summer
Short film and Popcorn	Easter Egg Hunt	Ice lolly and Games

To further support our reward system, we also celebrate positive behaviour through:

### **Celebration Worship**

At our school, we believe it is important to recognise and celebrate the effort pupils put into their learning. Each week, we hold a Celebration Worship, where children who have worked especially hard are awarded a certificate in front of their peers.

These certificates highlight achievements such as:

- Showing determination and resilience in their work
- Demonstrating kindness and respect towards others
- Putting consistent effort into classwork and homework
- Living out our school values every day

The assembly is an occasion where the whole school comes together to applaud to celebrate individual achievements successes. By celebrating effort as well as achievement, we encourage all pupils to understand that hard work and perseverance are valued and rewarded.

This regular recognition helps to build confidence, motivate children to keep striving, and reinforces our belief that every child's effort makes a difference.

### **Above and Beyond Awards**

Above and beyond awards celebrate and recognise the outstanding contributions of pupils within the school. A postcard will be sent to parents via post in recognition of their child's achievement by the Headteacher and/or the Deputy Head.

### **Head Teacher Stickers**

As part of our positive behaviour system, pupils can be awarded a **Headteacher Sticker** when they demonstrate exceptional effort, behaviour, or achievement. These stickers are a special recognition from the Headteacher and are designed to celebrate moments when children go above and beyond in living out our school values.

#### **When are stickers awarded?**

- For outstanding effort in learning
- For acts of kindness and respect towards others
- For showing resilience and determination
- For contributing positively to the school community

#### **Why Headteacher Stickers matter**

- They provide immediate recognition and encouragement.
- They highlight to pupils that their actions are noticed and valued at the highest level.
- They motivate children to continue striving for excellence in both behaviour and learning.

Receiving a Headteacher Sticker is a proud moment for pupils, reinforcing that positive choices and hard work are celebrated across the whole school.

If a child has displayed work of an exceptional standard, they are asked to show their work to the Head teacher to celebrate their achievement, they are presented with a Head Teacher's sticker.

### **RE Stickers**

As a Christian school, our behaviour policy is rooted in the belief that every child is uniquely valued and called to grow in character as well as learning. To support this, pupils may receive Christian Value Reward Stickers when their actions reflect the core values that shape our school community. These stickers act as both a reward and an incentive, recognising positive choices and encouraging children to live out the Christian distinctiveness of our school each day.

Values such as generosity, compassion, friendship, perseverance, trust, and service are highlighted through the stickers, helping children to see how their behaviour contributes to a caring, inclusive and respectful environment. By celebrating these values in action, we reinforce our commitment to nurturing pupils who flourish academically, socially, and spiritually.

### **Reading Awards**

At our school, we are committed to building a culture where reading is celebrated and valued. We firmly believe that developing a love of reading is central to children's learning and wellbeing. To encourage regular reading and recognise pupils' dedication, we have introduced the following incentives:

#### **Weekly Raffle Tickets**

- If a pupil reads at least three times in a week, they will receive a raffle ticket.
- Tickets are collected in our reading reward boxes, and at the end of each half term a ticket is chosen from each year group. The winning pupils receive a brand-new reading book to enjoy and keep.

#### **Reading Celebration Assembly**

- Every two weeks, we hold a special assembly to celebrate reading achievements.
- Pupils who have shown commitment to regular reading are recognised and rewarded with a certificate.
- This celebration highlights the importance of reading and motivates children to keep up their efforts.
- These incentives are designed to promote positive behaviour, encourage consistency, and celebrate success. By working together, we can help every child develop a lifelong love of reading.

By combining weekly rewards with whole-school celebrations, we aim to make reading a joyful and consistent part of every child's routine, while recognising and rewarding the effort they put into becoming confident, enthusiastic readers.

### **Times Table Rockstar Rewards**

Times Table Rockstar achievements are also formally recognised during school worship. Certificates are awarded to pupils who demonstrate progress, effort, speed, or consistency in their times tables practice. Presenting these rewards in assembly ensures that success is celebrated publicly, builds motivation across the whole school, and reinforces the importance of regular practice. This approach highlights both individual achievement and collective commitment to mathematics, creating a positive and encouraging learning culture.

## **Supporting the Management of Positive Behaviour**

### **Behaviour Pathways**

Staff will follow child friendly Behaviour Pathways that are displayed in all classrooms. In EYFS and lower Key Stage 1 the use of visual aids for the sanction stages are clearly displayed on the colour code tracking system in the classroom. ([Appendix 2](#))

Children will always be given the chance to consider their behaviour and correct it. Restorative practices are implemented to support children to reflect on their behaviour to resolve conflict constructively and create a supportive school culture where children feel safe, respected and ready to learn. Children will be encouraged to apologise for their actions; show they can follow school behaviour expectations and make more suitable choices if faced with the same or similar situation again.

Within school no member of staff will threaten or use corporal punishment. Sanctions for breaches of good behaviour **do not** lead to children being denied access to the curriculum by, for example, preventing them from attending swimming sessions or taking part in PE, unless there is a clear risk to the safety of themselves or others, as there are important legal considerations.

### **Levels of Behaviour**

At St Matthew's we have worked as a community to identify what behaviours that impair learning look within the classroom and have worked collectively to categorise behaviours into levels. All staff have worked to establish behaviour pathways where consequences match behaviour levels, with clear pathways for all to follow and implement. Consistency in approach is key to effective behaviour management and establishing a positive learning environment for all.

