



Positive Behaviour Strategy

2023-2024

St Matthias CE Primary School



This policy is reviewed and updated by Virginia Beale, Headteacher (DSL) and is approved annually by the Local Governing Body.

Reviewed: March 2023

Next Review: March 2024

In collaboration with



Research

This behaviour policy has been written following research from the book by Paul Dix 'When the Adults Change, Everything Changes: Seismic shifts in school behaviour' and 'Improving Behaviour in Schools and their six recommendations, EEF June 2019. [Website link](#)

School Vision

ASPIRE, BELIEVE, ACHIEVE

'Our school family, values us all as unique individuals and children of God.

We **aspire** to be the best version of ourselves; **believing** that through the gifts God has given us, we can make a positive contribution, flourish and **achieve** together to make a difference in our ever-changing world.'

The Holy Spirit, our Comforter, helps us to behave:

Galatians 5:22-23: "God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways."

Policy Statement

St. Matthias CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To use a positive praise approach and avoid giving children attention and importance for poor behaviour
- To help children take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, compliance and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of this policy

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

The School Rules

At St. Matthias CE Primary School, we believe that for all members of the school to be able to follow our school rules, they should be clear, concise and ingrained in the life of the school. To achieve this, we have three simple rules:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

All members of the school community; children, staff, parents and visitors, are expected to observe these rules consistently.

Alongside these rules, we have our school values to uphold which are: Thankfulness, Peace, Dignity, Hope, Wisdom and Community.

Recognition and Rewards

At St. Matthias CE Primary School, we recognise and reward children who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Every class has a ClassDojo which celebrates good behaviour, effort in learning, positive attitudes and examples of applying the school's Christian values. The aim of ClassDojo is for children to gain points against their name which is displayed alongside an avatar. There is a shared responsibility in which all staff are able to award Dojo points and children can nominate their peers to receive Dojo points in agreement with the teacher. Whole class points can be awarded when a class of children have demonstrated the appropriate behaviours and attitudes.

In addition to the ClassDojo, St. Matthias CE Primary School rewards children's efforts and behaviour in the following ways:

Appreciation, Praise, Certificates, Notes home to parents, stickers, Get Spotted, Stamp Charts, Star Class Award, reward time / activities and raffle tickets

Special Educational Needs

Should there be ongoing concerns about a child's behaviour, the class teacher is responsible for raising a formal written concern with the Headteacher and SENCO using the appropriate in-school system. The SENCO will work with the class teacher to implement the school's behaviour policy and devise an in-class intervention where appropriate.

If the child's behaviour does not improve despite a period of intervention and support, the Headteacher and Special Educational Needs Coordinator (SENCo) will be informed, the child may be added to the Special Educational Needs register and advice from outside agencies could be sought depending on the nature of the concern. It is essential that any underlying cause for the behaviour is identified to ensure that the child's needs are being met.

Where a child is already identified as having Special Educational Needs, reasonable adjustments (see Appendices) will be made with regards to behaviour to ensure an inclusive approach and enable the child to access the learning in class. Any outside agency advice will be implemented where practicable to ensure that the school does everything that it can to meet the needs of the child. Where a child has an Education, Health and Care Plan (EHCP), the SENCO will ensure that provision is in accordance with the plan and provide staff with relevant training and support.

Managing and Modifying Poor Behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The Reminder

A reminder of the expectations for learners to be Ready, Respectful and Safe is delivered privately to the child. The teacher makes them aware of their behaviour. The child has the opportunity to make the right choice.



The Caution

A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has the opportunity to make the right choice. Children will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches are encouraged at this stage (see '30 Second Intervention' in Appendices).



The Time-Out

The child is asked to speak to the teacher away from other children and boundaries are reset. Child is asked to reflect on their next step. They are reminded again about their previous good conduct / attitude / learning.
Child is given a final opportunity to reengage with the learning / follow instructions.

If the step above is unsuccessful, or if a child refuses to take some time out then they will be asked to leave the room and be directed to a designated location to work. If appropriate, a member of the Senior Leadership Team will escort the child to a workspace outside of the classroom. This will then be followed up by a Restorative Meeting between the child and the teacher concerned (see Restorative Meeting in Appendices). Any consequences will be proportional to the incident, ensuring action that recalls the school rules, reinstates expectations and teaches positive behaviours.

Staff will always deliver sanctions calmly and with care. Children may have their behaviour monitored by teachers to show progress towards agreed targets. At St. Matthias CE Primary School, we make sure that this is completed discreetly. We do not use coloured reports/cards, advertise poor behaviour to other children or draw unnecessary attention to those who choose not to meet our high standards of behaviour.

Partnership Stage

The Partnership Stage will be implemented where there is a cause for concern or where a child's behaviour is not improving despite consistently following the steps outlined above. The child and his/her parents will be contacted and invited to meet with the teacher either informally at the end of the school day or by making an appointment at a convenient time. Conversations between teachers and parents will be recorded to ensure actions are followed up (CPOMs). A plan will be agreed with the child which will be

monitored and reviewed. The consequences for the child if they do not meet the required action and the positive outcomes for everyone if behaviour improves will be explained. If a child does not achieve the required change in behaviour agreed within the plan a verbal warning will be issued and recorded and parents will be asked to meet with the teacher again. The child will then have a second chance to achieve the targets in the plan following the verbal warning. Should this be unsuccessful for a second time, teachers may inform a member of the Senior Leadership Team who would then become involved if necessary.

Suspensions or Permanent Exclusion

Fixed term suspensions or permanent exclusions are seen as a last resort at St. Matthias CE Primary School and all other avenues will be exhausted prior to considering excluding a child whether on Fixed-Term suspension or Permanent exclusion. Alternatives to Fixed term suspensions include a group/individual behaviour intervention programme, parental involvement in an action plan, Trauma Informed intervention, a Six-week Behaviour Course at Perryfields PRU, use of outside agency support (School Nurse, CAMHS, Children's Services, Educational Psychologist, Family Support Worker, Complex Communication Team, Behaviour Support Team), modified curriculum/timetable, etc.

Fixed Term Suspensions:

Possible reasons for a child being excluded on a Fixed Term basis might be:

- Persistent disruptive behaviour
- Bullying
- Racist incident
- Verbal abuse
- Physical abuse
- Damage to property

If a child receives a Fixed-Term Suspension, parents will be informed in writing of the specific incident that led to the suspension, along with a leaflet explaining the process and giving information about where they can seek further advice and support. A Pastoral Support Plan (PSP) may be put in place on their return to school to outline appropriate interventions and an action plan to support the child's reintegration should it be deemed necessary

Permanent Exclusion:

The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first, but in extreme cases a permanent exclusion may be appropriate. The Headteacher will inform the Governing Body about any permanent exclusion.

Should a child who is Looked After be at risk of a suspension, the Integrated Service for Looked-After Children will be contacted for advice and support.

If a child with an EHCP becomes at risk of permanent exclusion, an Emergency Interim Review would be called to review the support and provision in place and assess whether the school can meet their needs as identified in the EHCP.

Guidance on suspensions or permanent exclusions from schools is given from the DfE document '**Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion 2012**'. The Head Teacher and / or the Deputy Head Teacher in consultation with other members of staff who work with the child will be responsible for judging whether exclusion is appropriate.

Appendices

30 Second Intervention

- a. Gentle approach, personal, non-threatening, side on, eye-level or lower.
- b. Quietly state the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the child; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Restorative Meeting

Restorative meetings at St. Matthias CE Primary School are a core part of repairing damage to trust between staff and children. Our restorative meetings are structured in 5 steps:

What happened? Drawing out each person's story one at a time.

What do you think and feel about that? What each person was thinking at the time, before and since.

Who has been affected and how? Who has been harmed/affected as a result of the incident.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What behaviours will each of us show next time? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? *Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.*

Staff at St. Matthias CE Primary School will take responsibility for leading restorative meetings - Senior Leaders will support when requested.

Reasonable Adjustments

- small, carefully thought-out group settings or one-to-one working
- alternative break / lunchtime provision
- quiet area / separate work station
- altered start/finish times to avoid busy entrance hall / corridors
- sensory support (ear defenders, fiddle toy, different uniform)
- support with assemblies, school plays, sports days
- visual supports
- ICT support e.g. software / hardware to support learning
- use of Teaching Assistant support (or key workers or equivalent)
- careful monitoring and targeting
- structured routine
- individual provision map (IPM)
- clear guidelines
- involving and working closely with parents and the child
- differentiated work tailored to learning need
- rewarding and reinforcing positive behaviour
- enhanced personal social and health education programmes
- behaviour intervention programmes
- Trauma Informed interventions