

St Matthew's C E Primary School
Relationships and Behaviour Policy



Date agreed:	March 2023	Review date:	March 2024
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*“You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, **let your light shine** before others, so that they may see your good works and give glory to your Father who is in heaven.”*

MATTHEW 5 14-16

INTRODUCTION

At St Matthew's we believe that behaviour is a communication of emotions. As trusted adults, staff have a responsibility to teach children how to manage emotions in appropriate ways. Some children may find this more difficult than others, and some children may display more extreme behaviours when dealing with emotions. School will support families who are also finding behaviour at home challenging and difficult to manage and will work together to find solutions.

AIMS

Our aim is to create a school environment that encourages and reinforces positive behaviour in line with our Christian values.

Everyone at St Matthew's is encouraged to follow the school motto "Let your light shine", which in turn will build a community in which everyone is empowered to know their potential and use their talents for good. Staff and children will help all members of our school and community to become resilient to the challenges that they face and to live a life that is rooted in the values of the Gospels. Our Relationships and Behaviour Policy aims to promote standards and attitudes towards each other and our work that enable us as individuals and a community to 'let our light shine'.

At St Matthew's, the relationships education is based on the resources from One Decision. The resource aims to support the Church of England vision for education: "I come that they may have life in all its fullness" (John 10:10). This scripture grounds us in the recognition that having a positive relationship with ourselves and with others is foundational for a complete and fulfilled life.

The approach to managing behaviour and relationships in school is inclusive to all. Adaptations are made to help children manage and understand their emotions and they are personalised to meet the needs of the child.

OUR VALUES

The behaviour system is rooted within our SHINE core values: Succeed, Hope, Inspire, Nurture, Empower. These values are explored through our Collective Worship, class responses, circle

times and class discussions providing a foundation on which to build relationships and educational experiences.

Explicit teaching of the SHINE values, Zones of Regulation and Restorative Practice, are the foundations of the behaviour system and are celebrated and affirmed through a series of rewards and consequences.

Ethos group explore how we put our values into practice in order to make our school a better place for everyone and how our values can impact on our community and the wider world.

POSITIVE RELATIONSHIPS

A focus on building positive relationships between pupils, staff, parents and the wider community is of high importance at St Matthew's because all relationships matter.

Everyone at St Matthew's works hard to build and maintain relationships within the community, cultivating a caring environment a sense of shared responsibility for each other's wellbeing. Language used in school encourages a positive mindset and promotes the belief that behaviours can be changed. Staff are key drivers in promoting positive relationships. Staff use the four pillars of the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) to develop positive relationships that are rooted in respect and fairness.

Children learn how to adopt Restorative Approaches in order to have a positive mindset to their daily life. They are educated about how to use the Zones of Regulation to maintain healthy emotional wellbeing. This champions values such as resilience, collaboration and empathy, all contributing to improving relationships.

Emphasis on promoting a safe and kind attitude towards others helps reduce bullying and establishes a proactive culture at St Matthew's. Children are taught how to be kind to others. They recognise behaviours that are associated with bullying and know how to respond appropriately. If bullying occurs, staff will work with those involved to find out what has happened and through reflection and communication, work towards an outcome where children, staff and parents are satisfied. School will adhere to the Anti Bullying Policy.

OUR BEHAVIOUR BLUEPRINT

Everyone at St Matthew's believes that behaviour is communication so every effort must be made to understand it. All consequences must be viewed as a conversation to improve future behaviour. All responses to unwanted behaviour must be appropriate and consistent.

At St Matthew's we have three clear rules:

- Be **safe**
- Be **ready**
- Be **kind**

Let your light shine ...



At St. Matthew's we are a **TEAM**,
we **SHINE** and we like to have **FUN**.

To do this we follow 3 simple rules ...

SAFE	Keep yourself and others safe.
READY	Be ready to learn, ready to go and ready to listen!
KIND	To all around you. Humans, animals and property

We know that behaviour is a form of communication and we work together as a team to understand our emotions and get down to the root of our behaviour




Zones of regulation

Our response to behaviour will **ALWAYS** be appropriate and consistent

Recognition	Consequences
<ul style="list-style-type: none">- Dojos- Celebration assembly- stickers/stamps/- Star points- Communication with parents	<ul style="list-style-type: none">- Missed time to reflect- Communication with parents- Restorative conversations- Behaviour plans and support from SLT

THE ZONES OF REGULATION



Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

The Zones of Regulation aim to teach children the range of emotions that they will experience, the related vocabulary and strategies to manage and control these feelings along with associated behaviours. It aims to teach children that all emotions are valid and appropriate at different times and in different situations, but also how to regulate these emotions and empower them to take responsibility for their behaviour.

The Zones of Regulation, emotions and vocabulary are displayed throughout school and in every classroom. They are used frequently to help children identify their emotions. Pupil voice is used in each classroom to come up with a short list of possible activities that may help a friend to regulate when angry, sad, silly etc. These are reviewed regularly by the children.

An 'Emotional Check in' is used daily to help children talk about how they are feeling within their classroom or as a small group or 1:1.

A 'toolkit' of strategies is available to all children at St Matthew's to help regulate emotions and return to the 'green zone' – the optimum emotional zone for learning and for successful relationships.