### Level 1 Behaviours

*Typical features of this sort of behaviour include pupils:*

Behaviour	Definition	Action to be Taken/by whom/Consequence for pupil	Pathway to be followed
<ul style="list-style-type: none"> <li>• <b>Getting out of seat constantly</b></li> </ul>	Leaving table/seat/carpet during learning time without being instructed to do so. Repeated times within a lesson.	<ul style="list-style-type: none"> <li>• EYFS/KS1 – follow specific behaviour pathways policy.</li> <li>• KS2 - follow specific behaviour pathways policy.</li> <li>• Teacher/TA to action.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify the unwanted behaviour with the child</b>  <i>"I can see that you are ....  In this classroom we....  I need to see you...."</i> </li> <li>• <b>If child does not demonstrate correct behaviour give 1<sup>st</sup> warning.</b>  <i>"I can see that you are ....  In this classroom we....  I need to see you...."</i> </li> <li>• <b>2<sup>nd</sup> warning issued if behaviour continues</b>  <i>"I can see that you are ....  In this classroom we....  I need to see you...."</i> </li> <li>• <b>3<sup>rd</sup> warning – child loses 5 minutes of break/lunch time.</b></li> </ul> <p>If behaviour continues all of break time or 15 minutes of lunch time are missed.</p> <ul style="list-style-type: none"> <li>• <b>Restorative practise to take place with child and class teacher/TA during missed break/lunch time</b></li> </ul> <p>After missed break time/lunch time the process begins again.</p> <p><i>If behaviour escalates – child becomes physically/verbally aggressive move to level 3 procedures.</i></p>
<ul style="list-style-type: none"> <li>• <b>Fidgeting/fiddling with equipment</b></li> </ul>	Disruption to others in the class through fiddling with objects/swinging on chairs without any need or reason for doing so.		
<ul style="list-style-type: none"> <li>• <b>Being slow to start work or follow instructions</b></li> </ul>	When children are not getting started with work to the expectation of the teacher or member of staff in class as well as taking the need of the child into account.		
<ul style="list-style-type: none"> <li>• <b>Talking unnecessarily or chatting / Purposely making noises / Calling out without permission</b></li> </ul>	Disruption to others in the class through unnecessary conversations, noises and calling out, that are not related to the learning within class, without any need or reason for doing so.		
<ul style="list-style-type: none"> <li>• <b>Repeated low-level name calling/ inappropriate/ unnecessary comments</b></li> </ul>	Inappropriate comments to others without real intent to offend or upset.		

### Level 2 Behaviours

*Typical features of this sort of behaviour include pupils:*

Behaviour	Definition	Action to be Taken/by whom/Consequence for pupil	
<ul style="list-style-type: none"> <li>Showing a lack of respect for each other and staff</li> </ul>	Being rude through actions and words that are hurtful and disrespectful. Deliberate rudeness including name calling and making inappropriate comments.	<ul style="list-style-type: none"> <li>Follow the behaviour pathway. Class teacher/TA speaks to children to remind them of the respect that we should have for each other.</li> <li>Follow the behaviour pathway.</li> <li>Class teacher/TA speaks to children to remind them of the respect that we should have for school property.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the unwanted behaviour with the child  <i>"I can see that you are ....  In this classroom we....  I need to see you...."</i> </li> </ul>
<ul style="list-style-type: none"> <li>Consistently disrupting other children's learning</li> </ul>	Shouting out instead of listening and taking turns to speak. Talking consistently about things that are not related to our learning. Being disruptive through noises, actions and words that are hurtful and disrespectful.		<ul style="list-style-type: none"> <li>If child does not demonstrate correct behaviour give 1<sup>st</sup> warning.  <i>"I can see that you are ....  In this classroom we....  I need to see you...."</i> </li> </ul>
<ul style="list-style-type: none"> <li>Leaving the classroom</li> </ul>	Leaving the classroom without asking for permission or letting an adult know.		<ul style="list-style-type: none"> <li>2<sup>nd</sup> warning issued if behaviour continues  <i>"I can see that you are ....  In this classroom we....  I need to see you...."</i> </li> </ul>
<ul style="list-style-type: none"> <li>Unsafe behaviours (Hiding, climbing)</li> </ul>	Hiding under a table, chair, in a cupboard, or any location inside or outside.		<ul style="list-style-type: none"> <li>3<sup>rd</sup> warning – child loses 5 minutes of break/lunch time.</li> </ul>
<ul style="list-style-type: none"> <li>Damaging property/environment</li> </ul>	Damaging school resources, including breaking or defacing property.		<p>If behaviour continues all of break time or 15 minutes of lunch time are missed.</p> <ul style="list-style-type: none"> <li>Restorative practise to take place with child and class teacher/TA during missed break/lunch time</li> </ul>
<ul style="list-style-type: none"> <li>Refusal</li> </ul>	Deliberate opting out of task or direction given	<ul style="list-style-type: none"> <li>Follow behaviour pathway, any work that is not completed in lesson time to be completed at playtime or lunchtime. Teacher and TA to talk to the child.</li> </ul>	<p>After missed break time/lunch time the process begins again.</p> <p><i>If behaviour escalates – child becomes physically/verbally aggressive move to level 3 procedures.</i></p>

### Level 3 Behaviours

*Typical features of this sort of behaviour include pupils:*

Behaviour	Definition	Action to be Taken/by whom/Consequence for pupil
• <b>Being confrontational and verbally aggressive</b>	Intent to confront/intimidate/harm others with words.	<ul style="list-style-type: none"> <li>• Class teacher to initially attempt to manage and resolve the situation. Inform SLT of the incident using CPOMs.</li> <li>• RED CARD – report incident to member of SLT if unable to deescalate and others are in danger.</li> <li>• CPOMs to be updated, parents to be informed and decision on next steps to be made by SLT, if required.</li> </ul>
• <b>Being confrontational physically aggressive</b>	Physically causing distress to others by kicking, punching, hitting.	
• <b>Destruction of the learning environment</b>	Purposeful and deliberate damaging of the learning environment. <ul style="list-style-type: none"> <li>• Ripping displays</li> <li>• Shoving chairs and tables</li> <li>• Throwing/pushing resources from tables and sides</li> </ul>	
• <b>Using offensive language (Including racial or homophobic language)</b>	Using language, words or phrases with the knowledge of their meaning and how they cause offense.  Using language, words or phrases with the intent to cause offense to another pupil or staff member.	<ul style="list-style-type: none"> <li>• Pupils to be spoken to by KS Lead or member of SLT regarding the incident.</li> <li>• Incident to be reported to SLT.</li> <li>• Incident to be recorded onto CPOMs by staff who heard the incident, KS Lead to action the incident.</li> <li>• SLT member to action report on IRIS (<i>if incident is of a racist nature</i>) and record this action onto CPOMs.</li> </ul>
• <b>Severe disregard for school rules and procedure/Refusal</b>	Consistently not following school rules or refusal to follow instructions by the member of staff.	<ul style="list-style-type: none"> <li>• RED CARD – report incident to member of SLT if unable to deescalate and others are in danger.</li> <li>• CPOMs to be updated, parents to be informed and decision on next steps to be made by SLT, if required.</li> </ul>
• <b>Vandalism</b>	Purposeful damage caused to school property that causes long term/permanent or financial consequences.	<ul style="list-style-type: none"> <li>• To investigate incident with class staff and SLT.</li> <li>• Decision to be made on outcome.</li> <li>• Follow the behaviour pathway.</li> </ul>
• <b>Theft</b>	Theft of significant personal/financially valuable item with intent to keep for themselves.	<ul style="list-style-type: none"> <li>• To investigate incident with class staff and SLT.</li> <li>• Decision to be made on outcome.</li> <li>• Follow the behaviour pathway.</li> </ul>
• <b>Bullying</b> ( <i>repeated occurrence over a period of time</i> )	Physically or Verbally attacking others with intent to hurt/upset/intimidate.  Log of instances needed to be recorded on CPOMs to ascertain level of bullying. Include both perpetrator and victims.	<ul style="list-style-type: none"> <li>• Alongside log of instances, to be investigated by class staff and SLT members.</li> </ul> <p>Discussion with parents of children involved may be needed. Decision on next steps to be made by staff involved, including SLT.</p>

