

# Positive Behaviour and Relationships Policy



Love, Learn and Shine together with Jesus

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Mrs Sime

## **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 emphasize 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 behaviour in schools " [Behaviour in schools: advice for headteachers and school staff](#)". Updated July 2024.

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.

**See Appendix 1 Written Principles of Behaviour**

#### **Policy Aims:**

The primary aim of our behaviour policy is to promote acceptable behaviour. We have school rules and the staff do not ignore unacceptable behaviour. This policy also aims to:

- To create an environment which encourages and reinforces positive behaviour.
- To ensure that children follow Gospel and British values
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

- To ensure all staff, parents and children are aware of their roles and responsibilities in regards to behaviour management
- 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. All children need to understand and feel that every day is a new day and a fresh start.
- 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.

## STANDARDS OF BEHAVIOUR

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 individualised Positive Behaviour Support Plans and interventions such as targeted behaviour support and PSHE Circle Time. We are also supported by external partners who provide specialisms that the children can access (e.g., Counsellor, Beautiful New Beginnings). Discrete curriculum links can be seen through our safe messages/SMSC mapping and tracking and PSHE curriculum.

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals using the behaviour curriculum map.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles, and we aim to work closely alongside parents and carers to ensure that the messages that are given at school are also given at home.

At St Matthew's we take into account children's individual needs and levels of understanding, particularly those with SEND. This ensures that approaches are adapted fairly to support each child. However, SEND is **not** an excuse for poor behaviour— clear boundaries and high expectations remain for all children. Our

responsibility is to balance inclusion, understanding, and support, while holding all pupils to the same core principles of respect and responsibility.

In St Matthew's we use *The Zones of Regulation* as a tool to support children with managing their own behaviour. This is an emotional regulation tool that can guide our children to self-regulate their emotions in order to respond appropriately. It helps children to know and understand that problems, emotions and reactions come in different sizes and that the size of the reaction has to match the size of the problem. Children learn healthy coping and regulation strategies which allow them to help themselves in different situations. Together with *The Zones of Regulation* and *Take Ten* (a resource in response to Mental Health in primary schools), this tool supports children in helping them to regulate their emotions.

All classes should have a behaviour display that contains the following:

Information about zones of regulation

Contain good to be green chart

Class teams with children's team identified and information about dojo.

Weekly rewards should be recorded each week.

## Types of Behaviour

At St Matthew's we know that not all behaviours are the same and that they can be loosely categorized into low-level and serious behaviour. Both low-level and serious behaviour affects learning in the classroom and must be treated consistently and fairly by the teacher. Please see below for a list of examples of serious and low-level behaviour. N.B If a child continues to display low, level behaviour, over a period of time (see flowchart in Appendix 3), this can be classified as serious behaviour over time.

### Low-Level Behaviour and Serious Behaviour

Low-Level Behaviour	Serious Behaviour
<ul style="list-style-type: none"><li>• Calling out</li><li>• Disengaged with learning</li><li>• Name calling</li><li>• Talking over the teacher</li><li>• Making noises</li><li>• Getting out of seat</li></ul>	<ul style="list-style-type: none"><li>• Swearing</li><li>• Physical assault</li><li>• Fighting</li><li>• Damage to school property</li><li>• Continued refusal throughout the day</li><li>• Leaving the classroom unsupervised behaviour can be loosely categorised into ed</li><li>• Repeated name calling</li><li>• Refusals to work or follow</li><li>• Repeated yellow cards (record date and frequency in planner- more than 3 times over a 2week period)</li><li>• Sexist, homophobic or discriminatory behaviour</li></ul>

### Low-Level Behaviour

If any of the above occur staff should immediately seek the support of a senior teacher

Mrs Walsh and Mr Brooks are both senior teachers in school and are experienced and trusted members of staff who will decide suitable course of action. Please see list of below suitable actions:

- Sit in the senior leader's classroom for an agreed length of time to reflect about behaviour
- Allow the child to work in the back of their classroom to remove from own classroom for agreed time timeframe (rest of that lesson).
- At a suitable during the time the child is with the senior teacher they will discuss the behaviour ensure they reflect, rebuild and restore.
- Reporting and recording on CPOMS is the responsibility of the class teacher to ensure chronology is maintained. Senior teacher (Mrs Walsh, Mr Brooks) should add actions i.e., what they have done.

### **Serious Behaviour or Repeated Low-Level Behaviour**

When the behaviour of the child is continuing or becoming serious (see flow chart in Appendix 8 or table above), it may be necessary to call for SLT. The circumstances for such are:

- If the child returns to class and behaviour continues then a member of SLT should be called. Member of SLT will decide next steps and call parent if necessary to take the child home. A member of SLT should always ring home for a child to be collected for the following:
- Swearing/ physical violence
- When dysregulated enough that may harm self or others with their actions e.g., chair, table.

