

St Matthew's High Brooms CE Primary School

Powder Mill Lane
Tunbridge Wells
Kent
TN4 9DY



Behaviour Policy

Headteacher: Mrs Sonia Phillips

Chair of Governors: Mrs Karen Stevenson

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Next Review: September 2021

Policy written by: Tom Hardwick

Fulfilling God-given potential

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

Whole School Vision Statement:

'Fulfilling God-given potential'

At St Matthew's School we recognise that each person has unique gifts and seek to enable them to fulfil their God-given potential.

"See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation)

"I feel proud to be part of a community that has been designed by God. We are all part of his plan. If we are made in God's image, he must think that we are perfect." Joshua Y5

Vision for Behaviour (Our intent for Behaviour & Attitude development):

To ensure that everyone enjoys their time in school a consistent framework for behaviour must be adopted and understood by all adults and children. The main objectives for this behaviour framework are:

- 1. To ensure a secure and relaxed environment for everyone, rooted in forgiveness and a detailed understanding of the school's vision and values.*
- 2. To encourage positive attitudes towards work, relationship building and understanding of ourselves as people who are growing, learning, facing challenges and achieving.*

Following the school closure period during the coronavirus outbreak, the school recognises that some children will find it challenging to conform to the new routines designed for the safety of children and staff. This may mean that some children exhibit challenging behaviour whilst they adapt. The school will be mindful that children are adapting to new systems and routines and constant reminders will be given on expectations. If a child is unable to follow systems and routines that have been put in place, their safety and that of others may be at risk. The school will look to address the needs of the child and of the safety of others in a supportive manner.

AIMS

- Through overt and continual teaching of the Growth Mindset philosophy, all children are given the opportunity to increase self-esteem and self-discipline.
- To provide a caring, supportive and stable environment where all children work cooperatively.
- To nurture respect for and understanding of race, religions and the different ways of life present within the United Kingdom and across the globe.
- To create and maintain a community rooted in our distinctly Christian values of kindness, respect, responsibility and honesty which enable all pupils to display exemplary moral values and principles.

As a community we strive to provide:

- A purposeful and positive learning environment rooted in high expectations in all areas of school life
- An understanding and acceptance of individual need and the whole child
- A drive towards positive behaviour and attitudes through entirely positive practices that support pupils to ask for (and receive) forgiveness.
- An understanding that as members of the same community, we all have an important part to play in ensuring that our school remains a positive place to be.
- An understanding of the need to nurture independent thinking

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 rooted in mutual respect, staff to staff, staff to pupils, pupils to pupils and to apply rewards or sanctions appropriate to the situation using this policy as the basis for all sanctions.
- To maintain a consistent approach to expectations, keeping our distinctly Christian vision and values at the core of all rewards and sanctions.
- To always encourage positive behaviour for learning

Discipline in the Curriculum

Classroom rules:

At the beginning of every academic year, each class is expected to set their own classroom rules rooted in an understanding of the whole school vision and values. These classroom rules must be displayed prominently in each classroom and should be reviewed regularly to ensure that all pupils know and understand how the school vision and values underpin every aspect of their time at school.

Rewards and Sanctions:

All rewards and sanctions used within school must be transparent, easily understood and easily relatable to our whole school vision and values.

Rewards:

- Verbal praise
- The giving of responsibility
- Written comment in book
- Work on display or shared with other teachers/pupils
- House/Dojo points
- Table points or a similar system that promotes team work
- Green Cards

- Bronze (20 green cards), Silver (40 green cards) and Gold (60 green cards) awards.
- School Values stickers
- Celebration Worship once a week during which pupils are praised for how well they have embodied the school vision and values.
- The Headteacher's Award for a truly stunning piece of work or for when a pupil demonstrates exemplary understanding of the school's vision and values.

Sanctions:

To be effective in supporting pupils to learn from their mistakes, sanctions must be seen to be relevant, fair and consistent. When given a sanction, time must be given to the pupil to ensure that they are supported in seeking and receiving true and complete forgiveness.

Sanctions can only be effective if the relationship between adult and pupil is positive.

These sanctions have been agreed as a community. No further sanctions should be enforced without at first being discussed with a member of the Senior Leadership Team.

Phase One Sanctions:

1. Gentle reminders of the school rules will be given.
2. A verbal warning will be given to the pupil if the behaviour does not change
3. If behaviour does not improve this will be recorded in the classes 'Ready to change' book. This will be coupled with some time out of play.
4. If the behaviour continues to decline the pupil will be sent to another class with a task to complete. (During the COVID situation the children will have a short period of time removed from the class within their bubble). At this point staff will discuss their behaviour concerns with parents.
5. If the behaviour is still not improving, a yellow card will be given after discussion with the Phase Leaders/SLT and parents will be informed.
6. Red card (in agreement with the Senior Leadership Team). A discussion with parents will be necessary.

Phase Two Sanctions:

1. Gentle reminders of the school rules will be given.
2. A verbal warning will be given.
3. If the behaviour continues to decline, the pupil's name will be added to the 'Make a Change' board. This board will have support and prompts for the pupils to enable them to think about their behaviour and how it can improve. When the behaviour is noticeably better, the name will be rubbed off the board.

4. If the behaviour choices do not improve the child will be given 'Time Out' either in another classroom or during Break time. **During COVID restrictions – time out will happen within the bubble setting to avoid crossing bubbles.** Also at this point it will be suggested that the child might like some talk time with their Phase Leader. It may be appropriate for parents to be spoken to at this point if the child in question has received 'Time Out' more than once in the space of a couple of weeks
5. A yellow card can be given instantly if the incident requires it e.g. physical violence, swearing, or relentless, repetitive disruption. A discussion with parents will be necessary.
6. Red card (in agreement with the Senior Leadership Team). A discussion with parents will be necessary.

