

# St Matthew's High Brooms CE Primary School

Powder Mill Lane  
Tunbridge Wells  
Kent  
TN4 9DY



## Behaviour Policy

**Headteacher: Mrs Judith Holt**  
**Chair of Governors: Mrs Karen Stevenson**

**Ratified: September 2016**  
**Next Review: September 2019**

**Policy written by: Carolyn Pollard**

*Distinctive Christian values-  
Honesty, Kindness, Respect, Responsibility*

**BEHAVIOUR POLICY**

**INTRODUCTION**

Any organisation made up of large numbers of people must be disciplined in order to function effectively.

The adoption of a consistent "behavioural framework" should provide support for all school staff and all other adults working with the children.

The main objectives are:

- To ensure a secure and relaxed environment for everyone.
- To encourage positive attitudes towards work and appropriate behaviour from the whole school community.

**AIMS**

- To give the children the opportunity to develop self-discipline and increase self-esteem.
- To provide a caring, supportive and stable environment where the children work cooperatively and in which they may realise their full potential physically, emotionally and academically.
- To develop respect for and understanding of race, religions and ways of life.
- To create and maintain a community which, by its organisation, structure and ethos demonstrates exemplary moral values and principles.
- To support the children in reflecting on the distinctive Christian values of Kindness, Honesty, Respect and Responsibility being able to use these to guide their behaviour and judgements towards others.

**Our Expectations of School Provision are:**

- A purposeful and positive learning environment
- An understanding of individual need
- A drive towards positive behaviour and attitudes through positive practices
- An understanding and value of the whole child
- High expectations in all areas of school life
- An understanding of responsibilities within the whole school community
- Independence of thinking and learning\*
- RE, Worship and PSHE lessons using BLP ( Building Learning Power) will promote these skills and develop children's ability to refer to examples from the Bible when thinking about their own and the behaviour of others.

The following policies and practices are intended to move the school ever closer to the above principles, which are held at the heart of our philosophy and intentions.

## **THE ROLE OF ALL STAFF**

- To maintain total responsibility for the whole class or teaching group within the school environment and on school visits.
- To share responsibility for the corporate behaviour of the whole school with the rest of the staff.
- To maintain a code of discipline based on mutual respect, staff to staff, staff to pupils, pupils to pupils and to apply rewards or sanctions appropriate to the situation.
- To maintain a consistency of approach and expectation
- To encourage positive behaviour for learning.

## **DISCIPLINE AND THE CURRICULUM**

Discipline should not be considered in isolation. Pupils' behaviour is linked to their quality of learning and thus their standards of achievement. Positive behaviour and attitudes should be recognised and therefore praised and encouraged, while negative or unacceptable behaviour should be addressed appropriately.

A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur. Each child comes to school with individual experiences and needs. A wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary.

The school has control of over a fraction of these factors, and so it is vital that the school's input is appropriate, positive and consistent. With this in mind, it is vital that there is effective communication between staff, and that staff really take the time to listen to children and observe them from a perspective of objectivity.

A major factor affecting behaviour is self-esteem. Staff are in a privileged position to develop positive feelings of self-worth within children. Highlighting achievement and focusing strongly upon what children are doing well is central to our philosophy at St. Matthew's C.E Primary School. To this end, in all that we do, we must be aware of the messages that we are sending out to children and ensuring that our own behaviour reflects the positive ethos that we are expecting to see in others. The introduction of learning skills and BLP, in PSHE time, and through Religious Education and Worship is to be seen in conjunction with the Behaviour Policy.

The curriculum must be relevant; tasks should be appropriate to the child's ability.

Rules must be simple, effective and seen to be supported. Rewards and sanctions should be applied consistently by all staff.

In the increasingly digital age, pupil and staff behaviour also needs to be appropriate when using mobile and internet devices both in and outside of school.

The class teacher should usually be the first point of contact for inappropriate behaviour, but the responsibility for sanctions should rest with the member of staff who noted the misdemeanour.

The most effective way of managing pupil behaviour is to use a positive approach and to this end staff will constantly reinforce good behaviour and attitudes, seeking to raise pupils' self-esteem. All staff should maintain high standards of behaviour in all parts of the school with all pupils.

Children like to see adults respond to unacceptable behaviour. All issues should be followed up. Bear in mind that children do not understand sarcasm and often take things literally. It is never necessary to humiliate a child.