### **Refusals**

- Refusals are not acceptable and should not be should not be part of the everyday classroom
- Children should be offered time to think and make the correct choice, if the refusal continues then a member of SLT should be called for to support
- All refusals should be recorded on Cpoms to ensure records are update and complete in case of further actions, see the feedback from governors in November
- Sending children home needs appropriate paperwork/ policies that must be followed. Children cannot just be sent home for dysregulation. Behaviour policy should be followed consistently at all stages to ensure if a child needs to be sent home we have appropriate evidence - cpoms/ etc. If a child is sent home work needs to be given and returned to school for the teacher to mark and give appropriate feedback. Cpoms notes must be clear, bullet points and not name other individuals
- Meetings need to be held formally, minutes/ notes taken and kept on file. Meetings should not be unplanned or go undocumented.
- Staff need to be more vigilant with phone calls to parents, don't be saying too much, face to face meetings are more appropriate than phone calls.
- Documents need to be dated and filled in correctly, consistency is vital.
- The member of SLT should assess the situation and explain the choices again and the child should be given 5 minutes thinking time. If the refusal continues the child will be offered to work at SLT desk on the corridor or a phone call home will be made to parents or carers to discuss that their child is not following the expectations and behaviour in St. Matthew's.
- Parents will be asked to come to school to meet with member of SLT discuss the next steps for failure to improve.
- If the child completes work at SLT table, SLT will discuss child's behaviour and complete a behaviour reflection verbally – focusing on reflect, repair and rebuild model. SLT actions should be recorded on Cpoms. **Appendix 6**
- If the same child refuses again in that day parents will be called to meet with a member of SLT and appropriate sanctions applied.

- The child will be excluded from school and a reinterrogation meeting will take place where a suitable plan will be agreed.

Teachers must ensure all work is suitably adapted to meet the needs of children and things that are noted on specific plans or timetables are taking place.

## **Role of SLT**

### **The role of SLT will be:**

- Call parents to inform if a serious incident has taken place and or repeated refusal.
- If a child has been sent home, SLT must inform arrange a reinterrogation meeting for the day the child is returning, to ensure a plan is in place to support successful reinterrogation. A member of SLT should check the daily CPOMS behaviour records – Mrs Gaskell/ Mr Edwards/ Mrs Evans/ Mrs Black.
- SLT will keep records (SLT Log) this will be used to inform next steps.
- SLT will lead all reintroduction meetings and decide on whether a 10-point plan is needed.
- SLT will ensure all staff are aware of outcomes of reinterrogation meetings and sharing plans.
- Organise and carry out termly behaviour review meetings with senior teachers to review incidents and to develop further strategies that can support identified individuals.

If low level incidents continue and a pattern develops of more than 3 in a two-week period than class teacher should inform parent. There should be no surprises with behaviour, parents should be regularly informed. Please see behaviour flow chart (for an at a glance overview [\(Appendix 4\)](#). Children will be asked to go onto a report card [\(Appendix 6\)](#) to help support behaviour. A letter will be sent home to state that the behaviour does not meet the expectations of school, school has three letters that will be sent to parents detailing varying levels of engagement/ next steps of the behaviour policy. [\(See appendix 8\)](#).

School recognises the importance of teaching children's positive behaviours. School has mapped out a detailed behaviour curriculum that is taught across the school for a consistent approach. [\(Appendix 2\)](#) In addition to this school has established a series of relentless routines that teachers apply in class. [\(Appendix 3\)](#)

### **Use of Report Cards**

Report/ record cards can be used for a range of purposes such as to keep children on track, boost self-esteem and from when children's behaviour may need tracking over a period of time. Children on report/record cards will receive positive praise for meeting their targets. Targets will be individual to each child and should be no more than 3 targets. As stated previously in this policy, children who are repeatedly receiving red cards (more than 3 times in 2 weeks) will be put to go onto a 'report card' [\(Appendix 6\)](#) Staff will have a meeting with parents before starting on a report card. Children will remain on a report card for a minimum of 3 weeks to ensure that the positive behaviours are embedded. Children will come to a member of the Senior Leadership Team at the end of the week to share their progress towards expectations. School will keep a copy of all report cards as a way to track patterns in behaviour. [\(Appendix 6\)](#)

Class teacher should give verbal feedback daily and if no improvement refer to a senior leader. At the end of the week the class teacher should photocopy and give to parents a copy should also scanned to cpoms.

