



**St. Matthew's CE School
Behaviour Policy**

General Context

At St. Matthew's our behaviour policy is underpinned by our strong Christian ethos. We believe that every member of the school community has the right to come to school and feel safe, secure and happy. We also believe that every member of the school community has a responsibility to ensure that this happens. The policy closely reflects the DfE guidance 'Behaviour and Discipline in Schools' revised January 2016

Children learn best when they feel confident and secure. School can ensure this when behaviour across the school is good. This requires a consistent approach to behaviour management that is understood and agreed by all pupils, staff and parents.

Mission Statement – Love, Learn, Grow

Aims

To outline why we consider good behaviour to be important.

To set out expectations for good behaviour .

To explain how this will be achieved in school.

To explain how good behaviour will be rewarded.

To determine what inappropriate behaviour is.

To set out the sanctions for inappropriate behaviour.

To outline the processes for supporting children who find it difficult to maintain good behaviour.

To ensure school policies recognise and provide for equality for all.

The importance of good behaviour.

All members of the school community are expected to behave well. When this happens it provides the most effective climate for teaching and learning.

When behaviour is good:

- the vast majority of staff and pupils are happy and enjoy coming to school;
- everyone feels safe and secure to move around school;
- teaching can take place without disruption
- children are better placed to make progress and learn;
- children feel confident to take 'safe' risks with their learning;
- the school environment and school equipment is well cared for and remains in good condition;
- children are able work and play well with each other.
- It prevents all forms of bullying including on-line and prejudice based bullying.

Expectations of good behaviour

Respect is the key to good behaviour. This includes respect for each other and school property.

All children, staff and visitors (including parents and carers) are expected to behave well.

At the beginning of the school year each class develops a set of class rules based on the following:

- keep hands and feet to yourself – this will ensure that children do not hurt anyone;
- speak at a level that is appropriate for the situation – this will ensure that children are not shouting out and stopping other children from working;
- listen when others are speaking;
- think carefully about the words you use – this will ensure that children are not cheeky or rude and will also ensure that they do not swear. The way children and adults talk to and about each other is crucial to demonstrating respect for each other;
- treat school property with respect;
- demonstrate good manners at all times;
- always try your best - children come to school to learn and it is important that they always try hard;
- always allow others to learn;
- always walk when moving around school - this helps to create a calm and safe atmosphere and also prevents accidents.

These expectations are not confined to the classroom. Children are taught that they need to follow the rules at all times in school.

Sometimes procedures are developed that are designed to keep children safe and it is expected that the children follow these at all times.

Recognising and rewarding good behaviour.

It is really important that children who behave well and make good choices are recognised and rewarded for this. Great emphasis is placed on consistently rewarding good behaviour.

There is a clear system in place across the school to reward good behaviour. This is based on team points.

- Each child is placed in a team.
- Team points are awarded when children display good behaviours or work hard.
- Each child records their own team points.
- Each week a 'Golden Ticket' is given to the child with the most team points in each team.
- The child with the most team points in the class is presented with a Team Point Trophy to take home for the week.
- All team points are collected together and recognition for the winning team is given in Celebration Assembly each Friday.
- Each class works towards a class reward such as a Pyjama Party, Cinema afternoon or Chocolate fountain day. This gives the children chance to celebrate success together.
- All staff in school have stickers that they can give to children to reward good behaviour.
- In addition, each class has a range of individual rewards including: stickers, notes home and extra time to 'choose' activities.

Inappropriate Behaviour

When behaviour is inappropriate it can disrupt learning, prevent children and adults from feeling safe and happy in school and can cause upset or injury to others. Behaviours do not always have to be extreme to be inappropriate.

Most inappropriate behaviour is as a direct result of not following the class rules as set out above. It is dealt with through the whole school behaviour management strategy as set out below.

Behaviour Management Strategy

We want all children to be in a position to learn and to achieve their best, therefore all behaviour management strategies employed are aimed at enabling this to happen.

In school our behaviour management is underpinned by Team Teach, which is an accredited approach encouraging all adults to 'appreciate the influence they can have on the feelings, thinking and behaviour of those they care for.' This accreditation was renewed March 2018 and details are set out in Appendix 1.

Team-teach is an approach committed to dealing with situations in a positive way. The focus is 'diversion, defusion and de-escalation.' The positive handling of a situation may take the form of 'just saying the right thing at the right time,' keeping quiet when there is nothing helpful to say, ' or in rare circumstances, positive handling in order to keep a child or other children safe.

Physical restraint is only used alongside all other team-team strategies and staff are trained in a very limited number of low level 'handling' techniques. Where any need for positive handling has arisen, or is likely to arise parents would be involved in developing a positive handling plan for their child. Staff are re-accredited every three years.

Our positive approach to behaviour is used right across the school and for almost all the children this is based around the Traffic Light system. Guidelines for using it are set out in each classroom. There is also a clear list of rewards and consequences. The consequences are graduated and are modified slightly in each class to ensure that they are age appropriate. It is important that parents/carers and school work together to encourage good behaviour. The class teacher will generally involve parents if a child's behaviour becomes a concern. Moving up the traffic light system occasionally would not necessarily trigger this, but if this occurred

persistently parents would be informed and invited in to discuss strategies to encourage good behaviour.

Learning Mentor

We employ a learning mentor who works to support children and families who may from time to time have 'barriers to learning.' This may include challenges with behaviour at home, changes in personal or medical circumstances or difficulties in school linked to friendships or managing learning. What ever the concern all support is offered with a positive 'helping hand' and needs to be a partnership between parents, children and the Learning Mentor.

Lunchtime Detention

As part of the behaviour management strategy, Key Stage 2 children may be given a lunchtime detention. This is arranged by the class teacher. The children will stay in the dinner hall and the dinner staff on duty in the hall will supervise the children and know what time the children can go outside. For Key Stage 1 consequences are given within the department.

Internal Exclusion

When children have reached the stage on the behaviour management strategy (such as being on 'red' twice in two weeks in KS2) that requires an internal exclusion, this is managed by the Headteacher. Children are instructed to work at an individual table in either in the headteacher's office, the entrance hall or children's workroom for a period of time- in the first instance an afternoon or morning session- which may include lunchtime . Children are fully supervised. The work is set by the class teacher. Parents will be informed. This is not a formal exclusion and forms part of the schools internal behaviour management strategy.

Unless other circumstances make it necessary to do so, this is not placed on the child's record..

External Support

If behaviour becomes an increasing concern then the school would work with parents to seek support from outside agencies including Behaviour Support Service, though the completion of an 'Early Help' form. This is the pathway through which other services can be accessed that may be able to provide necessary and appropriate support .

Sometimes the behaviours seen in school or at home can be as a result of an underlying issue or concern. The school SEN policy outlines the pathway of support and provision for pupils identified with 'social, emotional and mental health' concerns.

Malicious Allegations

All children in school know that if they have a concern they are encouraged to share it with an adult. Children also know that they are doing the 'right' thing if they share a concern about the behaviour of an adult in school. All allegations are investigated thoroughly.

However, any child found to be deliberately making malicious allegations is likely to receive an exclusion.

On-line Safety and On-line Bullying

Children are taught how to stay safe on line and they are also taught to understand what constitutes On-line bullying. The key document used in school is Education for a Connected World. Whilst incidents of on line bullying are rare they almost always occur outside of school. However, if approached, the school will work with parents and children to deal with the situation following the school's Anti-Bullying policy.

Damaging school property

Where wilful damage occurs to school property, parents will be informed and, if appropriate, asked to contribute to the cost of repair. Where the damage creates a serious risk to other children, or is persistent, the school would consider an exclusion.

Exclusion

The guidelines detailed above are applied during the day-to-day running of the school and are usually sufficient to manage behaviour. However, in some cases exclusion may become

necessary. This may be for a very serious, specific incident where a child has assaulted another child or adult in the school; or where the nature of the behaviour puts children and adults at risk. It may also be applied in circumstances of persistent, unacceptable behaviour.

The Governing Body follows all Local Authority Procedures when managing Exclusions and will ensure that parents/carers are informed at the earliest opportunity.

For a Fixed Term exclusion the Headteacher would determine the number of sessions a child is to be excluded for.

If the Headteacher feels that a permanent exclusion may be necessary, the National Guidelines would be followed.

Pupils Conduct outside the School Gates

Where 'non criminal' poor behaviour or bullying occurs off the school premises and is witnessed by a staff member or reported to the school the headteacher will carry out an investigation and an appropriate sanction given – as set out in the policy. This may be for actions that occur when i) taking part in any school organised or school related activity ii) travelling to and from school iii) wearing school uniform iv) in some other way identifiable as a pupil at St. Matthew's CE School.

If other incidents arise such that they i) could have repercussions for the orderly running of the school ii) pose a threat to another pupil or member of the public iii) could adversely affect the reputation of the school, these will also be managed within this policy

Confiscation of Inappropriate Items

Whilst this is likely to be a very rare occurrence the school will follow the DfE guidance which sets out the general powers to discipline and the powers to search without consent for prohibited items. Every effort will be made to take care of items removed from children but the school accepts no responsibility for items confiscated in school.

Promoting and Demonstrating Good Behaviour

It is vital that all adults that interact with the children consistently display appropriate behaviour. Children learn a great deal from adults and so adults should take the time to display these behaviours both in and out of school.

All adults can praise children for demonstrating appropriate behaviour. This will encourage children to demonstrate them more often.

Reviewing the Policy

The behaviour policy is renewed annually and will be shared with the children.

Policy will next be reviewed January 2021

Team Teach School Expectations

The school expects that:

Good relationships with pupils will be established and maintained. This will be the primary way of encouraging positive behaviour and pupil progress. This involves high expectations of pupils, treating pupils with dignity and respect at all times, rewarding good behaviour and encouraging independence and self-regulation of challenging behaviours. Respect for other people and their property is central to these concepts and staff should always be aware of their responsibility as role models for pupils.

Difficult situations will be managed by diversion, diffusion and negotiation, with particular involvement of those staff that know the pupil best.

Physical intervention should not be used other than as a last resort and as part of an agreed Behaviour Management Plan for individual pupils.

Physical intervention that is excessive or is used as a form of punishment is unacceptable and will be dealt with under the staff disciplinary procedures.

Positive Behaviour Management

St Matthew's CE School has a positive approach to behaviour management:

- Read body language
- Read behaviour and assess the situation
- Intervene early
- Communicate "Talk and I'll listen"
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance and body language
- Talk low, slow and quiet
- Offer reassurance – including positive physical prompts (contingent touch)
- Divert and distract by introducing another activity.

This approach rewards pupil's efforts to build self-esteem by, for example, verbal praise within the class group, pupils taking good work to a senior member of staff, School Certificates, individual recording charts, assignment of responsibilities, etc. Parents and other professionals are involved where appropriate to help identify positive rewards that will be of particular significance to individual pupils.

Pupils who are known to present with behaviours that challenge will have detailed Individual Behaviour/Positive Handling Plans.

What constitutes challenging behaviour?

St Matthew's CE Primary School considers behaviour to be challenging if:

1. The behaviour itself or its frequency, intensity, or duration is inappropriate given a pupil's age and level of development.
2. The behaviour presents a threat to the well being of the pupil and/or other pupils and staff.
3. The behaviour constitutes a significant additional disability to the pupil by interfering with the learning of new skills and/or by restricting access to important learning opportunities for either themselves or others.
4. The behaviour causes significant stress to the individual concerned and/or to those who live and work with or alongside the pupil, and impairs the quality of their lives to an unreasonable degree.
5. The behaviour is contrary to social norms and would be considered to be socially unacceptable, offensive, destructive or disruptive.

Individual Behaviour/Positive Handling Plans

Where a pupil presents concerns, any member of staff can ask for a behaviour meeting to be convened to discuss key issues, by arrangement with the Headteacher. This will be open to all key members of staff unless specified otherwise.

Other Education, Health or Social Services professionals involved with the pupil may be invited to this meeting, or provided with a synopsis of the outcomes if unable to attend. Parents may be invited, but in any

case must be kept informed of both the strategies being adopted in school and the difficulties experienced by the school.

A member of the Senior Management Team will chair the meeting. A record will be kept by completing the "Individual Behaviour/Positive Handling Plan" pro forma. The Positive Handling (shaded) part of this plan is only completed where physical handling is appropriate. A signed copy must be made available for the parents to keep.

At the meeting the following issues will be discussed:

1. Positive aspects to the pupils character, his or her likes and dislikes.
2. The specific behaviours that challenge.
3. Early warning signs of behaviours
4. Strategies, including rewards, de-escalation, diffusion or distraction.
5. Physical handling issues and, where appropriate, completion of the Positive Handling section of the plan.
6. Who should share the outcomes of the meeting, who will be responsible for this and how will it be done?
7. Time-scale for review.

All relevant staff will be kept informed about the agreed strategies for a particular pupil via staff briefing and staff meetings.

Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc., should be the way we positively and pro-actively manage behaviour. The use of physical intervention should be avoided wherever possible.

When physical intervention may be used

The staff of the school understand that there may be situations where an unexpected response occurs that is likely to result in one of the following:

- Injury to a person
- Serious damage to property
- Serious breakdown of discipline

In these situations it may be necessary to use physical intervention to prevent injury or serious damage to property. However, any use of force must only be authorised by the Head Teacher.

Authorised Staff

Staff will only be authorised by the Head Teacher if they have completed a course of training that has been:

- Approved by the Governing Body.
- Considered and supported by the Local Authority.
- Considered and supported by Health and Social Services.
- Approved by the Institute of Conflict Management (ICM).

The following training methods are currently acceptable.

- Team Teach Training.

Risk Assessment & Planning for the Use of Reasonable Force

What constitutes "reasonable force"?

The decision to plan the use of reasonable force in the form of physical intervention, and subsequent risk assessment, must include reference to:

- The seriousness of the incident; i.e. is there likely to be injury to a person, serious damage to property or a serious breakdown of discipline?
- Is there any other strategy that could be used? The relative risks of using physical intervention must also be compared with other possible strategies

- The age, cultural background, gender, stature and medical history of the pupil concerned
- The application of gradually increasing or decreasing levels of force in response to the persons' behaviour, always encouraging the individual to take control of their own behaviour.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that pupils in school remains safe.
(George Matthews – Director Team Teach)

Unacceptable practices

These include practices that might expose pupils or staff to foreseeable risk of injury or psychological distress. Examples (not a full list) include:

- Any form of hitting/slapping.
- Withdrawal of food or drink.
- Verbal bullying/shouting or persistent criticism.
- Any form of holding not included in Team Teach training.

The distinction between:

DfES/DH guidance of July 2002 notes the importance of understanding the difference between i-iii below. It is important that correct language is used when reporting incidents.

i. Seclusion

Where a pupil is forced to spend time alone against their will. This is unacceptable practice.

ii. Time out

Which involves restricting the pupil's access to all positive reinforcement as part of a behavioural programme.

iii. Withdrawal

Which involves removing the pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

Use of Reasonable Force in Unforeseen and Emergency Situations

Planned physical intervention is where an incident is foreseeable; emergency intervention occurs where the incident cannot reasonably be anticipated. In this situation:

- Before using physical intervention, diversion or diffusion should be attempted.
- Any techniques used must be within the training provided by school.

Where an emergency situation has arisen, a Physical Intervention record form must be completed and a Behaviour Meeting must be held as soon as possible after the incident to ensure future strategies and interventions are co-ordinated and planned.

Post-incident Support

First Aid Procedures

Staff who have First Aid responsibilities are indicated on signs visible around school. The safety of all should always be the priority before, during and after incidents of challenging behaviour.

Staff

Some incidents are so intense that they can cause considerable and understandable stress and/or injury to staff. Whenever staff are injured or traumatised by an incident, they should not return to the stressful situation until they have been given time to feel calmer and more confident about going back to class. Staff should feel confident about expressing their feelings after an incident and asking for whatever support they feel they need at that time. Accepting help will be seen as a professional strength, not a weakness. This may have a

knock-on effect on other staff and classes, the class team involved, etc., but all staff must be willing to support colleagues who are hurt or distressed.

Pupils

Pupils should be encouraged to understand the consequences of their behaviour wherever possible, and be supported in this through positive reward strategies. Reward strategies and subsequent visual consequences will be appropriate to the age and maturity of pupils within a class and take account of individual pupil motivators. St Matthew's CE Primary School does not advocate one system but expects class teams to develop strategies appropriate to the pupils within a class.

Pupils displaying challenging behaviours should be encouraged to take control of their own behaviour as soon as possible. It is vital that all staff working with pupils who have challenging behaviour make themselves aware of the Individual Behaviour/Positive Handling Plan as this will contain information that helps ensure everyone's safety.

Pupils witnessing or being hurt by the challenging behaviour of others should be immediately offered support and comfort. They should be offered the opportunity to discuss their experiences with a familiar member of staff, in whatever way is understandable to them. Parents should be informed if a pupil is hurt or particularly distressed by an incident, but should not be given the name of the pupil with challenging behaviour unless this has been discussed with their parents first.

Families

Parents should receive an accurate and balanced view of their son/daughter's performance at school. This includes being informed of any serious incidents of challenging behaviour, although this should be balanced if, for instance, the pupil has produced some good work that day that parents can also be told about. It is not acceptable to "withhold" information about challenging behaviours from parents because you are concerned about them being distressed. They will be far more distressed if the first they hear of their son/daughter's challenging behaviour is when someone is hurt. Information regarding behaviour in school will be communicated directly to families by members of the class team.

If families are distressed and require support following an incident, contact with the school Senior Leadership Team (SLT) will be offered. It may be appropriate to hold a Child in Need meeting.

Reporting and Recording Incidents

It is very important that incidents are recorded. Recording incidents at the time will not only protect you from allegations of misconduct at a future date, but will help us all to see any patterns of challenging behaviour and therefore provide information to help understand and reduce incidents.

For Pupils with Positive Handling Agreements

Record of Incident

Following an incident school will record all significant details, including the situation (date, time, location, staff involved), a factual account of the incident, which de-escalation strategies have been used as well as specifying any physical intervention techniques.

Multiple Incident Record

Where incidents are so frequent that continually completing forms becomes impractical a multiple incident record can be used to provide the date/time, duration and type of holding. This information can be recorded in a simple list. This system aims to make recording more manageable and prevent under-recording of incidents. However, this is only acceptable when working within an existing Positive Handling Plan.

The records of use of positive handling must be copied to the Head or Deputy Head.

Accident Forms

The accident book must be completed if there has been an injury (accidental or otherwise) resulting from challenging behaviour.

These must be completed whenever injury occurs to staff or pupils – completed forms should be passed to the Headteacher

If you are unsure about completing any forms, please ask the Headteacher or Deputy headteacher

Monitoring the Use of Force

The use of physical intervention will be monitored by the Headteacher.

Responding to complaints

It is hoped that conflicts can be resolved informally wherever possible. However, it is possible that the use of physical intervention techniques can lead to allegations of either inappropriate or excessive force. If the complaint relates to the use of force, the matter will be investigated in accordance with Dept for Education / LA policy guidelines.

Staff Training

The Governing Body consider the following training to be appropriate:

Team Teach 6 Hour "Foundation" course (see www.team-teach.co.uk)

New staff will be trained as soon as possible after their appointment; this may be with staff from other schools across the LA.

Staff will be updated as per the current recommendations of Team Teach and will be provided with opportunities to practice their skills (e.g. staff using "caring C" to escort pupils around school where necessary, practice skills at staff meetings, etc.).

Ethnicity & Equal Opportunities

Our policy is designed to be culturally appropriate and inclusive of all children. We will aim to avoid any form of racism, sexism and stereotyping.

Partnership with Parents

At St Matthew's CE Primary School, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at St Matthew's.