## CLASSROOM RULES AND NEGOTIATIONS

At the beginning of every academic year, each class is expected to set their own classroom rules, which support achievement towards the Golden Rules. These will be displayed on the classroom wall throughout the year and will be reviewed at the start of each term. Class systems may vary between classes and year groups, but will remain positive and within the spirit of this policy, with a focus upon positive actions and practices.

## REWARDS AND SANCTIONS

Both rewards and sanctions are of course, necessary. It is easier to identify negative behaviour because it is often attention seeking. Good behaviour can go largely unnoticed. It is necessary to acknowledge and praise 'good' behaviour and attitudes and to draw attention to these.

### REWARDS

Although we want to promote self-discipline, many pupils respond to rewards.

Rewards include:

- Praise
- The giving of responsibility
- Written comment in book
- Work on display
- Work shown to other teachers
- House points
- Table points to acknowledge good behaviour
- Green Cards
- The Headteacher's Award, for a particularly good piece of work  
*\* Please note that this should always be at the Headteacher's discretion and children should not be told they are going to receive a Headteacher's award by a teacher.*

### AVAILABLE SANCTIONS

Discipline should always be seen to be relevant, fair and consistent.

Sanctions will be more effective if the teacher's/adult's relationship with the pupil is positive.

#### KS1 & EYFS

1. **non-verbal warning**
2. **warning**
3. **sad side**
4. **time out in class**
5. **missed play** – record in class file
6. **time out in another class** – with work (record in class file)
7. **yellow card** –record in file, inform parents, inform KS1 leader  
children should reflect on behaviour through drawing / writing during their lunch break missing 15 mins play. Paper goes in class behaviour file.
8. If poor behaviour continues - **Referral to Head**, leading to **red card**

## KS2

1. **Non-verbal techniques** e.g. gesture, facial expression. Using these means other children will not be distracted
2. **Verbal warning** to child regarding behaviour
3. Use of '**sad side**' of the board (*Movement within the classroom eg to a new desk may be appropriate to give the child the chance to change behaviour*)
4. **Sad side ticked** – leading to time out (*time determined by the teacher – in parallel class if at all possible so the learning of the child is uninterrupted*)
5. **Yellow Card** (*parents informed by letter with a tear off slip. Child works in another classroom for the rest of the day including break and lunchtime, to break patterns of behaviour*)
6. If poor behaviour continues - **Referral to Head**, leading to **red card**

Whole class punishments should be avoided as this can cause resentment.

Any behaviour leading to a yellow card must be recorded on a behaviour sheet, collated in a class file. Teachers can also use these sheets if a child regularly exhibits behaviour that leads to sad sides, without yellow cards to see if patterns can be identified. Strategies can then be put in place to change the poor behaviour. An incident should be referred to the class teacher as soon as possible if it happened while the child was under the supervision of another adult.

### **Time out** in another class -

Sending the child to another class within the team for a fixed short period can be useful in order to allow the situation to calm down, or to hold the situation until the teacher has adequate time to give the situation their full attention. Where possible, the child should return to his / her own class at the end of the lesson. The teacher needs to ensure that at an appropriate time the child is given support to meet the learning objective.

### **EXCLUSION**

In the unlikely event of behaviour which would be serious enough for a child to be excluded, we adhere to the DfE guidance on exclusion

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Government legislation changed in September 2007, increasing parental responsibility to supervise the child during the first five days of any exclusion. In exceptional circumstances, the LA will issue a penalty notice if the child is seen to be in a public place during this time, without reasonable justification. SM CEP and Kent are committed to a preventative agenda and advice will always be sort from the PRU at an early stage.

### **PHYSICAL CONTROL**

It is recognised that there are circumstances in which physical control may have to be used to prevent a pupil causing personal injury to themselves or others. Restraint should be an act of care and control.

Physical control should only be necessary after all other strategies have been used. Every effort will be made to secure the presence of other staff before applying restraint.

Please refer to the school's guidance on the Use of Force by Staff to Control or Restrain Pupils.

## **SCHOOL RULES**

In order for any behaviour policy to succeed, rules must be reasonable, simple, few in number and clearly broadcast. They must be displayed around the school. See below.

