

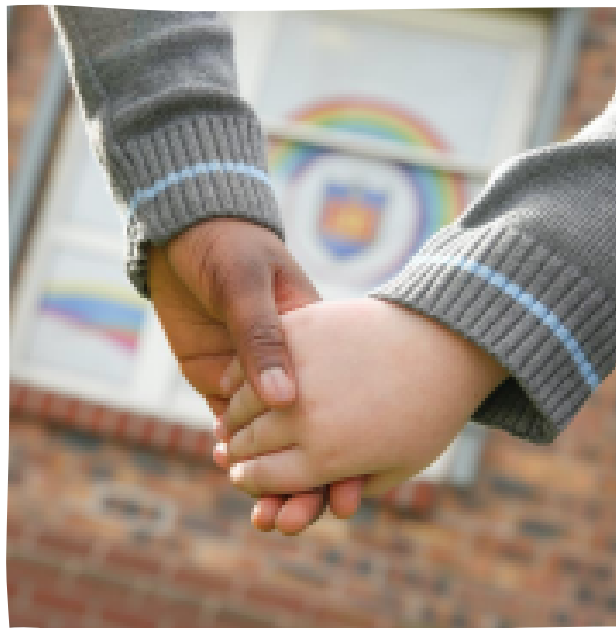


# ST MATTHEW'S CATHOLIC PRIMARY SCHOOL

## **POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY**

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2023-2024



**WRITTEN: SEPTEMBER 2023  
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**LEADER: MRS SIME**

**LOVE, LEARN AND SHINE TOGETHER WITH JESUS**

# **St Matthew's Catholic Primary School**

## **Positive Behaviour Policy.**

This is St Matthew's Catholic Primary School's policy for behaviour and discipline and is set within the context of the whole school aims and mission statement.

*"Love, Learn and Shine together with Jesus".*

### **Rationale/ Overview:**

In our Catholic School, we strive to develop the whole person by providing a caring ethos where everyone feels safe, confident, valued and respected. This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and recognition as well as consequences with regard to pupils' behaviour. It also contains our policy on suspensions and permanent exclusions. Behaviour policies, set high expectations for children and adults based on ethics which are rooted in gospel values and the teaching of the Catholic Church. Our policies emphasise the importance of personal responsibility and the need for justice whilst also facilitating healing and reconciliation. These expectations are reflected in our shared values which are evident within the Whole pupil Code of Conduct / home school agreement and the school mission statement "Love, Learn and Shine Together with Jesus".

We are informed by DFE guidance for governing bodies, July 2012 and "Behaviour and discipline in schools, advice for head teachers and school staff" September 2022

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. We therefore promote conduct and behaviour rooted in gospel values and which uphold the dignity of the human person. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Through carefully kept notes and records we are able to effectively support pupils through Behaviour Support Plans. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with SEND and emotional and behavioural difficulties. We can offer additional support through positive individualised Positive Behaviour Support Plans and interventions such as individualised behaviour support, and PSHE- Circle Time. We are also supported by external partners who provide specialisms that the children can access e.g. Counsellor, Seedlings, Beautiful New Beginnings. Discrete curriculum links can be seen through our safe messages/ SMSC mapping and tracking and PSHE curriculum.

### **Aims and objectives**

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the

- values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has developed a code of conduct with staff, children and families, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way
- towards others.
- We aim to treat all children fairly and to apply this behaviour policy consistently.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **Rewards and Recognition. Reflect, Repair, Rebuild.**

We praise, encourage and reward children for good and helpful behaviour in a variety of ways:

- Teachers praise and recognise children for considerate, positive behaviour in such a way
- as to underline its value to our school.
- Classes use praise, stickers and Dojos, praise post cards home, special responsibilities/privileges/treats and sports incentives to acknowledge good behaviour, to acknowledge outstanding effort or acts of kindness in school and these are recorded by staff. Children are held up as role models for others and are acknowledged publicly praised for making the right choices.
- Each week, we nominate a particular child from each class to be named in assembly. The child receives a certificate and this is shared with the children and families through our
- website and twitter.
- All Classes have an opportunity to take part in achievement assembly where they are able to show examples not only of their best work, but of considerate behaviour towards others.
- Star awards are to be used for good work in books, teachers and TAs should either write star award or use a stamp to show the child has been given the reward.
- After 25 stars the child gets a bronze certificate & pencil
- After 50 stars the child gets a silver certificate & pen
- After 75 stars the child gets a gold award & medal
- Dojos should be used for positive attitude to work, using the good to be green as a tool to support, good manners, involvement in lessons, and any other positive behaviours including playtime and lunchtime. Each class will have Dojo teams, all individual Dojos will feed into the weeks group score. The Dojo teams will be called after famous Liverpool people: Chavasse, Wilkinson, Archer and Braddock. The team with the most points across the school will be recorded on a chart in assembly. Each half term the Dojo team winners will be rewarded.
- Headteacher certificates are given to children who have shown consistent hard work, exemplar behaviour or have been recommended by other adults in school for attainment or achievement.