Phase Three Sanctions:

In Phase Three the teachers utilise a concrete behaviour support tool. The Cubes system ensures that all children have a physical prompt to remind them of the importance of following the school's values and rules.

Each child begins the day with 5 cubes. If by the end of the day they still have 5 cubes, they receive a Good Day DOJO.

4 cubes = One warning has been given

3 cubes = A second warning has been given **(During the COVID situation the children will have a short period of time outside of class to reflect on their behaviour)**

2 cubes = A third incident has occurred. **(During the COVID situation the children will lose some of their breaktime)**

1 cube = A Yellow card will be given. Parents will be informed. Further time out of class may be suggested. Playtime might be missed and further sanctions will be discussed with SLT where necessary.

Red card (in agreement with the Senior Leadership Team). A discussion with parents will be necessary.

Regardless of the number of cubes a child has, teachers and teaching assistants will be looking out for examples of high quality work and evidence of the pupil making good choices that reflect the school values. When these are noted pupils will receive Dojo points

Very similar to last year but we have decided that 2 lost cubes will mean (I have called this a reflection zone, Bev has referred to it as a Time Out Zone, but they have the same purpose), and if a child loses 3 cubes they will lose some break time - either with the member of teacher staff inside or on the fence with the TA. This will be dependent on the child or number of children.

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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.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 Department For Education guidance on the Use of Force by Staff to Control or Restrain Pupils. The documents is titled 'Use of Reasonable Force' (July 2013)

School Rules

To ensure that our vision and values are fully understood and embraced by all pupils and adults, school rules must be entirely relatable to these values. School rules must be displayed around the school.

Each of the four school rules will relate to one of the 4 school values: respect, honesty, kindness and responsibility

SR 1: Be respectful to everyone and yourself.

SR2: Be honest and truthful.

SR3: Be kind and helpful to everyone.

SR4: Be a responsible member of the school community.

Positive Behaviour Outside the Classroom

We expect all pupils to be supported to display outstanding behaviour during playtime, lunchtime and when moving around the school premises.

We recognise that children will require the opportunity to let off steam during these unstructured times. The adults supervising will need to ensure that they support children to do so in a positive fashion.

We recognise that children of every age need to be taught how to play effectively. Staff on duty must recognise this and ensure that they are using these unstructured times as learning opportunities.

When giving a child a warning, the member of staff must direct the pupil back to the school rules, vision and values and help them to see how they need to change.

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 class teacher

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. This may mean 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.

Behaviour on School Visits

We are proud of the reputation our pupils have built when out on school visits. We expect high standards of behaviour from all children at all times to ensure this reputation is maintained.

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. Senior Leaders will have final say over whether a pupil is allowed to take part in a school trip or not.

Moving around the building.

In order to avoid disruption to learning, worship and meetings, Teachers and Teaching Assistants will supervise children walking around the school. Children should walk around the school in silence in school hours. We recognise that as children come into school and leave at the end of the day, conversation will naturally occur.

Members of the Wider Leadership Team will monitor transition times and praise those who are moving around the school in silence. Values stickers may be given out for pupils who consistently demonstrate that they are able to move around the building in silence.

All pupils are expected to stand aside and allow adults to walk past. Pupils in the Juniors are expected to hold doors open for adults.

Information to Parents

We recognise that everyone makes mistakes and that no one, adult nor child, can behave impeccably at all times. When staff start to have growing concerns over a negative pattern of behaviour beginning to appear, they will reach out to parents in order to discuss these concerns. We recognise that parents can provide a valuable insight into their child's life and it is crucial that staff and parents work in partnership to support the child in embodying the school's vision and values effectively. When meetings with parents are scheduled, class teachers can always ask for support from a colleague. These meetings should last no longer than 30 minutes and notes should be kept. We will routinely ensure that we have a signed copy of the Home School agreement from all parents. This important document can support conversation regarding pupil behaviour where necessary.

THE ROLE OF PUPILS

Children at our school should be empowered to affect change and promote positive behaviour through embodying the school vision and values effectively. 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 – Children may 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. Lunchtime activities are led by staff.

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.

Yellow cards and red cards are recorded on Edukey.

Serious incidents are defined by situations where the Senior Leadership 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 and Governors.

CONCLUSION

An open, shared, whole school approach to behaviour is essential and is only achievable when pupils are taught to fully embody the school's vision and values. We recognise that it is our role, as educators, to educate the whole child. This includes teaching children how to play, how to make friends, how to forgive and how to ask for forgiveness.

This policy will be reviewed on an annual basis.

Behaviour Policy Summary

- School Rules will be displayed prominently around the school.

- Each class is expected to set, display and teach their own rules that are tightly focused on the school vision and values.
- When negative behaviour occurs, it is crucial that the adult responding to the situation makes every effort to understand the reasons behind it. What is happening at home? Is the learning stimulating/well suited to their needs?
- When negative behaviour occurs, pupils must be supported to ask for and receive forgiveness.
- Staff take time to listen to children and work hard to build the self-esteem and growth mindset of all.
- All staff know and understand the “Behaviour Ladder” and are supported to follow it consistently by the Wider Leadership Team.
- Children move around the school site in silence.
- Adults support the children in ensuring that their uniform is neat, tidy and complete.
- School rules, vision and values are displayed on the playground.