## **BEHAVIOUR ON SCHOOL VISITS**

On school visits, high standards of behaviour should be expected at all times as the children are representing the school in a public or wider context. This can be achieved by:

- Outlining expectations before leaving the school site.
- Ensuring any tasks are appropriate.
- Ensuring adequate supervision.
- Giving careful thought to group dynamics.
- Ensuring all adults know what is expected of the children in order that consistency is achieved.

If numbers allow, it can be beneficial for the teacher to have NO group allocation so that he/she can solve any problems immediately.

If a child's behaviour gives cause for concern before or during a visit, this should be discussed with other staff as it may not be appropriate to take them on future visits.

## **POSITIVE BEHAVIOUR OUTSIDE THE CLASSROOM**

During lunchtimes, pupils are expected to abide by the school rules. Break and Lunchtime supervisors should use the Positive Behaviour Outside the Classroom Summary (see below) to guide them in their duties.

## **MOVING AROUND THE BUILDING**

In order to avoid disruption to learning, worship and meetings, teachers and TAs will supervise children walking around school at the beginning and end of the day and at end of breaks. Children should walk around the school in silence during the working day.

The SLT will also encourage appropriate movement around the school and will be regularly involved in supervising these changeover times

Children who are not following these rules will be reported to their class teacher who will decide what action to take.

## **INFORMATION TO PARENTS**

The school will endeavour to keep parents fully informed about behaviour issues related to their children. Parents will be consulted according to the Behaviour Ladder stated below. They can often provide a unique insight into the reasons behind major issues and be the key to successful behaviour management. It is vital that parents are involved and informed when things are going well too, and that positive information goes home on a regular basis.

## **THE ROLE OF PUPILS AT ST. MATTHEWS CEP**

Children at our school should be empowered to affect change and promote positive behaviour. This message needs to be conveyed to the children, both within the ethos of the school and also the practical tasks with which they are involved. As well as the responsibilities that all children need to be encouraged to be involved in, other specific jobs will be given to some children:-

**House Captains** – Four children from Year 6 will be chosen as House captains. They will be assisted by two prefects for each house. They have responsibilities of collating House points and representing the school.

**School Council** - The school council's role is to give the pupils a 'voice' in how best to meet their needs, particularly in playground issues. Class discussions will inform the council's members, who can then feed decisions back to classes through their representatives. School council members will be elected at the start of each academic year.

**Buddy System** - Year 6 to be selected and given guidance to be part of the Buddy system for vulnerable children and children displaying poor behaviour

**Circle Time** – in class to discuss behaviour issues, feelings and concerns.

**Lunchtime** – Selected children in KS2 are given responsibilities to lead games and to care for equipment on the playground. There are many lunchtime clubs available, including a wide range of Sports activities led by dedicated Sports Leaders- we currently have four members of staff in our Sports Team.

## **RECORDS OF SERIOUS INCIDENTS**

The Headteacher will keep a record of all serious incidents within the school, together with a record of action taken and any additional follow-up that is deemed necessary.

Serious incidents are defined by situations where the Senior Management team decides it is necessary to involve parents and/or where a Red Card is issued.

All incidents of bullying and racism will be recorded separately and parents will be informed if their children have been involved in bullying or racist incidents or affected by it in any way. Racist incidents will be reported to the local education authority termly.

## **CONCLUSION**

An open, shared, whole school approach to discipline is essential.

This policy will be reviewed on an annual basis.

## BEHAVIOUR POLICY SUMMARY

- Golden rules should be displayed around the school.
  
- Each class is expected to set and display own rules.
  
- Every effort is made to understand the reasons why negative behaviour might occur
  - What is happening at home?
  - Is the learning stimulating / well suited to their needs?
  
- Staff take time to listen to children and work hard to build self-esteem of children.
  
- Year 6 to be selected and given guidance to be part of the Buddy system for vulnerable children and children displaying poor behaviour.
  
- All staff are consistent in following the “Behaviour Ladder” (See below) in order to develop positive behaviour.
  
- Teachers and TAs to meet children at end of break and lunch, ensure uniform is neat and tidy and escort children around school in silence. Children walk, quietly around the building, especially when going to the toilet.
  
- Classes enter worship in silence or will be asked to leave.
  
- Golden Rules are displayed in the playground.

## Positive Behaviour Outside the Classroom Summary

### 1. Praise the children who are displaying appropriate behaviour

This sometimes distracts other children from misbehaving, as much of human behaviour is often attention seeking. Sometimes, ignoring the negative and focusing upon the constructive is highly effective.