#### Level 4 Behaviours

*Typical features of this sort of behaviour include pupils:*

Behaviour	Definition	Action to be Taken/by whom/Consequence for pupil
<ul style="list-style-type: none"> <li>Carrying a weapon</li> </ul>	Deliberately being in possession of an offensive weapon, for eg knife, gun or anything that could cause harm.	<ul style="list-style-type: none"> <li>Action will be dependent on severity of incident and pupil intent.</li> <li>Evacuate the children from the class.</li> <li>Tell another adult from a classroom next door to get SLT.</li> <li>Family of child to be informed.</li> <li>Police to be called and also family connect.</li> <li>CPOMs</li> </ul>
<ul style="list-style-type: none"> <li>Drug related behaviour</li> </ul>	Being in possession of any medication with intent to either use or distribute it.	<ul style="list-style-type: none"> <li>Red card SLT to be informed.</li> <li>Family of child to be informed.</li> <li>Police to be called and also family connect.</li> <li>CPOMs</li> </ul>
<ul style="list-style-type: none"> <li>Sexual harassment</li> </ul>	The use of explicit and implicit sexual language and behaviour towards another.	<ul style="list-style-type: none"> <li>Red card SLT to be informed.</li> <li>Family of child to be informed.</li> <li>Police to be called and also family connect.</li> <li>Risk assessment will need to be carried out after the incident.</li> <li>CPOMs</li> </ul>

### **Behaviour Pathway Process**

When unwanted behaviour is displayed then a teacher will give a pupil a warning and will remind the pupil of the behaviours principles and refer to the 3Rs. A pupil will be provided with 2 chances to reflect and correct their behaviour.

When teachers have given a first and then second warning to pupils and a third is required (*this is not a 0-60 process and requires teachers to give warnings with a degree of time between to allow a pupil to demonstrate the ability to correct themselves with guidance and support*) then the pupil will miss 5 minutes of their break or lunch time play. Before five minutes of break or lunch are lost, the child must be clear as to why. This should be obvious to the pupil if the previous steps have been followed. The five minutes is time for the pupil to reflect on their behaviour and to think about what they need to do to change things. Some pupils may require support with this during the allocated time.

When pupil has missed 5 minutes of their break time, the 'sanction' has been completed the process begins again **however...**

If the child continues to fail to follow the 3Rs and school behaviour principles before the 'sanction' has been completed, then the pupil will miss the whole of their break time or 15 minutes of their lunch time. During this time the pupil requires support from the teacher/TA to reflect on their behaviour and talk about what they need to do to change things and make the situation positive.

When the child has missed 15 minutes of their break time or if after the sanction has been completed the process begins again, **however...**

Should things continue to escalate, and behaviours do not improve, then a senior member of staff is called for to support with the management of the behaviour.

This may consist of:

- The senior member of staff speaking to them within the classroom.
- Speaking to the pupil outside of the classroom environment and returning them to class.
- Placing the pupil into isolation for half an hour, the lesson or the remainder of the morning or afternoon.

Every situation will be dealt with according to the behaviour and the needs of the pupil. It will be made very clear to the pupil that staff find their behaviour disappointing but that it can be improved and turned round.

Throughout all stages of the process the adult will maintain emotional control.

Behaviour incidents are logged on the school's CPOMs system to help monitor behaviours of individual children.

### **Reflection Opportunities**

As part of the behaviour pathway staff will use '**Reflection Opportunities**' as a means of providing pupils with the opportunity to reflect on their choices and behaviours and to talk about ways to respond differently in the future, providing a chance for the pupil to recognise how situations could be handled differently resulting in a more positive outcome.

### **Possible reflection Tasks/Activities**

During times of reflection the pupil may be asked to complete one of the following

- Written letter of apology
- Work focusing on one or all of the 3Rs – *What does Respect, Responsibility or Resilience look like? How do I demonstrate this? What would I do differently next time?*
- Specific piece of work linked to the behaviour demonstrated:
  - Kind and Unkind Sorting Activity (*Twinkl*)

- *Friendly/Unfriendly Behaviour (Twinkl)*
- *How to be a Good Friend (Twinkl)*
- *How can ... be a Good Friend (Twinkl)*
- *Friendship Flower (Twinkl)*
- Specific 1:1 work with the pastoral lead – Where this occurs parents will be informed

Where teachers feel a more suitable piece of reflection work would be more effective this must be discussed with SLT prior to being implemented with the pupil/s.

### **Lunchtime**

At lunchtime children are expected to abide by all the school rules and it is the role of the lunchtime supervisors to oversee this. The role of staff is to ensure that children are safe and protected at all times.

Any behaviour issues are dealt with straight away by using similar steps that are expected within the classroom, outlined via the Playground Behaviour Management Pathway (Appendix 4) e.g. verbal warning and a time out period. Where necessary, class teachers are informed of incidents on the playground, and these are logged on the school's CPOMs system to help monitor behaviours of individual children.

Peer Buddies are on duty during lunchtimes to ensure children are happy and playing together in an appropriate manner. Peer Buddies are not there to discipline children, but to encourage positive play. If they are aware of children that are not following school rules or displaying negative behaviour which may cause concern, they are to report to the member of staff on duty.

The Headteacher may, in extreme circumstances, decide to contact a child's parents and may exclude that child from the premises at lunchtimes.

### **Aggressive Behaviours**

Aggressive behaviours whether verbal or physical are immediate 'call for SLT' incidents.  
(SLT - Senior Leadership team)

These times are rare however if they do occur then a red card is sent to a member of SLT. In these situation, members of SLT support in the management of the situation or will remove a pupil if deemed necessary.

Where it is necessary to physically remove a pupil, a Crisis Intervention trained member of staff will be sent for. Safety Intervention trained staff are Mrs R. Wilson, Mrs A. Cadman, Mrs L. Burns, Miss J. Fenn and Mrs M Urey. *Refer to Crisis Intervention Physical Restraint Policy.*

### **Offensive and Inappropriate Language**

If a child deliberately uses offensive/inappropriate language (swearing, racist or homophobic, sexist comments) they will be reported to a senior teacher. Parents will be contacted and spoken to regarding the inappropriate use of language and a log will be kept on CPOMs for monitoring in case of a reoccurrence. Should the offensive language be racist or felt to cause offence regarding its nature a member of SLT will record this on the IRIS recording system for Racist incidents.

