



Our Behaviour for Learning Policy

Presentation for Parents

September 2023

‘Fulfilling God-given potential’

At St Matthew’s, we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to do their best.

“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).

Our 4 school values are

- Responsibility**
- Kindness**
- Honesty**
- Respect**

We make sure that every child, regardless of their age, learns what each value means and how they can demonstrate that value at home, at school and in the wider world.

Behaviour for Learning Policy



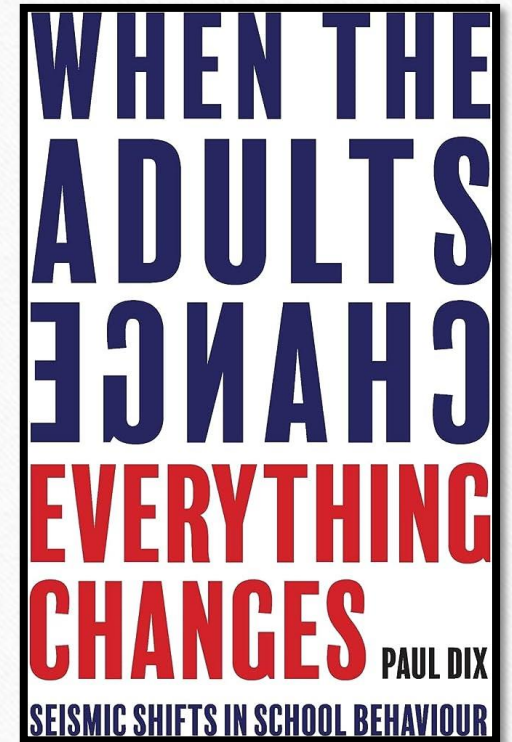
Our intent is to ensure that everyone enjoys their time in school, where a consistent framework for behaviour for learning is adopted and understood by all adults and children. The main objectives for this behaviour framework are:

- 1. To ensure a happy, calm and safe environment for everyone and a detailed understanding of the school's Christian vision and values.*
- 2. To encourage positive attitudes towards learning, relationship building and understanding of ourselves as people who are growing, learning, facing challenges and achieving.*

Zones of Regulation

Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

- Consistent, calm adult behaviour.
- First attention to best behaviour for learning.
- Routines are clear, repetitive and consistent across the school.
- We use a script based on emotions when behaviour is challenging.
- Restorative approaches are in place to follow up incidents.





Walk Tall!

Everyone must walk around school, where possible on the left.

Shoulders back, eyes front, mouths closed and arms down

Kind Hands, Kind Feet, Kind Words



Kind Hands, Kind Feet, Kind Words

Everyone will model kind words and actions towards others.

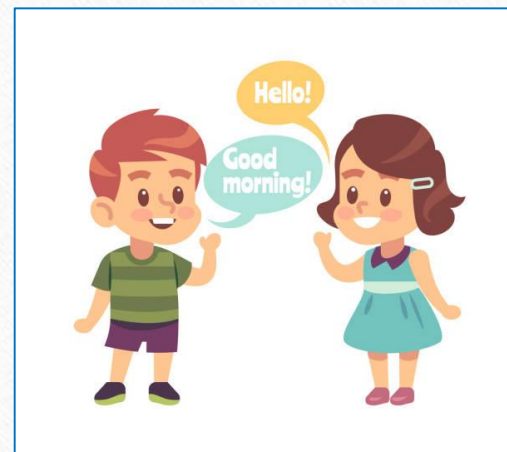
think

before you speak

t is it true?
h is it helpful?
i is it inspiring?
n is it necessary?
k is it kind?

Think

Everyone will think about the consequences of their words before speaking.



Say hello!

Everyone will greet and be respectful to others whilst walking around the school or outside.

**Be a responsible member of the school
community.**

Be kind and helpful to everyone.

Be honest and truthful.

Be respectful to everyone and yourself.

Be a responsible member of the school community.

I arrive ready to learn
and on time to lessons

I have all my equipment
I need for my learning

I hang my coat and bag
up tidily

I look after school stationery,
equipment and resources



I take care of the
school grounds

I tidy up

I eat my lunch tidily, clear away
my plate and cutlery properly

Be kind and helpful to everyone.