If behaviour does not improve advice will be sought from outside agencies and the local authority Behaviour intervention team (BIT team)

**The Head teacher will:**

- Ensure all DFE guidance documents are followed and practices adopted within policy and practice
- Implement the positive relationship and behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- 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
- 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 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.

**Staff will:**

- Model positive relationships and behaviour
- Set high expectation and follow school relentless routines
- Follow the school relationship and behaviour policy
- Offer the children choices and the chance to make the right decision
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents on cpoms and record card or report card if necessary
- Create a positive climate with realistic expectations
- Emphasize the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all
- Manage the appropriate use of different rewards effectively.
- Teach the St. Matthew's behaviour curriculum
- Inform parents/carers about the welfare and behaviour of their children

- Complete behaviour referrals to school behaviour and planning and review meetings that take place termly.
- Follow the advice of senior leaders and outside agencies including the Bit team.

## **Parents**

Parents are expected to:

- Reinforce the school's behaviour code
- Support their child in adhering to the school rules and systems
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Avoid commenting on school issues on social media.
- 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 Children will:**

- Follow the school rules and code of conduct
- Follow the school Relationships and Behaviour Policy
- Behave in an orderly and self-controlled way
- Be responsible for own actions and their impact on others in the classroom and around the school
- Show respect to members of staff and each other, their work and property
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Always set a good example
- Always remember manners.
- Be kind to each other including, kind hands, kind feet and kind words.
- Be respectful to everyone
- Use social media responsibly in and out of school.
- Treat others, as you would like them to treat you.
- Be ambassadors for St. Matthew's Catholic Primary School both in and outside of the school gates.



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 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 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.

### **Lunchtime & Playtime**

Playtime is treated the same as any other time of the day and the same rules apply. Football is not allowed. School follows Outdoor play and learning scheme (Opal play) Selections of small equipment, games and activities are in place on the yards. Mrs Black and Miss McEvoy lead on Opal play in School. Play prefects also assist with this.

Play leaders are children from year 6 who are trained to ensure all children are included, encourage friendship groups and promote positive play.

Additional support will be given at lunch/play times to promote positive behavior and modelling how to play games with others, take turns, and share.

During play time and lunchtime all staff on duty will promote good behaviour/game playing. They will follow the school behavior policy and record any incidents accordingly.

### **Pupils conduct outside the school gates**

At St Matthew's Catholic Primary School, we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extra-curricular clubs and extended school activities which take place beyond the normal school day – e.g.: football matches. Incidents outside school that affect school will be investigated and sanctions applied. Attendance on school trips and residentials are deemed to be a privilege and therefore any child who cannot display appropriate behavior at all times will not be accepted onto the school trip.

Any poor behaviour outside of school (including incidents on social media) which can be associated with

our children or our school will follow the sanctions as outlined in this policy. School is proud of the reputation of our school and will always strive to ensure that our children show good standards of conduct at all times.

### **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 school newsletter 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 whole chart in assembly, this is a visual representation of behaviour. Each half term the Dojo team winners will be rewarded. List of rewards compiled at the start of the year.
- 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. Each half term their celebration assembly will include head teachers awards – 1 child per class.

### **Please see appendix 5 – rewards overview**

#### **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. The school behaviour curriculum will be taught by all classes at an age-appropriate level.

### **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 2025 - 2026

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.

### **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, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024 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 school's 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.

### Written Statement of Behaviour Principles

At St Matthew's, our behaviour principles are guided by our vision and values, and are underpinned by our statutory duty to ensure the safety, well-being and success of every pupil. These principles apply to all members of our school community, including pupils, staff, parents/carers, volunteers and visitors.

#### Our principles


- Every pupil has the right to feel safe, valued and respected, and to learn free from the disruption of others.
- All pupils, staff and visitors are entitled to be free from any form of discrimination.
- Staff and volunteers are expected to set an excellent example to pupils at all times, modelling the highest standards of behaviour and respect.
- Rewards, sanctions and reasonable force (where required) are used consistently, fairly and proportionately, in line with the school's Behaviour Policy and relevant statutory guidance.
- The Behaviour Policy is communicated clearly and understood by pupils, staff and parents/carers.
- The Exclusions Policy explains that exclusions will only ever be used as a last resort, and it outlines the processes involved for both permanent and fixed-term exclusions.
- Pupils are encouraged and supported to take responsibility for their actions and their impact on others.
- Families are informed promptly of behaviour incidents, in order to foster positive relationships and a strong partnership between school and home.
- Pupils are supported through *The Zones of Regulation* to identify their feelings and develop strategies to self-regulate effectively.
- Staff will always listen and endeavour to understand the causes behind behaviour, recognising that behaviour is a form of communication.
- Violence, threatening behaviour, or abuse directed towards pupils, staff, or others will not be tolerated in any circumstances.

