

BEHAVIOUR POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

School Name: St Matthew's C of E Primary School

Date agreed by LGB	Review Date	Signed Chair of LGB
19/12/2019	Autumn 2020	

Behaviour Reflection

As a teacher, I have come to the frightening conclusion that
I am the decisive element in the classroom.

It is my personal approach that creates the climate.
It is my daily mood that makes the weather.

As a teacher, I possess tremendous power
To make a child's life **miserable** or **joyous**.

I can be a **tool of torture** or an **instrument of inspiration**.

I can **humiliate** or **humour**.

I can **hurt** or **heal**.

In all situations it is my response that decides whether

A crisis can be **escalated** or **de-escalated**,

A child **humanised** or **dehumanised**.

Ginott (1971)

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1. Introduction

This policy follows the framework for Academies in Chester Diocesan Academies Trust (CDAT) and is in line with the Independent School Standards Regulations. It will be reviewed annually.

This Academy has a Home-School agreement which outlines to parents and pupils their responsibilities in respect of this policy.

It is written with the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with difficulties is a whole school issue not an individual teacher's responsibility
- Christian values provide an effective framework for helping children manage their behaviour

2. Aims

Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian 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 for self and others, and positive relationships.
- To promote respect for the school environment and belongings
- 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.

Staff will:

- project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- have a high standard of pupil expectation in all aspects of work;
- raise the levels of pupils' self-esteem;
- provide a varied range of teaching and learning styles to suit the needs of pupils;
- provide an attractive learning environment and quality resources;
- encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness;
- make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child;
- consistently and fairly implement reward and sanctions systems;
- encourage school/parental partnership, to promote children's education and maintain standards of behaviour;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;

The objective of all involved in the academy is to:

- maintain levels of good behaviour;
- provide a consistent approach in rewarding good behaviour;
- provide a consistent approach in responding to unacceptable behaviour;
- ensure that behaviour does not inhibit learning or impede potential;
- promote, through example, honesty and courtesy

- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

3. Approach

- to involve all of the school community in making and celebrating the rules
- to ensure that everyone knows and practises the core Christian values
- to regularly use a variety of strategies to promote high standards of behaviour
- to use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- to ensure that all staff are conscious of the example they set the whole time
- to focus on the child’s behaviour and not the child him/herself
- to seek guidance from outside agencies when extra support is needed
- to take ownership of behaviour issues

We will provide a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. The importance of training must be recognised, so that children gradually develop self-discipline and opportunities are provided for them to make independent choices and become increasingly responsible for their own actions.

4. Expectations

The following will be the basic behaviours expected of those involved in CDAT academies

Staff, Governors, CDAT officers and Directors	Pupils	Parents
<ul style="list-style-type: none"> • To lead by example • To be consistent in dealing with pupils • To encourage the aims and values of the school and local community among the pupils • To have high expectations of the pupils • To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support • To encourage regular communication between home and school 	<ul style="list-style-type: none"> • To respect, support and care for each other both in school and the wider community • To listen to others and respect their opinions • To attend school regularly, on time, ready and equipped to learn and take part in school activities • To take responsibility for their own actions and behaviour • To do as instructed by all members of staff (teaching and non-teaching) throughout the school day • To be tolerant of others, irrespective of race, gender, religion, age, ability/disability or sexuality. 	<ul style="list-style-type: none"> • To be aware of and support the school values and expectations • To support the school’s approach to behaviour management • To ensure that pupils come to school regularly, on time with the appropriate uniform and equipment. • To provide the school with an explanation of the reasons for any absence as soon as possible • To take an active and supportive interest in their children’s work and progress • To keep up to date with school developments and share concerns where necessary

5. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The most common reward is praise, non-verbal and non-verbal, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements. At St Matthew's the following reward system is in place:

1) Individual Reward System: 'Matties'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Matties. One Matty may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

A 'Matty' is a laminated school emblem:



When awarding the Matty the member of staff should reinforce the good behaviour e.g. 'You can have a Matty for lining up quickly and sensibly.'

Once awarded a Matty can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows: -

Noteworthy behaviour 1 Matty (collected)

100 Matties	Bronze certificate in assembly and Bronze treasure chest (3pw)
200 Matties	Silver certificate in assembly and Silver treasure chest (5pw)
300 Matties	Gold certificate in assembly and £5 voucher (8pw)
400 Matties	Platinum certificate and £10 voucher (11pw)

A 'Matty' can be awarded by any staff member to any child at any time. Multiple Matties (maximum 2) can only be awarded if a child has completed an exceptional piece of work that has gone above or beyond; please make this the exception not the norm.

3) Super Star Learner Certificates

A weekly Celebration assembly includes Super Star Learner awards for children who have made particularly noteworthy progress for attainment, achievement or attitude that week. These children will receive a phone call home and parents will be invited to the celebration assemblies.

4) Star Award

Star award points are given to positive actions that the whole class/large group from one class are displaying. These behaviours can be: lining up, walking around school quietly, behaviour in the lunch hall/ on the playground, uniform, all children on task in class when someone passes through a classroom etc.

Any member of staff or a school visitor can award Star points to a class although class teachers cannot give their own class star points.

The winning class each week will earn the Star Award Trophy and earn an extra 15-minute playtime to be given when the teacher feels it is appropriate within that week. The trophy is displayed in the class room for the following week.

The class that wins the trophy the most in a term will win the title of the 'Super Class'. This entitles the children a Super Class treat and this will be discussed with the class. The children will be in non-school uniform for this day.

Only 100 star points can be given at one time (no more, no less). This will keep it fair and consistent.

6. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

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

- It is clear why the sanction is being applied.
- It is clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is punished.
- Any discussion with children relating to behaviour incidents should be carried out in a quiet, calm and non-confrontational manner.