### 2. Give the child a firm warning and tell them which rule they have broken. They choose how they will continue to behave. Giving them a choice encourages them to take more responsibility for their behaviour.

### 3. Sit the child away from the main group

Before returning to play, reflection and discussion about the child's behaviour should take place. This should be for a **fixed short period**.

### 4. Let the Child know you will report their behaviour to their classteacher

The behaviour will be reported and may be recorded on the behaviour sheet for that child.

### 5. Set up a Behaviour Book (If poor behaviour persists)

If there are no improvements, a **letter will be sent home** explaining what has happened and asking the parent s/ carers to come in and discuss the problem with a view to working it out. A reward system that can be reinforced at home might be agreed.

### 6. Referral to SLT

The SLT can decide upon additional action to take. This should only happen **after the above steps have been tried several times** and have failed to make a significant positive impact on the child's behaviour. However, when serious incidents occur, children should be referred straight to this stage.

### 7. Referral to the Headteacher or Deputy

The Head or Deputy will deal with serious behaviour where a Red Card needs to be issued and parents need to be contacted. These may include bullying, racist remarks, or violence towards an adult in the school.

# **St Matthew's C.E Primary School**

## **CODE OF CONDUCT**

These Golden Rules apply to all members of our school community and are the fundamental beliefs upon which we base our actions. These rules will be displayed prominently around the school so that they can be used for reference whenever appropriate.

### Golden Rules

- 1. Be gentle**
- 2. Be kind**
- 3. Be honest**
- 4. Work hard**
- 5. Listen to people**
- 6. Look after property**
- 7. Play together sensibly**
- 8. Be neat, tidy and take pride in your appearance**
- 9. Respect yourself and others**
- 10. Come prepared to learn in all your lessons.**

And Remember at playtime:

- We respect the school equipment**
- We play together kindly**
- We use the toilets sensibly**
- We stop and walk sensibly when the bell is rung.**

**Kindness, Honesty, Respect, Responsibility**

Positive Behaviour ACTION LADDER

**Reward System**

**House/Dojo points** – these can be awarded by any member of staff. Each class will keep a record of house points using the clasdojo website and the totals will be collected weekly, leading to the winning house each term receiving an 'own clothes day' – *change to a 'treat' such as; own clothes day, extra playtime, small gift.*

**Table points**

**Green Cards –**

These are awarded when a child has shown particularly good behaviour, or produced work of an excellent standard.

In KS2, 'good days' are recorded. 10 'good days' = green card

In KS2, house points are recorded on a chart by the child. 10 house points = green card

**The Headteacher's Award**, for a particularly good piece of work

*\* Please note that this should always be at the Headteacher's discretion and children should not be told they are going to receive a Headteacher's award by a teacher.*

**Bronze, Silver and Gold Awards**

The number of green cards is collated over the year by each class teacher.

- 20 green cards leads to the children earning their Bronze award
- 40 green cards leads to the children earning their Silver award
- 60 green cards leads to the children earning their Gold award

Bronze, Silver and Gold Awards will be handed out when they are achieved in celebration worship.

A visual representation of B,S G awards could be in the school in the halls and children's names can go up when they achieve.

The children who gain beyond the 60 green cards for Gold will be praised at the end of year.

**Celebration Worship**

Once a week a celebration worship is held to reward children.

A display is up in school for everyone to see who has been rewarded that week.