#### Governance

The Governing Board of St Matthew's has a duty to ensure that these principles are upheld and that the school's Behaviour Policy reflects them. The Governing Board will review this Written Statement of Behaviour Principles annually, and in light of any changes to legislation or statutory guidance.



## Appendix 2 – Behaviour Curriculum

<b>St. Matthew's Primary School</b>  <i>Love, Learn and Shine Together with Jesus</i> <b>Behaviour Curriculum Map</b>						
<b>Approach</b>	<ul style="list-style-type: none"> <li>Explain the why and the context</li> <li>The teaching of our Behaviour Curriculum includes many opportunities for guided and independent practice</li> <li>Our Behaviour Curriculum is delivered in small steps and clear examples and models</li> <li>Scaffolds and scripts are provided for routines and transitions for both whole classes and individual children – not lowering our expectations but enabling all to succeed</li> <li>Ongoing retrieval and review with opportunities for children to ask questions and all staff to check for understanding</li> <li>Ongoing assessment to drive the impact of the Behaviour Curriculum</li> <li>Our Behaviour Curriculum provides a high success rate creating a positive culture and supporting children to acquire our positive character traits</li> </ul>					
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Teach</b>	<b>Manners Matter</b>		<b>Taking Responsibility</b>		<b>Active and Engage</b>	
	Being respectful of others Using Good Manners Polite Greetings Arriving and Transitioning around school Wonderful Walking, Super Sitting and Legendary lines Positive Playtime behaviour Kind hands etc Listen / talking Modelling eating Respect for school belongings Holding doors Taking turns Using pardon		Being respectful of others <b>Manners Matter</b>  <b>New Focuses to be taught</b> Being Ready Accepting a consequence  Saying sorry and making amends		Being respectful of others <b>Manners Matter</b> <b>Taking Responsibility</b>  <b>New Focuses to be taught</b> Fantastic Contributing Loud and Proud	

<b>The St. Matthew's Way</b>				
	<b>All staff must</b>	<b>The Headteacher and SLT</b>	<b>Staff who manage behaviour</b>	<b>Children want staff to</b>
	Meet and greet children at the classroom door each morning Use children's names when interacting with them Ensure they know the names of the children in the school Acknowledge all children and adults they come into contact with Never walk past or ignore children who are not meeting expectations Recognise children going over and above	Are a visible presence around school Regularly celebrate staff and children whose efforts go beyond expectations Ensure staff CPD needs are identified and targeted Analyse behaviour data to target and assess interventions Support teachers in managing children with more complex or challenging behaviours	Deliberately and persistently catch pupils doing the right thing and praise them in front of others (depending on child's needs) Know their classes well and develop positive relationships with all pupils Relentlessly work to build mutual trust Remain calm Demonstrate unconditional care and compassion	Be kind and friendly Not to ignore children – make sure everyone is helped When things go wrong, listen to every side of the story before deciding what to do Be happy Respect the children
<b>Autumn Term</b>	<b>Using Good manners and Polite Greetings</b>		<b>Arriving and Transitioning around school</b>	
	I know that I should always say please when I am asking for something. I know that I should always say thank you when I receive something or someone does something nice for me. I know staff in school will greet me in a way of my choosing (handshake, high five, saying hello/good morning, hug etc) I know that I should say "Good Morning/Good Afternoon" to others if spoken to. I know that it is important to show gratitude to others by thanking them for what they have done for me. I know that a calm and polite tone is respectful		I know that I arrive on time for school. I know I walk calmly to classrooms I know that I greet people politely I know that I hang my coat up, put my belongings away and sit in my seat. I know that once I enter the classroom, I do not leave again unless I have asked a member of staff. I know that when I line up, I should be quiet and calm.	
	<b>Wonderful walking, Super sitting Legendary lines</b>		<b>Playtime behaviour</b>	
	I know I should sit up straight with good posture, my back against the back of the chair and my feet on the floor / chair on floor I know I should stand in my allocated space and face the front or where I am walking. I know I should stand up straight behind the person in front of me with a safe distance between them I know I walk in a straight line I know I should have my hands by my side without leaning on walls I know I should move quietly in the school		I know that I must walk from my classroom to the playground. I know I must play safely without hurting anyone. I know that I do not 'play fight' as I may hurt someone by accident. I know that I must be kind by including people in my games and sharing equipment. I know that someone who is kind behaves in a gentle, caring and helpful way to other people. I know what when the whistle is blown, I stand still and silent. I know that when the 2 <sup>nd</sup> whistle is blown, I will walk to my line silently.	