The following sanctions are permitted for use in CDAT Academies:

- Non-verbal warnings.
- Informal verbal warning that is not recorded.
- Formal verbal warning that is recorded.
- Time out in the classroom.
- Time out outside the classroom environment supervised by another member of staff.
- Letter home to parents.
- Separate supervision during break or lunchtime.
- The loss of privileges.

In extreme circumstances Fixed or Permanent exclusions will be considered in line with the Exclusions Policy

7. Health, welfare and safety

a. Food and drink

All children may bring a healthy snack from home to eat at morning play or have fruit (KS1). Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks (except still unflavoured water).

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. A healthy lifestyle is encouraged.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during all P.E. and swimming lessons. For PE, if studs cannot be removed they can be taped over. Teachers are not to assist children with the removal of jewellery. If children cannot remove earrings

themselves, they should be taken out at home on the days the child does PE. School will not accept responsibility for damaged, lost or stolen items and children must look after their own belongings.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause tears to the wearer's ears or injury to others.

c. **PE Kit**

Appropriate clothing must be worn for all PE activity:

Gym and dance: - Bare feet or pumps (plimsolls), plain black shorts, plain white t-shirt.

Reasons: It is dangerous to go on the apparatus wearing trainers because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Hair should be tied back.

Games: -Pumps (plimsolls) or trainers, shorts, plain t-shirt
(jogging bottoms in the winter) (**No jewellery**)

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and may cause twisted ankles.

d. **School Clothing**

The school's prospectus clearly states expected school uniform. Uniform may be purchased through order forms via the school office. Parents are asked to send their children to school ready and prepared to learn, dressed appropriately for the weather of the day. Only flat-heeled, sensible shoes should be worn. All hair that can be tied back should be.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes, slip on shoes, sandals/flip-flops and trainers are unsafe for the school environment. Children can bring a change of footwear for lunchtime sports. (See games section)

e. **Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school. Any money brought into school should be in a sealed envelope, handed in as soon as possible and never left in cloakrooms, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. **Mobile Phones**

Pupils, who require a mobile phone during school hours i.e. for the journey to and from school, must switch off and hand in their mobile phone to the school office upon arrival and collect it at the end of the school day. They should never be left in trays or coats or be used during school hours.

Reasons: They present an unacceptable disturbance to lessons, and potential for theft.

Behaviour Guidelines Procedures

Shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Designated staff are trained in 'Team Teach' for safe handling and de-escalation techniques. No untrained member of staff should ever intervene physically unless requested to specifically by a trained member of staff. This must be recorded in accordance with the school's behaviour reporting guidelines and a school safeguarding officer will inform parents.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher should be informed immediately and lessons returned to normal as quickly as possible and parents should be contacted.

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children should be encouraged to behave appropriately; reminded of what is expected or face sanctions for repeated lapses.

Children observed behaving appropriately, politely and considerately, i.e. stopping to let a grown-up through, offering assistance, holding doors, lining up quietly etc., should be thanked and praised. Exceptional behaviours can be rewarded with a Matty.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including morning and afternoon playtime supervision.

A minimum of two staff members are required to supervise playtimes for KS1 and KS2. Supply teachers should cover the duty of absent teachers but should never be without support.

The Headteacher and Pastoral Care Manager, as far as possible, will greet children on the playground. On a rota, teaching assistants will be on the KS2 door at 8.50 am to welcome the children into school. After school class teachers and/or teaching assistants will see the children safely off the school premises. No hot drinks should be taken out of the staffroom when children are in school unless they are in a safe, sealed travel mug. Cold drinks should be in plastic cups.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground Book' needs to be taken out onto each playground every playtime and lunchtime to record the application of these procedures and track the behaviour of individuals.

Playground procedures

When children are dismissed for playtime, lunchtime or home time, each cloakroom will be supervised by a member of staff until the children have all left that area. Children wishing to re-enter to access the toilets may do so but will ask a grown-up first. A maximum of two children may be in this area at this time. At playtimes and lunchtimes children should only use the toilets nearest to their playgrounds.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Sponge balls will be provided for activities in the playground. The junior yard will be zoned for activities and supervised activities will take place on the MUGA.

Any misbehaviour at play/lunch time should be dealt with by the staff on duty, or reported to a senior member of staff, depending on the severity or frequency. Incidents should be recorded in the Playground Books or using an Incident Report Form. Any child needing medical attention at playtime will be dealt with by a member of staff with first aid training.

7. Code of conduct

1. Take Care of Yourself

- Keep yourself safe and where adults can see you
- Always try your best
- Show a good attitude to learning
- **Always tell someone if you are unhappy.**

2. Take Care of Others as God would

- Use gentle hands
- Be respectful of everybody, look after your peers and the staff
- Always be friendly to visitors, newcomers and other children
- **Always show respect to God. (Do we need to mention other faiths?)**

3. Take Care of your School

- Look after our school
- Keep our school tidy and clean
- Look after the equipment
- **Always be proud of our school.**

8. Monitoring and Evaluation

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Local Governing Body and CDAT with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

9. Home/School agreement

The Home/School agreement will be based on this policy and have the Christian ethos as its basis.

Every parent is expected to sign the Home/School agreement when their child starts school as an indication of the partnership between home and school. This will be reviewed and re-issued to parents annually to remind them and their children of its importance.

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																		Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No			
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
Policy endorsed by LGB				
• Policy regularly discussed at meetings of the LGB				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to in the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
Policy approved by CDAT				
• Nominated Director in place				
• Annual report of the effectiveness of policy and provision received from LGB;				
A statement outlining the overall effectiveness of this policy				