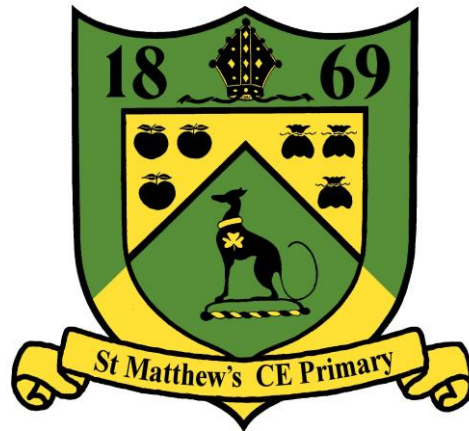


# St Matthew's C.E. Primary School



**Policy and Procedures for**

## Positive Behaviour for Learning

Review date Autumn 2019

I can do all things through him who  
strengthens me. [Philippians 4:13](#)



## Policy / Procedures for

### Behaviour Policy

#### Purpose of the Policy

At St Matthew's all aspects of promoting positive behaviour for learning are built on the foundations of **Faith** and our Christian values of **Respect, Achievement and Friendship**.

St. Matthew's School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline. The golden rule for all members of the school community is:

**'Treat others as you would like to be treated yourself.'**- Matthew 7: 7-12

The purpose of this policy is to summarise how behaviour is dealt with throughout the school.

We are basing this policy on the six key behaviour for learning strands.

1. Boundaries
2. Resilience
3. Focus
4. Respect
5. Self-regulation
6. Independence

#### Aims of the policy

- All children develop a sense of self-worth and respect and tolerance for others
- Create an environment in which children feel safe, secure and respected
- Enable all our stakeholders to share common expectations of each other

#### Objectives

##### For pupils to show:

- Self confidence
- A passion for learning
- Self-control
- Respect and tolerance
- Pride in their achievements

##### For pupils to develop:

- Responsibility for lifelong learning and the world they live in
- Independent and ready for each new stage in their learning
- High self-esteem
- A sense of fairness



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- Understanding for the need for rules
- A respect and tolerance for others' way of life and different opinions
- The ability to accept fair criticism
- Non-racist and non-sexist attitudes
- Perseverance

### **Implementation**

#### Staff will:

- Use the language and strategies based on the six key behaviour for learning strands
- Have a target tree displayed in the classroom focusing on one of the learning strands each half term
- Use the same systems for rewarding positive behaviour
- