



# **Behaviour Management Policy**

**This policy was developed by governors, staff, children and parents of St. Matthew's Primary School.**

It was developed through:

- a series of staff meetings
- whole school assemblies
- school and class councils
- meetings of the Governors
- meetings with parents

It has had a number of revisions in response to new legislation and advice. It begins with a statement of principles outlining the values which underpin how we believe everyone in the school community should behave. It goes on to outline the rights and responsibilities of everyone in the school, the five golden rules we have in school to help them access their rights and meet their responsibilities, the rewards and sanctions we use, and the support we offer to children to help them manage their behaviour.

Fundamentally, we believe that children are responsible for their own behaviour and that children, staff and parents should work in partnership to help them develop the skills, dispositions and attitudes to manage their behaviour successfully in school and out, preparing them for their life after school.

All adults working in school have the authority and the responsibility to implement this behaviour policy and the sanctions outlined below. Volunteers should always consult with a member of staff before a sanction is implemented.

## Values – A Statement of Principles

The behaviour we expect from children and all in our school community come from what we value. Our values also shape how we *manage* behaviour in school. In St. Matthew's Primary School we value...

- ...respecting each other – treating others how we wish to be treated;
- ...celebrating each others' differences;
- ...accepting responsibility for our actions;
- ...taking a pride in our school, our work and our community;
- ...working co-operatively with others;
- ...having responsibility for our own learning and behaviour;
- ...everyone trying our best.

## Rights and Responsibilities

All members of our school community have rights and with those rights come responsibilities.

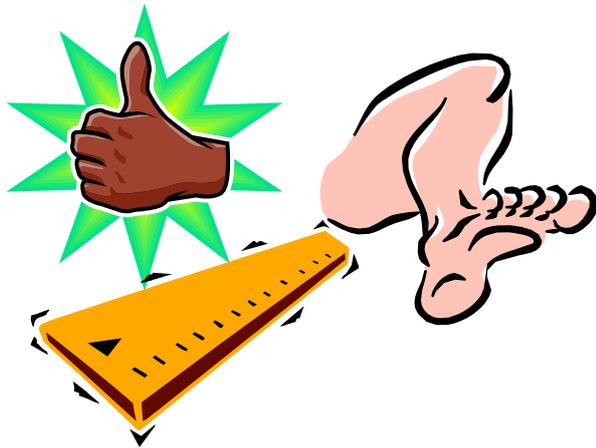
| <b>Rights</b>   | <b>Responsibilities</b>  |
|---|--|
| Children have a right to learn.   | Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching. |
| Teachers have a right to teach without their lessons being disrupted.       | Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for all children.            |
| All have a right to be listened to with respect.                            | All have a responsibility to listen to others with respect.  |
| All members of the school's community have a right to feel safe and secure. | All have a responsibility to behave in a way that allows everyone to feel safe and secure.                             |
| All have a right to work in a positive learning environment.                | All have a responsibility to show courtesy and consideration towards each other.                                       |
| Children have a right to be guided and supported with their behaviour.      | Children are responsible for their own behaviour and for following our "Five Golden Rules".                            |



# Our Five Golden Rules

In St. Matthew's Primary School we have Five Golden Rules. These give us boundaries to our behaviour to help us all meet our responsibilities and secure our rights.

1) Listen and follow adult instructions.



2) Keep hands, feet and objects to yourself

3) Respect everyone's property.



4) No swearing, teasing or name-calling.

5) Be in the right place at the right time doing the right thing.



## Behaviour As a Choice

We all make choices about how to behave. We want our children to make good choices and understand that the choices they make have consequences for themselves and others.

We use **rewards** to encourage and reinforce good choices. We have a hierarchy of **sanctions** which are the negative consequences of children making bad choices about how to behave.

## Rewarding Good Behaviour

We use rewards to encourage children to keep to our school rules and meet their responsibilities in terms of their behaviour and learning. We believe that praise, encouragement and a warm, positive relationship between children and adults is the greatest reward we can give our children. On top of this classes have their own different reward systems (stickers, reward cards, certificates etc.)

## Our Whole School Rewards

We have the following rewards that are used across the whole school:

- **Head Teacher's Awards – given for outstanding effort or achievement**
- **Sharing good work** - between classes or in achievement assembly

Other in class reward systems may be used by individual classes at times, such as **effort points/stamp charts** – given to individuals by class teachers. A tangible reward is given for each set of 50 points given.

## Golden Time

On a Friday afternoon all classes from Year One upwards enjoy a period of Golden Time. How this operates from class to class varies. For example, Golden Time may involve some free choice of activities or the whole class taking part in a special activity together.

Children may lose some or all of their Golden Time as a result of not following our Golden Rules. This is detailed in our hierarchy of sanctions below.

# Dealing with Unacceptable Behaviour

We aim to teach children to meet their responsibilities and follow the school rules both in and out of school. We recognise that people make mistakes with their behaviour. The processes outlined below are used to help children learn about the consequences of their mistakes so that they can correct them in the future.

## Restorative Approaches to Behaviour Management

As a school we believe that a “restorative approach” to behaviour management gives children an opportunity to learn that unacceptable behaviour is damaging to the well-being of others. The approach gives children an opportunity to discuss their feelings when a conflict arises, accept responsibility for their actions, problem solve the situation, repair as best they can any damage they may have done to others well-being, help mend any damaged relationships and learn how to put their behaviour right in the future.

At the centre of the approach are the following questions, some or all of which will be used to help children talk about an incident.

1. What happened/what’s happening?
2. What were you thinking/feeling at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did? or How were you affected?
5. In what way have they been affected?
6. What do you think needs to happen next?

The above gives the children the opportunity to work out a solution for themselves with the support of an adult, peer mentor or, as they learn about the process, independently amongst themselves.

## Our Hierarchy of Sanctions

Where the restorative approach above is not appropriate to the situation or incident, or when it involves basic classroom management and the following of adult instructions, the staff of the school will use the hierarchy of sanctions set out below.

### Before we use our sanctions...

... we will try other means of helping the child change their behaviour. These may include:

1. a look from the adult
2. redirecting the child to what they should be doing
3. giving a rule reminder

If this does not work we will use our hierarchy of sanctions.

### Sanction as a Choice

- Our sanctions are given as a choice to the child **at every stage** of the hierarchy – e.g. “We need to line up quietly without pushing. If you push, you will miss two minutes play”.
- This helps the child realise that **they** are the one’s responsible for their behaviour and its consequences.

- To emphasize this, a “choice” is the first step in itself at the beginning of the hierarchy.

### Our Hierarchy of Sanctions

| Foundation Stage  | Key Stage One   | Key Stage Two  |
|---|---|--|
| 1. Clear choice given to individual, group or whole class<br>2. Thinking time in class – 2 minutes Nursery, 3 minutes Reception<br>3. 10 minutes in another Reception class<br>4. Sent to Head Teacher / Assistant Head | 1. Clear choice given to individual, group or whole class<br>2. 3 minutes missed play<br>3. Loss of Golden Time (increments of five minutes – can be earned back)<br>4. 10 minutes in another class<br>5. Sent to Head Teacher / Assistant Head | 1. Clear choice given to individual, group or whole class<br>2. Loss of Golden Time (increments of five minutes – can be earned back)<br>3. Time out (in class or another class)<br>4. Sent to Head Teacher / Assistant Head |

#### In the playground

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|--|
| 1. Clear choice given to individual, group or whole class<br>2. Two minutes on wall or walking with adult<br>3. Class teacher informed<br>4. Sent to Head Teacher / Assistant Head |
|--|

- Parents will always be informed, usually by the class teacher, if a child has been sent out of the class for the rest of a session.
- Different classes may have different ways of representing the above, for example through traffic lights, smiley faces etc.