## **Good to be Green**

School also Uses to Use Good to be Green as a means of implementing this policy. By successfully managing behaviour in all areas of school a productive an effective behaviour management strategy and cooperative learning environment is established. The benefits of clear systems are wide ranging. Allowing all of our students to get the most out of their time spent in school. See details below:

### **Stage 1: Setting the Stage**

All school staff will work with all pupils to set the standards of behaviour for in school, including in the classrooms and around the building. Give examples of great and poor behaviour and decide any consequences and rewards. Learners will be involved at this stage so they are more likely to be invested in the scheme and behave better. Class rules and charters will be agreed at the start of the year. All classes will set up cardholder and show the pupils the different cards.

### **Step 2 – Everyone Starts Green**

At the beginning of every school day, all pupils start with a Green Card and a fresh start. Any previous behaviour will be forgotten, giving pupils the chance to change their behaviour patterns.

### **Step 3 – Using Behaviour Cards**

During the day staff will use identified cards to let pupils know how they feel about their behaviour. The Stop and Think Card will be used when you feel that a gentle reminder of your expected standards of behaviour is needed. Staff will display the card in the child's cardholder pocket. If the undesired behaviour continues, then staff should swap the card to a warning card. If the behaviour still persists you would issue a consequence card and school sanctions will be agreed – there is not a one size fits all, staff to use professional judgement.

### **Step 4: Reward Good Behaviour**

Cards will be used to reward those children who demonstrate the expected behaviour e.g. at the end of the week reward any pupils who have been 'Green all Week'.

The school acknowledges all the efforts and achievements of children, both in and out of school. Early Years Learning Journeys contain information regarding children's wider achievements beyond school, thereby recognising personal endeavour and positive motivation.

The school uses the process of reflect, repair rebuild to implement the school code of conduct, and to ensure a safe and positive learning environment. The safety of all of our children is paramount. In order to support children with their behaviour we have developed 12 key strategies to promote consistency across the school. These strategies are proactive, responsive, verbal and non-verbal.

State the Obvious	The Help Script	Choice Drivers
One Calm Voice	Partially Agree ("Yes, and...")	Tactically Ignore
Reflect, Repair, Rebuild	"Thanks"	The Help Protocol
Lead into Learning	Change of Face	Personal Space

The class teacher discusses the school code of conduct with each class. In addition to the code of conduct, school has identified expectations for classroom, moving around the school, playground, lunchtime behaviour.

In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. School is planning to apply for Anti-bullying Quality Mark in 2023 - 2024

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document. DfE "The Use of Reasonable Force" July '13. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school code of conduct is in place within their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

Consequences should be certain and predictable and should not be punitive. Consequences should provide the opportunity to Reflect, Repair Rebuild.

If a serious incident occurs the process for reporting and recording will be followed and is the responsibility of the class teacher to ensure chronology is maintained.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENDCO) discuss the needs of a child with the education social worker or the LA's behaviour support service. Prior to the involvement of external agencies the school will strive to meet the child's individual needs through a range of school interventions -reflect, rebuild and repair time, Circle time - PSHE, specific intervention programmes and SEN targeted intervention support.

The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The SLT and head teacher analysis the school's data around incidents and reports back to governors with an outline of next steps regarding staff CPD or support for vulnerable groups.

### **The role of support staff**

We have a range of support staff at St. Matthew's Catholic Primary School including Teaching assistants, administration staff, Pastoral and Family Support staff, site manager and premises staff. All of these people have a vital role to play in supporting and encouraging the children to follow our code of conduct.

Some teaching assistants have special responsibility for the coordination and delivery of particular interventions and individual support programmes. LSA's also support children who are in receipt of Top up Funding from the Local Authority. Support is primarily on a 1-1/small group basis and staff are allocated to classes according to need of the child and expertise of the adult.

The expectation is for support staff to work closely with the class teacher/SLT to follow the school's process for reporting and recording incidents as well as the protocols for Reflect, Repair, Rebuild.

### **The role of the headteacher**

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher monitors records of all reported serious incidents of misbehaviour within serious incident logs and individual behaviour files.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors and local authority have been notified.

### **The role of parents and carers**

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote the behaviours that we expect. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school through conversations or meetings with parents and their child, home school links, behaviour support planning and termly school reports and parent's progress meetings.

The code of conduct is available to parents on the school website and we expect parents and carers to understand and support this.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

We work in partnership with parents and carers and we welcome conversations between families and class teachers, senior leaders and the headteacher. More formal discussions can take place where appropriate. If parents and carers wish to they can contact the chair of the governing body, in accordance with the school's complaints policy.

## **The role of governors**

The governing body has the responsibility, for agreeing as policy, these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour leadership, but governors may give advice to the headteacher about particular disciplinary issues relating to exclusion. The headteacher must take this into account when making decisions about matters of behaviour.

## **Suspensions and permanent exclusions**

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step as part of our graduated response in supporting children including Behaviour Support Plans and Positive Handling Plans plus extra support through interventions such as 1-1 SEMH support, alternative learning environment in school all of which are to ensure that exclusions are avoided. We also request our external partners to support pupils in school who are raising behavioural or SEMH concern. However, in extreme cases, it may be necessary to exclude.