### **Self-removal from the class**

If a child removes themselves from the learning environment without permission, a member of staff from the classroom will monitor the child until a member of SLT arrives to support. The child will then have a calming down period supervised by a member of SLT and an appropriate strategy will be applied based on the individual child's need.

### **Children Leaving School without Permission**

Where children leave the classroom or leave school grounds without permission, school would, in compliance with the legal framework of the Children Act 1989, act accordingly; 'Anyone who has care of a child without parental responsibility may do what is "*reasonable*" in all the circumstances to safeguard and promote the child's welfare. It is likely to be "*reasonable*" to inform the police, or children's services departments, and, if appropriate, their parents, of the child/young person's safety and whereabouts'.

However, in principle, if a pupil runs out of class we will establish where he or she has gone. For avoidance of doubt and for all within and outside of the school, staff will not run after them but will seek additional support. It is advisable to keep a watchful eye on any child who has taken themselves out of the school building and possibly out of the school grounds, unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is **reasonable** action in line with the advice above.

If a child is no longer on the school premises, we will contact parents in the first instance. If they are not contactable, we will inform the police that a pupil has left school and is at risk.

### **Children who do not complete Homework**

Where **KS2** pupils have not completed homework and there has been no communication with parents regarding the reason or the barrier to completion, pupils will stay in on a Friday break time to complete the task.

We encourage parents to contact school where children have had difficulties completing homework so support can be provided. ***This only applies to KS2 pupils***

### **Behaviour Logs**

Where a child's behaviour is observed as unacceptable on a daily basis, staff will complete an individual behaviour log which is kept on the school's CPOMs system.

### **Additional Courses of Action**

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

- Consultation between staff, including the Headteacher, SENCO and parents to look at possible support and interventions including:
  - Early Help through the Family Hub
  - Behaviour Support Team (BSAT)
  - Learning Support Team (LSAT)
  - Educational Psychology Team
  - Inclusive Schools Forum (ISF) / Fair Access Panel (FAP)

Where additional support is required the school SENCo will contact parents.

### **Alternative Working**

Where a child is finding working in the classroom challenging the SENDCo or a member of SLT may recommend that the child spend a short amount of time working in a quieter space away from the main classroom. At these times the child will be supported by a member of staff; a TA, the pastoral lead, SENDCo or SLT member to identify the barrier/s preventing them from accessing learning in the classroom and to support the child to complete the task.

The SENDCo or SLT member will identify when the child is ready to return to the classroom learning environment.

The SENDCo or member of SLT will contact parents.

### **Use of Modified Timetables**

In some cases, the use of a modified timetable will be considered. Where a modified timetable is deemed necessary to support the child, full consultation with parents will take place. Consultation with the SEND team will also take place where a child is identified on the school's SEND register.

### **Exclusion**

A fixed term exclusion will only be received where a child's behaviours are consistent with Level 3 or above behaviours. At St Matthew's, a fixed term exclusion is only issued as an absolute last resort and only where all possible attempts and resources available to the school in the management of the behaviour have been unsuccessful.

Wherever possible, prior to a fixed term exclusion being issued, the BSAT pre-exclusion hotline will be contacted and support from the behaviour team requested by the school to prevent a fixed term exclusion. Only the head teacher or a senior leader acting in the absence of the headteacher has the authority to issue a fixed term exclusion.

Parents will be telephoned and expected to attend school as soon as possible to discuss the incident. Parents will also receive a letter informing them of the reason for the fixed term exclusion and the time frame.

Where exclusions take place it is the responsibility of the class teacher to ensure learning is provided to ensure learning gaps are not created. The class teacher will provide work to take home for the period of time that the child is excluded.

Following a fixed term exclusion a reintegration meeting will take place to discuss the best way to move forward in supporting the child. Each day is a new day and once the behaviour has been addressed it is expected that the child will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

The Secretary of State for Education says that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The Local Governing Body of St Matthew's CE (Aided) Primary School agrees that all policies and procedures are in place to support the inclusion of all pupils.

Permanent exclusion should only occur when a risk assessment indicates the child/ren remaining in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, and ensuring due diligence to all protected characteristics, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **SEND**

There are some children for whom this policy is inappropriate. These children may be identified on the school's SEND register as having Social, Emotional and Mental Health needs. Where this is the case, individual behavioural

programmes incorporating short-term targets will be written, in consultation with parents/carers and the children themselves (where possible). These should be shared with all staff involved with the child.

### **Searching and Confiscation**

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, where they suspect the pupil has certain prohibited items. (*DfE Searching, Screening and Confiscation Advice for schools July 2022*). The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

If it is deemed that child requires searching, screening or an item confiscated a member of staff will inform the parents/carers. If there is a need for more frequent searches, screening and confiscation a risk assessment will be created and will be signed by the child's parent/carer. The risk assessment will be regularly reviewed.

### **Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. All senior leadership staff have received Safety Intervention training. All trained staff follow the guidelines of Safety Intervention Physical restraint policy. ([Appendix 3](#))

### **Behaviour Beyond the School Gate**

In accordance to the DfE, 'Behaviour in schools Advice for headteachers and school staff' 2024, schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- 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 or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the children involved will be contacted and invited into school to discuss the matter.

Following any incident, the Headteacher will consider whether it is appropriate to notify the Police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

### **Bullying**

Bullying will not be tolerated at St Matthew's. All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff are clear as to the school's policy and procedures with regards to child-on-child abuse. ***Keeping Children Safe in Education.***

### **Pastoral Support**

Pastoral support is offered within school, through the Pastoral Manager, Mrs Cadman. Support can be provided to children throughout the school in a pastoral capacity and this may include:

- Working one to one with individual children on developing social and emotional behavioural skills.
- Working in small groups to develop children's confidence and self-esteem.
- Facilitating and organising specialist workshops tackling issues within the school such as obesity and self-esteem.
- Providing mediation between children and/or children and staff.
- Supporting class teachers and Teaching Assistants with the management of inappropriate behaviour, outbursts and emotional issues.
- Liaising with parents regarding children's social, emotional and behavioural issues.
- Managing buddying systems within school.

## Appendix 1

### Behaviour Standards Non-negotiables

#### General Behaviours

##### Basic Manners

- Children to use the terms please and thank you.
- Children to say **thank you** if handed an item or a good deed is done for them (holding the door open, picking up their belongings etc)
- Children to say **please** if they would like someone to do something for them.
- All adults to model manners **at all times**.
- Adults model and reinforce manners if children do not demonstrate them.

##### Responding to adults

- Children to acknowledge when an adult has spoken to them and respond appropriately

##### Moving round school

- Children to always walk round school – classrooms, corridors, terraces.
- Adults to address non-compliance of the behaviour standard **immediately** when seen.