<b>Spring Term</b>	<b>Being Ready</b>	<b>Accepting a consequence</b>
	I know that I follow our rules and routines. I know I should have all my equipment ready and keep my workspace clear of clutter I know that I am responsible for tidying my own workspace and my classroom. I know that I must use all equipment appropriately and return it to the correct place when finished. I know that I should not leave my seat during a lesson unless I have asked I know I should try to use the toilet in breaktimes so I do not disrupt my learning	I know that I should be honest. I know that I should take responsibility and not blame others around me for my own choices. I know that I should understand the consequence my choice has had on other people. I know that I should say sorry and show others that I am sorry I know I should listen to advice on how to make a change with the choices I am making if they are having a negative impact on myself and others. I know not to raise my voice or argue back with an adult as they will always listen to you. I know not to get worried or upset as long as I am honest and reflective
<b>Summer Term</b>	<b>Fantastic Contributing</b>	<b>Loud and Proud</b>
	I know that we expect all children to contribute to class. I know I must listen to my teacher or whoever is speaking. I know I must consider my response before sharing. I know I should share my contribution or answer in a full sentence. I know I should use a clear voice I know I should be silent when someone else is contributing.	I know what I have to say is important I know it is important others can hear me. I know to look up when I speak and project my voice so the furthest person away from me can hear me.



### **RELENTLESS ROUTINES IN RECEPTION**

#### **What do children do when they first arrive?**

- Children come into class via the outside area on the playground/breakfast club. They hang up their coats and bags on their peg and put their water bottle in their class boxes. The children find their self-registration name to signify them being present.
- Children then find a space at a table to practise writing their name on a whiteboard until the adult is ready to begin the register.
- Children will be brought to the carpet using 1, 2, 3 fingers and they will find their carpet place. After the register, we say our prayers with selected prayer leaders leading them and go through the days of the week.
- After our phonics lesson, we do "Wake up shake up" before commencing our English lesson.

#### **During all lessons**

- Children will be expected to sit and listen in their carpet places following the classroom rule pictures; listening ears, looking eyes, sitting well, hands up to answer questions (no shouting out) and teachers will reward individuals who demonstrate these throughout the lesson with dojos and stickers, always paying attention to best first practice.
- When a teacher wants to provide the class with further instruction, the teacher will raise one arm for Team Stop and will wait for all children to do the same. This shows all members of the class have stopped what they are doing and are ready to listen to their next instruction.

#### **How do children transition around class?**

- When transitioning around the classroom, children will follow the 1,2,3 hand signal so they can move sensibly and safely to their next area.

#### **What about snack?**

- Snack in the morning is presently a rolling snack with 6 children to be seated at a time in the snack area. Children will enjoy their own snack and drink their milk/water. Staff will establish good hygiene routines with children by modelling how to wash hands effectively. Children will clear away their own rubbish/dirty dishes.

#### **What about tidy up time?**

After continuous provision, the teacher will use Team Stop and play the Tidy Up Time song. On hearing this, children will go to their tidy up area to work in their teams to tidy their area.

#### **What do children do to get ready for lunch?**

- Lunch is straight after tidy up time so children return from their tidy up area and sit in their carpet place. The class teacher reads a story whilst children are sent group by group to the toilets and/or hand washing with the LSA stationed at the toilets. Children return to the carpet after toilet/washing. Children are lined up by their lunch choice. To line up sensibly, children will follow the 1,2,3 rule and are taken to the hall by their LSA, ensuring there is an adult at the front of the line and an adult at the rear.



#### **What do children do in the dinner hall?**

- Children should be encouraged by adults to use a knife, fork and spoon and to carry their own trays.

#### **What do children do after lunch when returning to class?**

- LSAs line children up at outside doors and lead them where the children sit in their carpet place to await afternoon register. Before the next lesson, the class teacher will remind the children about behaviour expectations before beginning the afternoon lesson.

#### **Are there routines for lining up?**

- When the children have been outside, they are asked to line up at the outside door before returning inside.

#### **What about home time?**

- At the end of the day after child-initiated play has finished, the children tidy up in their teams and come to their carpet place. The children are read a story whilst the LSA hands out jumpers/cardigans. The children are then sent row by row to collect their coats, bags and water bottles. Children return to their carpet places and await their parents/carers until they are called by the staff member on the door.

#### **Rewards and Sanctions**

- Staff will use a range of rewards and sanctions to support positive behaviour.
- At the end of the day, 3 dojos for being on green, 1 dojo for stop and think and no dojos for warning or consequence cards.
- Dojos can also be rewarded for doing as expected (1 dojo), demonstrating expected behaviour without being asked (3 dojos) and exceptional behaviour (5 dojos)
- Sanctions should follow behaviour flow chart.