The school follows the statutory guidance, published by the DfE in 2022, "School suspensions and permanent exclusions from maintained school, Academies and pupil referral units in England" and has regard to the standard national list of reasons for exclusion.

Only the headteacher (or an acting headteacher) has the power to suspend or permanently exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in anyone school year. In exceptional cases, usually where further evidence has come to light, the headteacher may issue another suspension or a permanent exclusion to begin immediately after the end of a suspension. In extreme and exceptional circumstances, the headteacher may exclude a child permanently.

If the headteacher suspends or excludes a child, s/he informs the parents or carers immediately, giving reasons for the suspension or exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend or exclude a child or extend the suspension period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances under which the child was suspended/ excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### **Drug and alcohol related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. The school follows the policy and guidance on the administering of medicines as set out by Liverpool Education Authority. Further details are available at school and on the website.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be excluded for a fixed term. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the incident is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed. We also pay due cognisance to DFE guidance, Searching, Screening and Confiscation 2022. 10 Child-on-

### **Child sexual violence and sexual harassment**

Sexual violence and sexual harassment are never acceptable, will not be tolerated. All staff understand the importance of challenging all inappropriate language and behaviour between pupils

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The designated safeguarding lead (or deputy) will be informed by staff through CPOMS and DSL will advise on the school's initial response. Each incident will be considered on a case-by-case basis.

The schools PSHE and safeguarding curriculum

### **Banned Items**

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- Chewing gum
- Mobile phones



- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and any item specified as banned are able to be searched for in line with to DFE guidance, Searching, Screening and Confiscation 2022.

## **REPORTING BEHAVIOUR AND MANAGING IMPACT**

### **Behaviour Logs – CPOMS**

A system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. It is the responsibility of staff to report incidents, which warrant a record on the behaviour incident on CPOMS. It is the role of SLT to collect and monitor incidents recorded on CPOMS as directed by the head teacher.

Sanctions are always recorded on CPOMS.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviours are required to avoid future punishment.
- Group/Class punishments are not allowed.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is seen as wrong.

Where a loss of playtime is the sanction the class teacher must arrange for the child to have the opportunity to go outside for 5 minutes with an appropriate adult.

## **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning serious incidents and these are monitored on a regular basis by the schools safeguarding governor and school SIP.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the occurrence of both fixed-term suspensions or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance Equality Act 2010: advice for schools 2014 and that no child is treated unfairly because of a protected characteristic.

The governing body reviews this policy every 2 years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Appendix 1:

### Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff and parents/carers.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are informed of behaviour incidents to foster good relationships between the school and pupils' home life
- Pupils are supported by the Zones of Regulation to identify their feelings and have the ability to use strategies to self regulate
- Staff will always listen and will endeavour to understand the causes for the behaviour
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



**Appendix 2:** Behaviour Reflections **Reflection sheet**    **Date**

**Name**

**class**

Reflect.

Use of Story/Social Story/Drawing/Role-Play etc if needed

What I did.

Who was involved

What I was thinking and feeling at the time

Who has my behaviour affected?

Repair.


- Provide the opportunity to "fix things up". "Do" sorry.
- Restore.

Rebuild.

- Share strategies i.e. "What can we do differently next time."
- Links to learning




### Appendix 3 Incident log for children displaying additional needs

 <b>St Matthew's Catholic Primary School. Incident Log</b> Complete by ticking boxes below, if they are sensory seeking make a note of what you have observed. Make a note of any triggers. This will help us identify and meet the child's needs.								Name  Class
Date	Throwing	Hitting	Kicking furniture	Kicking others	Running away	Refusal	Damage (resources , displays)	Sensory seeking (describe/explain)

Any triggers identified?

## Appendix 4 Pupil support plan

	Support Plan for		Class	Has child any additional/specific needs:	
	Cognition and Learning / Communication and Interaction / Social, Mental and Emotional Health /Sensory/ Physical				
	Is child on the SEN register? YES/NO				
	Reason for support plan/Area of concern				
	<div></div>				
Start date					
Review date					
Signed by					
Parent					
Teacher					
SLT					
Target	Desired outcome	Strategies & Provisions	Key staff	Review Reviewed by	

## **Behaviour displays in school – Appendix**

### Class displays:

- All should be titled – Behaviour in St. Matthew's / class displays can reference class tree name
- Class/ school rules should be evident and evidence that children understand or have signed to agree them
- Good to be Green charts should be evident and being used.
- Examples of model behaviours – photographs / pieces of writing should be evident
- Should be working walls – e.g. if a positive behaviour is seen – can be noted on post it and added to the display
- Reward chart – noting agreed rewards
- Dojos evident – 4 groups should be listed- including names of children and the team they are in and scored recorded so children see that it is valued and work towards goals
- Star Awards for work in books – chart should be evident so children know good work in books will be rewarded – working towards – bronze/ silver and gold awards.
- Weekly behaviour certificate winners.