I can help others with
their learning.

I am sympathetic if
someone has hurt
themselves



I play with others and
welcome them to join
my games

I will complete a job I
am asked to do to the
best of my ability

I will find someone to
help if I can't



Be honest and truthful.

I tell the truth

I own up to my
mistakes

think

before you speak

t
h
i
n
k

is it true?

is it helpful?

is it inspiring?

is it necessary?

is it kind?

I encourage
friends to own up

I say sorry
and mean it

I recognise what is an
accident

Be respectful to everyone and yourself.

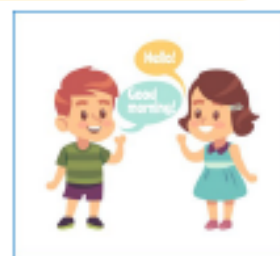
I talk calmly to others

I think about how
others feel

I am polite to others; I say
hello, I smile, I say please and
thank you

I recognise personal
space

I listen to instructions
and follow them



Celebrating and Supporting behaviour for Learning.

We have a number of ways that we can celebrate and support children's behaviour for learning.

- Recognition boards in classrooms
- Verbal praise
- The giving of responsibility
- Written comments
- Learning on display or shared with other teachers/pupils
- Dojo points
- Table points or a similar system that promotes team work
- Green Cards (10 dojo points = green card)
- Bronze (20 green cards), Silver (40 green cards) and Gold (60 green cards) awards.
- Celebration Worship once a week during which pupils are praised for how well they have embodied the school vision and values.
- A 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.

Supporting negative behaviour for learning

1. Reminder

Remind the child of the rule/s briefly and what you expect them to be doing/ how they should be behaving.

2. Caution

Warn them and make them aware of their behaviour and outline the consequences. **“Think about your next choice, I know you can make the right one.”**

3. Last chance

Script:

“I can see that you are [angry, upset, frustrated etc]. It’s OK to be [angry etc] but it’s not OK to ...

It was the rule about [Being Responsible, Being Kind, Being Honest, Being Respectful] that you broke. Do you remember last week/ yesterday when you [name something positive].

That’s who I want to see today and I know that you can do it.”

Negative Behaviour Continues

4. Calm Down

If a child needs calming time first, then the calm box is used for a timed period.

5. Time Out

This is in a quiet place. A visual timer is used. During this time the child is quiet and can think about what has happened.

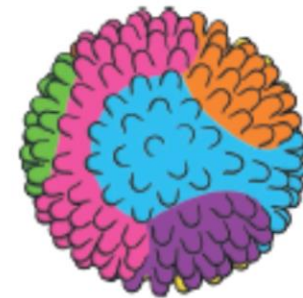
My Calm Down Box Routine



1. Set the timer.



2. Take three deep breaths.



3. Use my calm box sensory items.



4. Join the class again when I feel ready.

6. Repair

This will be an age-appropriate chat at the end of the session or something more formal if a serious behaviour incident has occurred.

Restorative Approaches

- What happened?
- What were you thinking at the time?
- What do you think now?
- How do you think that made 'X' feel?
- Who has been affected by this and how?
- What should we do now?

Supporting challenging behaviour

For children showing very challenging behaviours in our school, the following strategies (in addition to the strategies outlined before) are used:

- **Contact with the parent** – We want to tell you all about the positive behaviour and be truthful about the challenging behaviours. We will call parents up during the school day to come up and talk with their child. Working together to support behaviours.
- **Reward sheet** –
 -
- **Behaviour Support Plan (see appendix 1)** – this is put in place if a child is demonstrating challenging behaviour on a daily basis. This will be set up in conjunction with SLT and the Inclusion Manager and will involve parents from the start. It will include a risk assessment.
- **Outside professionals** – may be used to support more complex cases.

How can parents help?

Use the values at home as at school.

Keep calm in challenging situations.

Support the school and work together to reduce any challenging behaviour.

Give children responsibility

*Build resilience – don't tell them you'll sort out any issues they have
– support them to find solutions*

Have routines that give a calm start to the day and at the end of the day so activities like homework don't become a battle.