**PLEASE NOTE: All teachers to use the 1, 2, 3 approach in all lessons.**



## **RELENTLESS ROUTINES IN KEY STAGE ONE**

### **Start of the Day**

- When children arrive in the morning they should come straight into the building and get ready to learn in a calm way:
- Firstly, they put their things away, sit in their seats and write the date, and complete their basic skills in their basic skills book.
- Teacher remind children of the expectations within the classroom, and complete register.
- Children then put books away silently and get ready for Phonics.
- Children go quietly to Phonics, walking down the corridor and wait ready to learn.

### **During Lessons**

- Children will be expected to follow the SLANT (sit up, listen, ask and answer questions, no interruptions, track the speaker). Dojos will be given to reward children who are following SLANT.
- Teachers to use silent RWI signals as a part of their relentless routines including: 1,2,3 to the carpet and back, MTYT, TTYP.

### **Before and after Break**

- Children go to toilet before break (with an adult).
- Children get their coats out of the wardrobe sensibly.
- Children eat bagels outside at break time and water bottles are taken outside in boxes.

### **Before and After Lunch**

- Children line up in line order and stay in silence ready to leave the classroom.
- Children will walk to the hall in silence and can visit the toilet at the allocated time.

### **Rewards and Sanctions**

- Staff will use a range of rewards and sanctions to support positive behaviour.
- Staff will use a range of rewards and sanctions to support positive behaviour.
- At the end of the day, 3 dojos for being on green, 1 dojo for stop and think and no dojos for warning or consequence cards.
- Dojos can also be rewarded for doing as expected (1 dojo), demonstrating expected behaviour without being asked (3 dojos) and exceptional behaviour (5 dojos)
- Sanctions should follow behaviour flow chart.

### **Toilets**

- Children will go at a set time including before break and lunchtime. If children are spending an extraordinary amount of time or using the toilet frequently throughout the day, resulting in lost learning, children will be asked to complete work to the required standard. **A staff member must supervise children whilst they are at the toilet.**



### **End of Day**

- Children will wait in their carpet spaces and an adult will select children to go and get their coats, water bottles and book bags.
- Teachers will call children to stand up as parents can be seen outside of the door (Years 1, and 2 Fir).

***PLEASE NOTE: All teachers to use the 1, 2, 3 approach in all lessons.***



## **RELENTLESS ROUTINES IN KEY STAGE TWO**

### **Ready for the day**

- When children arrive in the morning they should come straight into the building and get ready to learn in a calm way:
- Firstly, they put their things away, sit in their seats and either read their book for pleasure or take whiteboards out for morning work.
- Teacher remind children of the expectations within the classroom, and get books out ready for English.

### **Ready to learn**

- Date and LO written in books and underlined neatly with a ruler.
- Once completed children should put stationary inside their book, close their book and sit ready to listen.
- Children will be expected to follow the SLANT (sit up, listen, ask and answer questions, no interruptions, track the speaker). Dojos will be given to reward children who are following SLANT.

### **Ready to read (when requiring class reading)**

- Children to be silent and show good listening skills.
- When following a text, children should have on finger on the page following the words as they read.

### **Ready for break**

- Children go to toilet before break (with an adult).
- Children get their coats out of the wardrobe sensibly.
- Children to line up quietly in line order.
- Children eat bagels, milk and fruit outside at break time and water bottles are taken outside.

### **Ready for lunch**

- Children line up in line order and stay in silence, ready to leave the classroom.
- Children will walk to the yard in silence.
- Children wait for their allocated time slot for lunch and must line up sensibly ready to go into the hall.

### **Ready classroom**

- Tables and carpets must be clear of clutter and equipment put into the correct place.
- Children have until the end of the class chosen tidy up song to do this.

### **Ready for home time**

- Children will wait in their seats and an adult will select children to go and get their coats, water bottles and book bags.
- Children to line up quietly in line order.



- Children to walk quietly outside and sit in their line order.
- Children to put their hand up when they see a parent/guardian and remain seated until teacher has allowed them to leave.

### **Rewards and Sanctions**

- Staff will use a range of rewards and sanctions to support positive behaviour.
- At the end of the day, 3 dojos for being on green, 1 dojo for stop and think and no dojos for warning or consequence cards.
- Dojos can also be rewarded for doing as expected (1 dojo), demonstrating expected behaviour without being asked (3 dojos) and exceptional behaviour (5 dojos)
- Sanctions should follow behaviour flow chart.