#### Transitions

##### Leaving the Classroom – Breaktime and Lunchtime

- Class teacher/TA to send the children out one group/table at a time.
- Children to walk from the classroom to the playground.
- Staff to monitor children as they walk from the classroom to the playground.
- Staff to call children who are not following established behaviour standard for leaving the room back to reinforce expectations.

##### Coming in from the playground - Breaktime

- At the end of breaktime a member of staff rings the bell once.
- All children stop and stand still.
- Teacher calls classes one at a time to go and line up.
- Children walk to their line and line up. Children stand quietly in their lines.
- Class teacher or class TA to meet the children on the playground and walk them to cloakrooms or classroom.
- Staff to monitor children within cloakrooms.

##### Coming in from the playground – Lunch time

- At the end of lunch time a member of staff rings the bell once – KS1 at 12.55pm / KS2 at 12.57pm.
- All children stop and stand still.
- Teacher calls classes one at a time to go and line up.
- Children walk to their line and line up. Children stand quietly in their lines.
- Class teacher or class TA to meet the children on the playground and walk them to cloakrooms or classroom.
- Staff to monitor children within cloakrooms.

##### Going in for lunch

- Adult to ring the hand bell for each year group to go into lunch.
- Children from the called class to walk to the ramp nearest to their classroom and line up.
- Member of staff to walk the line into the hall.

#### Dinner Hall

- Children to enter the hall quietly and in a line.
- Children to line up on the black line while waiting to be served.
- Children to answer the cooks when asked what they would like for dinner.
- Children to say please and thank you.
- Children to carry their trays carefully to their tables.
- Children to sit facing the correct way at the table with both feet on the floor.
- Children to use a knife and fork.
- Children to take their trays and plates (younger children with help from an adult) to the trolley.

## Indoor Environments

### Cloakrooms

- Children to hang coats up on pegs. **No coats to be left on the floor.**
- Children to place bags in boxes or hand them on pegs. **No bags to be left on the floor.**
- Water bottles and reading book bags to be taken to classrooms.
- Cloakroom monitors to be established to check behaviour standards have been followed in the morning, after breaktime and after lunchtime.
- Teachers to ensure that cloakrooms are monitored by an adult when children are in them – break time, lunchtime and at the end of the school day.

### Classroom

- Classrooms to be kept tidy – clutter free
- Children to keep their tables tidy
- Children to ensure their trays are kept tidy
- Chairs to be pushed in when not sitting at them

## Playgrounds

### KS1 - Breaktimes

- At breaktimes children must play on the KS1 playground only
  - Children are **not** allowed to play on the grass banks – in front of the green fencing across the terrace or in front of the library
  - Children are **not** allowed to play round by the shed
  - Children are **not** allowed to play on any of the steps
  - Children are not allowed to play on the small playground (Football playground)
  - Children are not allowed to play on the patch of grass by the vegetable garden or by the gym
- Children can only leave the playground to go to the toilet, get a drink or access first aid if they have asked an adult on the playground first.
- Children are **not** to enter the garage
- Put all rubbish in the bin.

### KS2 - Breaktimes

- At breaktimes children must play on the KS2 playground only
  - Children are **not** allowed to play on the grass area heading towards the field or by the stage area
  - Children are **not** allowed to play in the wooded areas
  - Children are not allowed to play on the small playground (Football playground)
- Children can only leave the playground to go to the toilet, get a drink or access first aid if they have asked an adult on the playground first.
- Children are **not** to enter the garage
- Put all rubbish in the bin.

### KS1 - Lunchtime

- A member of SLT or a teacher must be on the playground when Reception children are out (*EYFS Ratios*)
- At lunchtime children **must only** play on the KS1 playground
  - Children are **not** allowed to play on the grass banks – in front of the green fencing across the terrace or in front of the library
  - Children are **not** allowed to play round by the shed
  - Children are **not** allowed to play on any of the steps
  - Children are **not** allowed to play football on the small playground (Football playground) **unless supervised** by an adult

*Only if there are enough adults then the most senior member of staff will decide whether the children can play on the patch of grass by the gym. **Not** in front of the vegetable patch*

- Children can only access the Reflection Area if supervised by an adult or Peer Buddies
- Children can only leave the playground to go to the toilet, get a drink or access first aid if they have asked an adult on the playground first.
- Children are **not** to enter the garage

- Put all rubbish in the bin.
- KS1 children to put playground toys away at 12:50pm – Adults to tell the children of the time that this needs to happen.
- All toys must be put back in boxes and containers when you have finished using them.
- All toys from lunchtime must be put away carefully and in the correct boxes and containers.
- Adults to help the children to tidy away

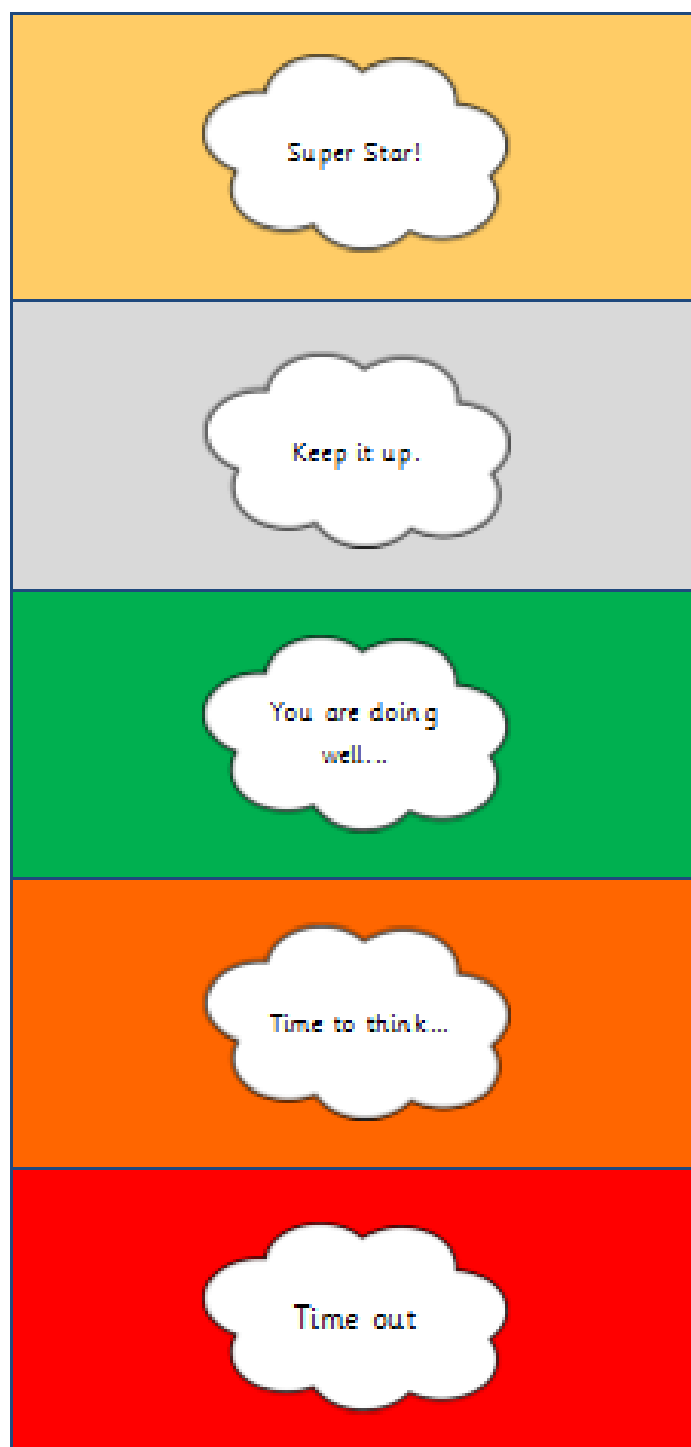
#### KS2 - Lunchtime

- At lunchtime children **must only** play on the KS2 playground
  - Children are **not** allowed to play on the grass area heading towards the field or by the stage area
  - Children are **not** allowed to play in the wooded areas
  - Children are **not** allowed to play on the small playground (Football playground) – *The class who has football can play on the small playground, but this must be always supervised by an adult.*

***Only if there are enough adults then the most senior member of staff will decide whether the children can play on the school field.***

- Children can only access the Reflection Area if supervised by an adult or Peer Buddies Children can only leave the playground to go to the toilet, get a drink or access first aid if they have asked an adult on the playground first.
- Children are **not** to enter the garage
- Put all rubbish in the bin.
- KS2 children to put playground toys away when they hear the first bell at the end of lunchtime.
- All toys must be put back in boxes and containers when you have finished using them.
- All toys from lunchtime must be put away carefully and in the correct boxes and containers.
- Adults to help the children to tidy away.

EYFS and KS1 Behaviour tracking system



Gold

Children move to gold if good positive learning behaviour continues to be consistently demonstrated throughout the day.

Silver

Children move to silver if good positive learning behaviour has been recognised by the teacher or TA.

Green

This is the stage where children begin each day.


























Orange

Children will have received 2 prior warning regarding their behaviour and will be provided with time to think about their behaviour.



























Red

At this stage children will miss part of their break time or lunchtime.

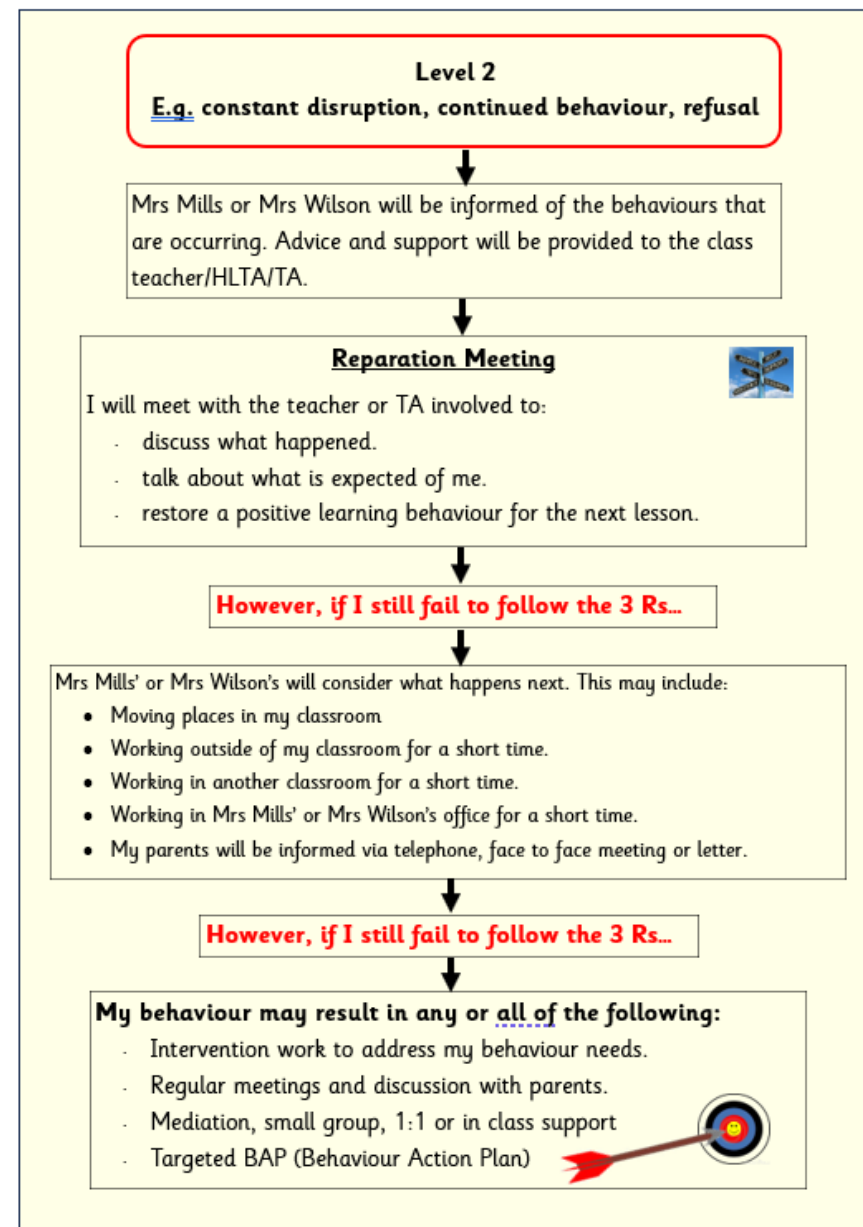
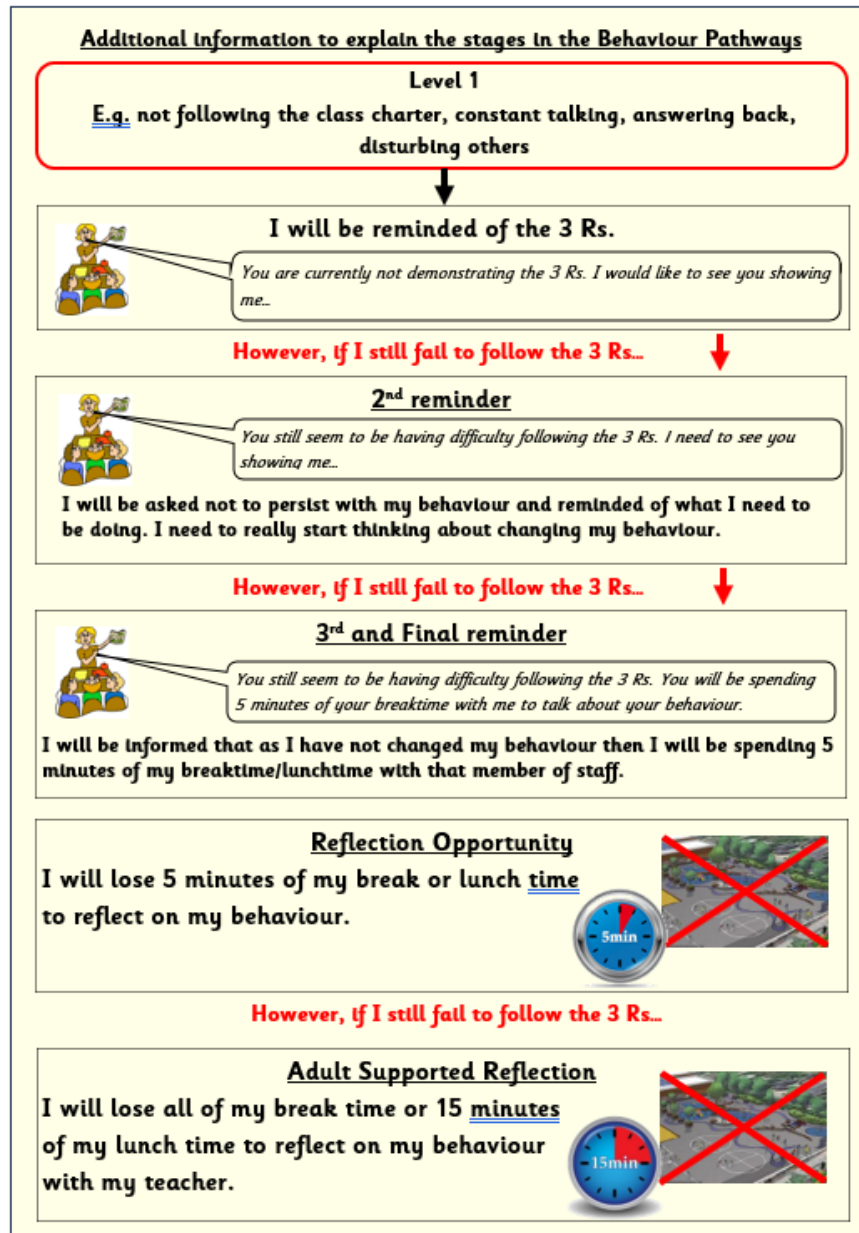
### Behaviour Pathway – EYFS