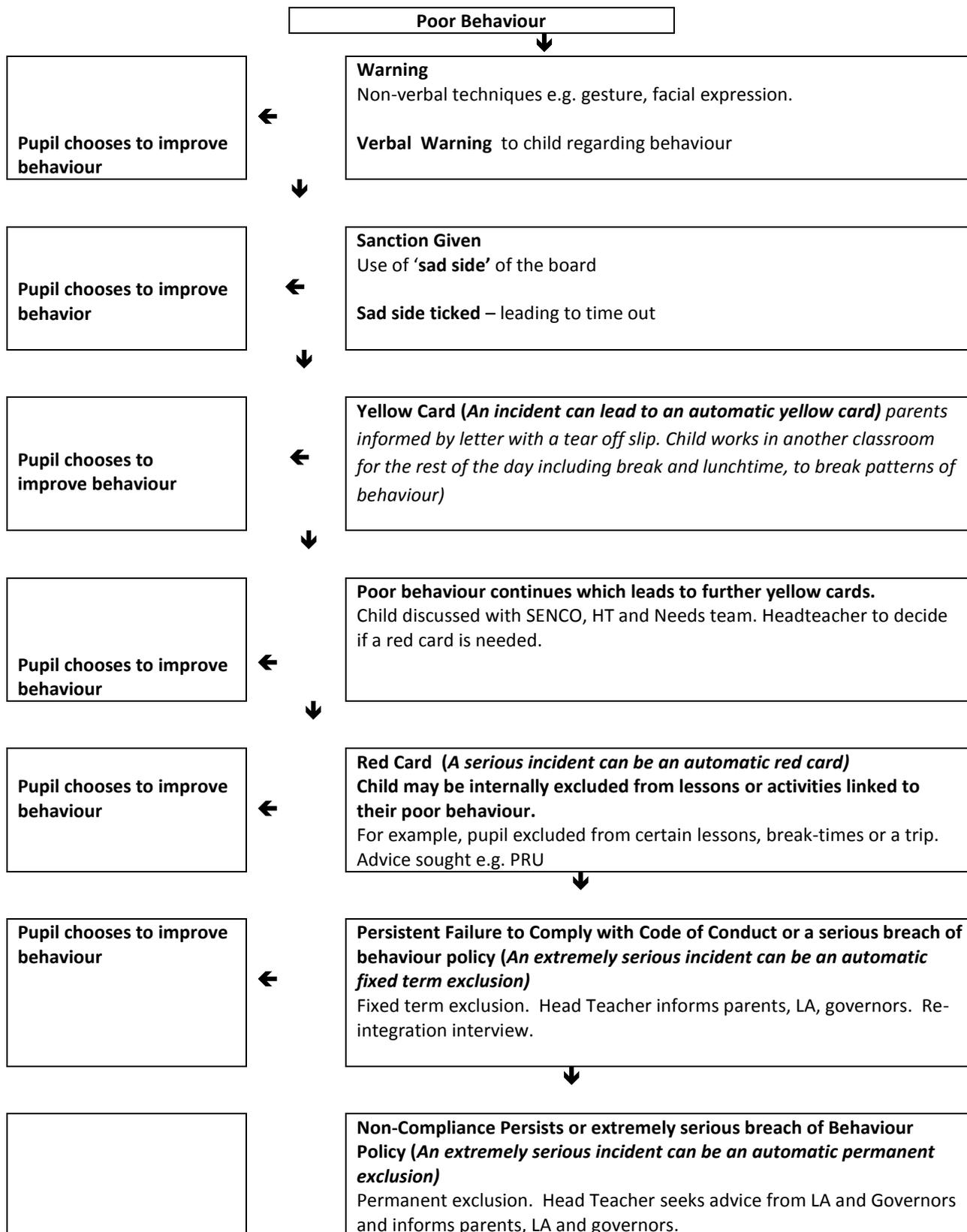
A 'star of the week' certificate is given to each child to take home and share.

ST. MATTHEW'S HIGH BROOMS CEP SCHOOL

Positive Behaviour

ACTION LADDER

Praise the children who are displaying appropriate behaviour



**At any point on this action ladder if the seriousness of an incident requires, the Head Teacher can immediately move to a higher sanction including permanent exclusion.**



### KS1 BEHAVIOUR RECORD SHEET

This sheet should be used by class teachers and teaching assistants to record significant behaviour incidents. For low level incidents children should be given a warning, then a sad side, then time out in class. If unacceptable behaviour persists or is of a more serious nature, it should be recorded below.

**Pupil Name:**

| Date of incident | Outline of incident | Action taken              |  |
|------------------|---------------------|---------------------------|--|
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |



### KS2 BEHAVIOUR RECORD SHEET

This sheet should be used by class teachers and teaching assistants to record significant behaviour incidents. For low level incidents children should be given a warning, then a sad side, then time out in class. If unacceptable behaviour persists or is of a more serious nature, it should be recorded below.

**Pupil Name:**

| Date of incident | Outline of incident | Action taken              |  |
|------------------|---------------------|---------------------------|--|
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |
|                  |                     | Missed playtime           |  |
|                  |                     | Time out in another class |  |
|                  |                     | Yellow card               |  |
|                  |                     | Red card                  |  |
|                  |                     | other                     |  |