### **Toilets**

- Children will go at a set time including before break and lunchtime. If children are spending an extraordinary amount of time or using the toilet frequently throughout the day, resulting in lost learning, children will be asked to complete work to the required standard. **A staff member must supervise children whilst they are at the toilet.**

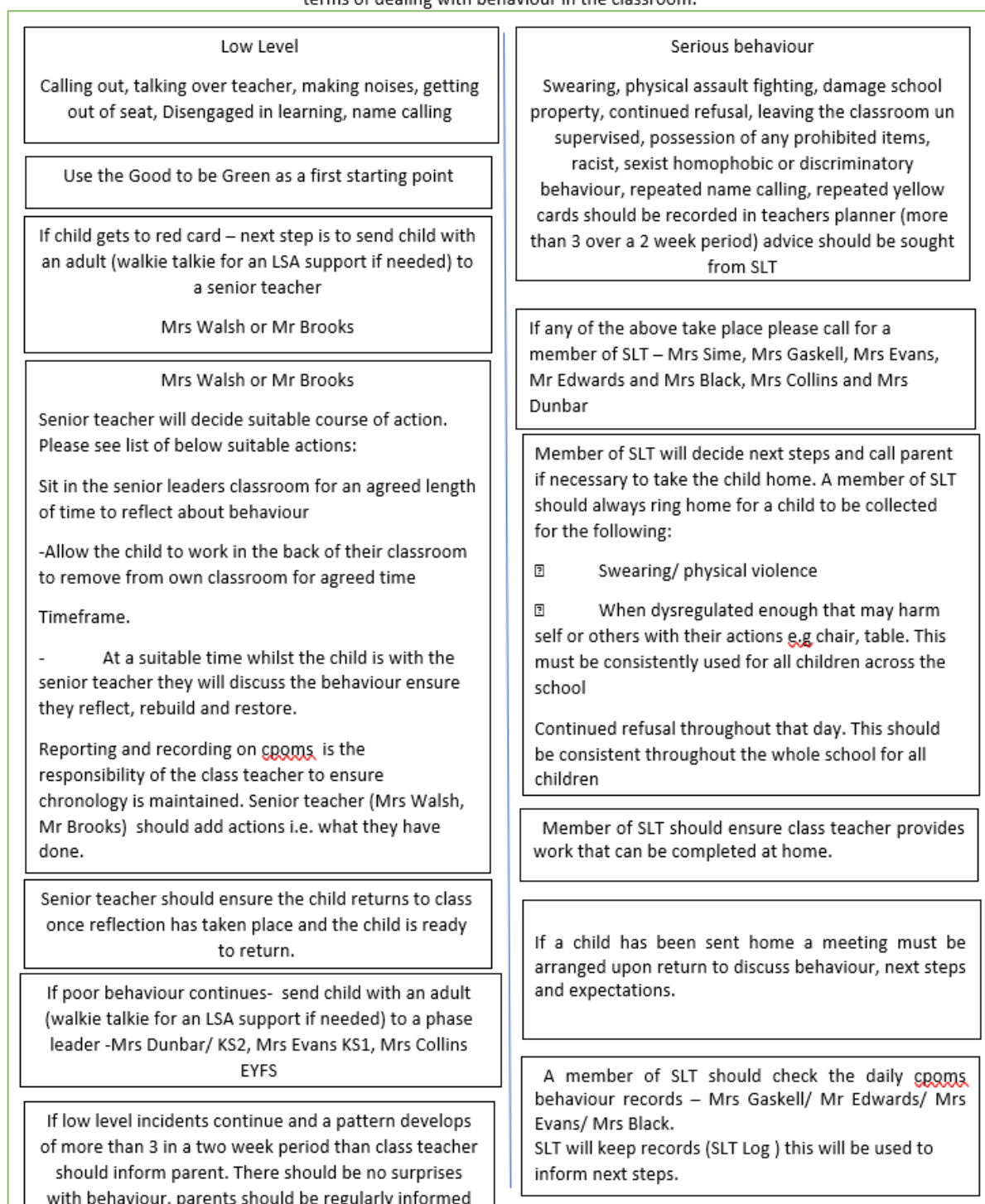
**PLEASE NOTE: All teachers to use the 1, 2, 3 approach in all lessons**

## Appendix 4 – behaviour Flow Chart



### St Matthew's Teaching and Learning Behaviour Flow Chart

St Matthew's understands that for any learning to take place, behaviour needs to be good. We treat any behaviour that disrupts learning seriously. Please use this flowchart to support judgements in terms of dealing with behaviour in the classroom.