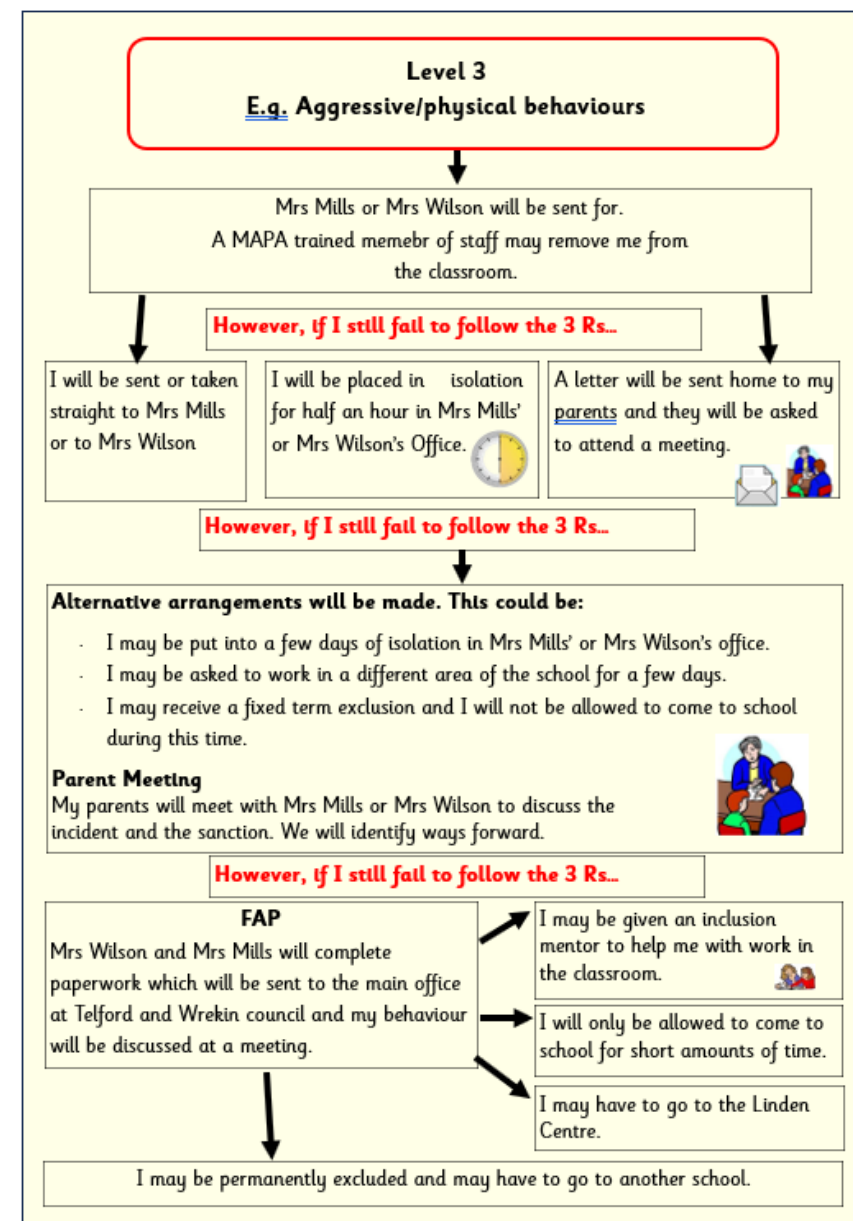
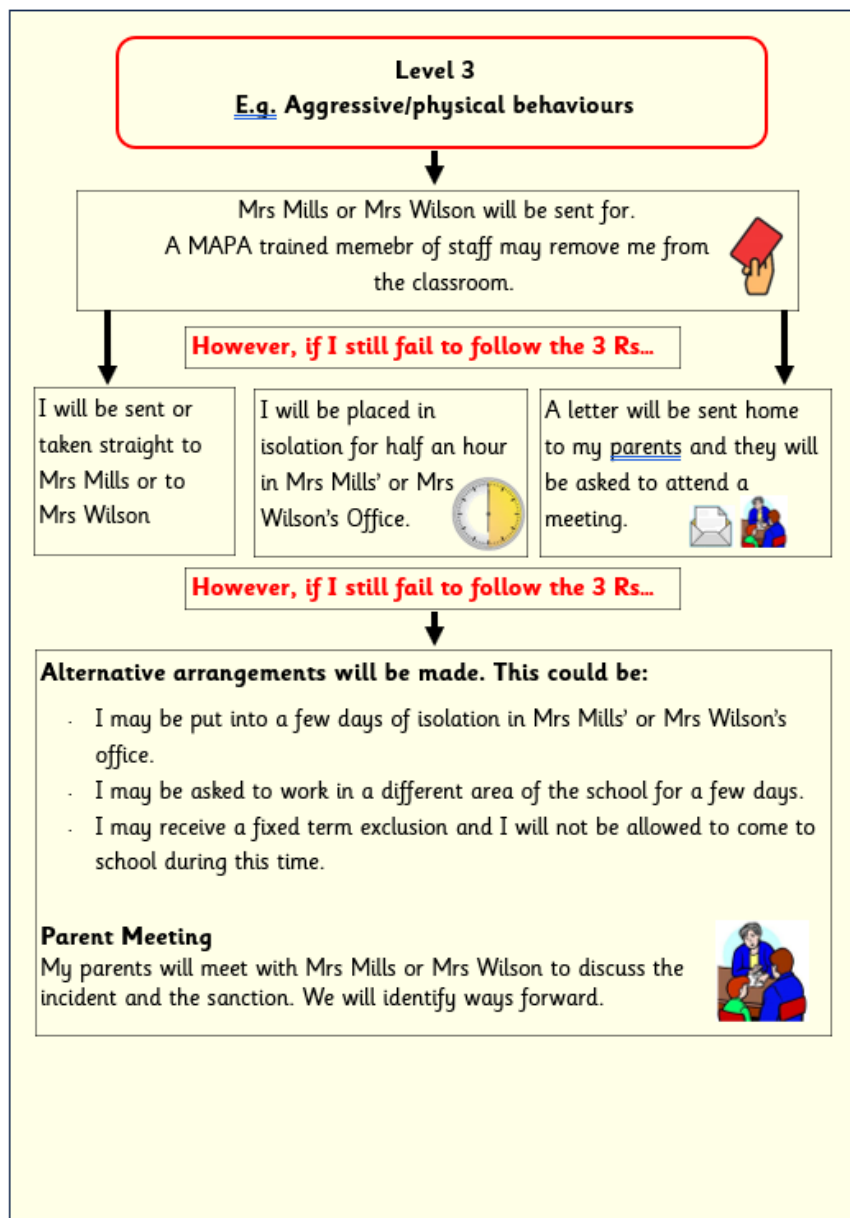
	Behaviour	Consequence
1.	  <p>If I break a classroom or school rule once...</p>	<p>I am spoken to by my teacher or TA and given a warning.</p> <p>My teacher or TA will tell me what I need to do to make behaviour better.</p> 
2.	   <p>If I break a classroom or school rule for a second time...</p>	<p>I am spoken to by my teacher or TA again and given a second warning.</p> <p>I need to really start thinking about changing my behaviour.</p> 
3.	    <p>If I break a classroom or school rule for a third time...</p>	  <p>I sit on the red spot for 2 minutes until the sand runs out.</p>
4.	     <p>If I continue to break the classroom or school rules...</p>	  <p>I sit on the red spot for 5 minutes until the sand runs out and my teacher talks to me.</p>
5.	   <p>If I use unsafe behaviour, hurt others or use unkind words...</p>	<p>I am sent to Miss Booles, Mrs Mills or Mrs Wilson to talk about my behaviour and what I need to do to change things.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <div>Mrs Mills</div> </div> <div style="text-align: center;">  <div>Mrs Wilson</div> </div> </div>