RECOGNITION

Children are encouraged to follow our three rules and to live out our SHINE Values. St Matthew's recognises the power of encouragement through house points, stickers and certificates. Additional responsibilities are given to children who go that extra mile with their behaviour. These include play leaders, class monitors, library leaders and ambassadors.

School and class incentives include:

- House points – all children are assigned to a house linked to one of our SHINE values and will be rewarded points for showing behaviours that are 'above and beyond'. Points will be collected in class and collected by House Captains and announced on a Friday assembly. The house with the most points at the end of each term will be awarded a 'Non-uniform Day'. However, if a child has been at Stage 4 on the behaviour policy and referred to the SLT on more than three occasions in the term they immediately lose their right to be involved in the house reward.
- Weekly Celebration assemblies.
- SHINE certificates given to Individuals who have 'Let their light shine' during the week
- Star Points – Class reward given for positive classroom efforts. The class with the most star points at the end of the week receives an extra playtime.
- Rainbow Award – mental health ambassador to promote wellbeing award/positive reinforcement in their class. Positive affirmation card for the winner at the end of the week.

- Kindness Award – staff nominate one child from Early Years/ Key Stage 1 and one child from Key Stage 2 to receive the kindness award each week.

CONSEQUENCES

Children are encouraged to regulate their emotions and adapt their behaviour when it does not follow our behaviour blueprint or SHINE values through a series of consequences.

When adults notice children beginning to move out of the 'green zone', staff will explicitly label emotions observed, model strategies and use the toolkit to support children with taking responsibility for their own emotions and learning behaviours.

Behaviours which impact on other children will follow 'steps' and be recorded on the schools safeguarding system (CPOMS) to enable patterns to be spotted and interventions implemented where necessary, with the underlying principle being that lost learning time

Step 1 – two verbal warnings – a clear verbal warning, stating which rule has not been followed.

For example: 'I have noticed you are talking, which tells me you are not ready to learn. This is your first warning.'

'You haven't followed the instructions I have given and are now disrupting the learning of your peers. Please show kindness to you peers and show me you are ready. This is now your second warning.'

Step 2 – five minutes 'time in' with an adult over playtime – restorative conversation between adult and child. This might be supported with a comic strip conversation (visual) where needed. 'Time in' needs to happen with a member of year group staff who is not on break duty and happen at the next break.

For example, using the restorative script: 'You had two warnings for talking. What happened? Who has been affected? What have we learned from this?'

Step 3 – ten minutes 'time in' with an adult over playtime – this consequence is if the child is already on step 2 but continues to make inappropriate behaviour choices

Step 4 – Key Stage Lead/SLT – restorative conversation/parents informed/log on CPOMs. A further consequence will be discussed with the class teacher and senior leaders as to what is appropriate e.g. external exclusion, internal exclusion, missed lunch and break time, missed time at after school clubs

Violence, unacceptable language, destruction - immediate Step 4. All Step 4 incidents are recorded on CPOMS.

RESTORATIVE APPROACHES

Our behaviour system is based on the principles of the Restorative Approach – encouraging children and staff to take responsibility for their own emotions, behaviour and reactions through honest reflection, and to work with others to decide an outcome which satisfies everyone involved. It believes that changes in behaviour happen when everyone is treated with dignity and respect.



A restorative conversation is used at St Matthew's to help manage conflict in a productive way.

Children have 'time in' with an adult to discuss:

- * *What happened? What were you thinking or feeling?*
- * *What do you think or feel about it now? Who has been affected?*
- * *What's needed to make things right? What have we learnt from this?*

CHALLENGING BEHAVIOUR

If children are struggling with emotions and how these impact on their behaviours, staff members, the SENDCo and Safeguarding Team will provide support around social skills, anger/ anxiety management and friendships.

When behaviour is continually challenging, school will work together with families, outside agencies and other professionals to find reasons for these behaviours and work to find solutions to managing this behaviour.

We will focus on 'Understanding Emotions' observed in school and a plan to support individuals will be created alongside parents and the Inclusion team.

There is a regular cycle of 'Team Teach' training to skill all staff in safe handling and de-escalation techniques. Only trained members of staff will provide physical intervention if needed to keep the child safe and/or members of our school community. This will be recorded and parents informed if a physical restraint has taken place.

As a last resort, suspension or exclusion from school for either a fixed term or permanently, may be used. School will follow the CDAT Exclusion Policy.

Suspensions and exclusions will always be recorded on CPOMS. Incidents of suspension and exclusion will be followed by a staff debrief and reintegration meeting on the pupils return to school involving the pupil, parent and school staff.

CARE AND CONTROL

There are occasions when the restraint of pupils is necessary. Teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils, may use reasonable force to prevent pupils from:

- injuring themselves or others
- causing damage to property, including their own property
- engaging in any behaviour which has a negative impact on maintaining good behaviour and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.

School staff are authorised to use reasonable force to control or restrain pupils should the need occur. The school adheres to guidance given in Stockport Local Authority's 'Care and Control' document (March 2021) on the care and control of pupils. This policy is available on request.

Incidents involving the use of Team Teach restraint will always be recorded on CPOMS. Team Teach incidents will be followed by a staff debrief to discuss the incident and related practice to identify any adjustments that need to be made. The pupil and staff involved will take part in a 'Listen, Link, Learn' session to reflect on the incident that took place.