## St Matthew's Rewards and Recognition. Reflect, Repair, Rebuild.



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

General praise	Praise Assembly	Green all week	Dojos	Star awards	Head Teachers Awards
<p>Teachers praise and recognise children for considerate, positive behaviour in such a way as to underline its value to our school.</p> <p>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.</p> <p>Children are held up as role models for others and are acknowledged publicly praised for making the right choices.</p>	<p>Each week, teachers nominate a child from their class to be named in assembly. The child receives a certificate. This information is shared with the children and families through our school newsletter website and twitter.</p> <p>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.</p>	<p>1 child chosen each week from class – to receive a certificate and a reward pencils.</p> <p>Class display should celebrate those children who have been green all week following good to be green.</p>	<p>Dojos are 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 organise children into Dojo teams, all individual.</p> <p>The Dojo teams are called <u>called</u> after famous Liverpool people: Chavasse, Wilkinson, Archer and Braddock. The team with the most points across the school will be recorded on a whole chart in assembly, this is a visual representation of behaviour. Each half term the Dojo team winners will be rewarded. List of rewards compiled at the start of the year.</p>	<p>Star awards are to be used for good work in books, teachers and LSA's should either write star award or use a stamp to show the child has been given the reward.</p> <p>After 25 stars the child gets a bronze certificate &amp; pencil</p> <p>After 50 stars the child gets a silver certificate &amp; pen</p> <p>After 75 stars the child gets a gold award &amp; medal</p>	<p>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. The celebration assembly before each half term will include head teachers awards – 1 child per class.</p>



## Appendix 6: 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 7



**RECORD CARD**      **Child's Name**

Reason for Card

**Targets – To use appropriate language, to allow others to work, to show respect to adults**

<b>R</b>	<b>Refusal to follow instruction/do work</b>	<b>W</b>	<b>Wilful damage to property</b>	<b>KF</b>	<b>Kicking furniture/walls/chairs</b>
<b>D</b>	<b>Disrupting the learning of others</b>	<b>RA</b>	<b>Running away from adults</b>	<b>T</b>	<b>Throwing things</b>
<b>VA</b>	<b>Verbal/swearing/answering back to adult</b>	<b>LC</b>	<b>Leaving classroom without permission</b>	<b>PVP</b>	<b>Physical violence towards peers</b>
<b>VP</b>	<b>Verbal abuse to peers</b>	<b>TN</b>	<b>Teasing and name calling</b>	<b>PVA</b>	<b>Physical violence towards adults</b>

[illegible]



## Appendix 8

# St Matthew's Catholic Primary School

Love Learn and Shine Together with Jesus



Headteacher: Mrs C Sime

**Dear Parent/Carer,**

I am writing to inform you that recently, your child, \_\_\_\_\_, has not been meeting the expected standards of behaviour in school. It is important for all pupils to follow our school's behaviour and relationship policy, and I would appreciate it if you could kindly take the time to discuss this matter with your child.

We believe that with your support and a gentle reminder, your child will make the necessary improvements. Should their behaviour not improve, I will reach out again, and we can arrange a meeting to discuss how we can work together to address the issue. However, at this point, I am confident that with your guidance, your child will get back on track.

Thank you for your cooperation.

**Yours sincerely,**

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Behaviour letter 1

**Behaviour Letter – Return Slip.** Please return this slip to school to confirm you have received this letter. Thank you.

**Name of child:** \_\_\_\_\_

**Parent/carer name:** \_\_\_\_\_ **signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Dear Parent/Carer,**

Following my previous letter regarding the behaviour of \_\_\_\_\_, I regret to inform you that despite the reminder, they are still having difficulty adhering to our school's Relationships and Behaviour Policy and meeting the expected standards of behaviour.

As a result, we will be placing your child on a behaviour card to help monitor and support their improvement. This will give us a clear way to track progress and encourage positive changes in their conduct.

I would appreciate it if you could contact the school office to arrange a meeting with me after school, so we can discuss the best way forward and how we can work together to support your child.

Thank you for your understanding and cooperation.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Behaviour Letter 2 – Return Slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent/Carer name: \_\_\_\_\_ signature: \_\_\_\_\_

Date: \_\_\_\_\_





**Dear Parent/Carer,**

I am sorry to inform you that, despite our previous meeting and the behaviour card we put in place, \_\_\_\_\_ has continued to struggle with meeting the expected behaviour standards at school.

At this stage, we believe that a more structured and supportive approach is necessary to help improve their behaviour. To discuss how we can best support your child, I would like to invite you to a meeting with the Head Teacher, the Special Educational Needs Coordinator (SENCo), and myself.

**Meeting details:**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

If this time is not convenient, please contact the school office to arrange an alternative time. Your presence at this meeting will be crucial in creating a plan that can positively impact your child's behaviour moving forward.

Thank you for your continued cooperation and support.

**Yours sincerely,**

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Behaviour Letter 3 – Return Slip**

Please return this slip to school to confirm you have received this letter. Thank you.

**Name of child:** \_\_\_\_\_

**Parent/carer name:** \_\_\_\_\_ **signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **Behaviour displays in school – Appendix 9**

### 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.