### Behaviour Pathway – KS1 and KS2

	Behaviour	Consequence
1.	  If I break a classroom or school rule once...	I am spoken to by my teacher or TA and given a warning.  My teacher or TA will tell me what I need to do to correct my behaviour. 
2.	   If I break a classroom or school rule for a second time...	I am spoken to by my teacher or TA again and given a second warning.  I need to really start thinking about changing my behaviour. 
3.	    If I break a classroom or school rule for a third time...	  I miss 5 minutes of my playtime to reflect on my behaviour.
4.	     If I continue to break the classroom or school rules...	  I miss 15 minutes of my playtime to reflect on my behaviour with my teacher.
5.	   If I use unsafe behaviour, hurt others or use unkind words...	I am sent to Mrs Mills, Mrs Wilson or Mrs Burns to talk about my behaviour and what I need to do to change things.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               Mrs Mills           </div> <div style="text-align: center;">               Mrs Wilson           </div> <div style="text-align: center;">               Mrs Burns           </div> </div>

## Additional information to explain the stages in the Behaviour Pathways





### Appendix 3



#### **St. Matthew's CE (Aided) Primary School and Nursery Centre**

#### **Record of Safety Intervention**

Date of incident:		Time of incident:	
Pupil Name:		D.o.B:	
Member/s of staff involved:			
Adult witnesses to restraint:			
Pupil witnesses to restraint:			

**Outline of incident leading to restraint:**

**Outline of incident of restraint (*including method used*):**

**Outcome of restraint:**

**Description of any injury sustained and any subsequent treatment:**

Date parent/carer was informed:		Time parent/carer was informed:	
Name of parent informed:		Informed by:	
Outline of parent/carer response:			

**Description of any further enquiry/complaint or action:**

Form completed by: \_\_\_\_\_

Signed: \_\_\_\_\_

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

## Appendix 4

### **Further Reading and Guidance**

**DfE - Behaviour and Discipline in Schools Advice for headteachers and school staff February 2024**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

**Dfe Behaviour and discipline in schools Guidance for governing bodies**

[https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

**Creating a Culture: How School Leaders can Optimise Behaviour**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/602487/Tom\\_Bennett\\_Independent\\_Review\\_of\\_Behaviour\\_in\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)

**Use of reasonable force Advice for headteachers, staff and governing bodies**

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Screening, searching and confiscation Advice for head teachers, staff and governing bodies**

<https://dera.ioe.ac.uk/id/eprint/14477/1/Screening%2C%20searching%20and%20confiscation%20-%20Advice%20for%20head%20teachers%2C%20staff%20and%20governing%20bodies.pdf>