### Severe Behaviour Clause

A child will be sent to the Head Teacher / Deputy Head Teacher for any of the following behaviours:

- physical violence or verbal abuse to an adult
- racist abuse or any other discriminatory behaviour
- theft
- damage to school property

Staff may decide that a child will be isolated for a limited period either from their class by working in another class or on their own away from other children. This would only happen if the behaviour was considered very severe or was regularly disrupting teaching and learning in their own classroom.

### No Hitting, No Hitting Back

**Physical violence to another child will not be tolerated under any circumstances, including hitting back.**

It is important for all children to learn to resolve conflict safely and calmly this is what underpins the restorative approach to behaviour management. As appropriate, For some children an Individual Education Plan may be needed to help the child to learn to manage their behaviour.

## **Confiscation**

Staff have the authority to confiscate a child's property if it is interfering with their learning or another child's learning, if it is thought to be a potential health and safety risk or if it has previously been prohibited from being brought into school. The adult confiscating any item will usually give this item to the child's class teacher or a member of the senior management team for safe keeping. In most instances the item will be returned to the child at the end of the school day, or if it is felt to be more appropriate, to the child's parent or carer at the next mutually convenient opportunity.

Mobile phones which are brought into school need to be handed to the class teacher at the beginning of the day and turned off. They will be given back to the child at the end of the day. The school cannot accept responsibility for the loss of any child's property that is brought onto school premises.

Staff have the authority to search without consent for certain "prohibited items" (a full list of prohibited items can be found in the DfE guidance, "Behaviour and Discipline in Schools - <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>) . Legislation sets out what must be done with prohibited items found as a result of a search and any staff member confiscating a prohibited item must always report this to a senior member of staff. Otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Power to Use Reasonable Force**

Members of staff have the power to use reasonable force to restrain or remove a child from a situation to prevent a child committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is extremely rare and will only be used where the member of staff judges that there is no other option available.

## **Parental Involvement**

We believe it is important that the staff of the school, the children and their parents and carers all work together to make St. Matthew's Primary School a happy and safe place to be.

Parents can help us by:

1. talking to their child about the school rules.
2. Asking them what they think the each rule means.
3. Asking them what they must do to follow each rule.
4. Supporting staff in their actions in implementing this policy.

If we have concerns about your child's behaviour we will contact parents so that we can work together to solve any difficulties. Likewise, we ask that parents contact us if they have any concerns.

## **Special Educational Needs**

All children are expected to work to meet their responsibilities as outlined in this policy and to follow our Five Golden Rules. Some children need additional support to learn to manage their own behaviour. Children with emotional and behavioural difficulties will generally be supported through our inclusion policy and procedures. A child may have targets on the class inclusion plan, an individual education plan or support from outside agencies to help their learning in this area.

## **Anti-Bullying**

The school has a separate Anti-bullying Policy. The principles and procedures of this policy form an integral part of the ethos and processes we use to deal with incidents of bullying.

## **The Use of Exclusions**

In exceptional circumstances, particularly where unacceptable behaviour poses a serious risk to the health and safety of staff or children, adversely affects the education of other children or the smooth running of the school, where property is being deliberately damaged or where bullying is sustained, the school may use fixed term exclusions as a tool. Usually other strategies will have been unsuccessfully attempted before this point is reached. A permanent exclusion may be used where the school judges that the working relationship between the child and the rest of the school community is such that progress in developing appropriate behaviour cannot be made.

## **Incidents Occurring Out of School**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Teachers may use any of the procedures set out in this policy in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes behaviour which happens when the child is taking part in any school-organised or school-related activity, when they are travelling to or from school; when they are identifiable as a pupil at the school, when the behaviour 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.

Parents should however remember that they are primarily responsible for the safety, well-being and behaviour of their children out of school and it can be difficult for the school to get an accurate picture of events that happen outside of the school.

## **Monitoring the Policy**

The impact of this policy is monitored through formal and informal classroom observations and observations around the school, and also through the monitoring of class inclusion plans and children’s IEPs. This work is carried out by the Senior Leadership Team of the school and, in the latter case, by the intervention coordinator and the special educational needs coordinator.

The policy is also reviewed on a yearly basis by children and staff as part of our ongoing PHSE Curriculum.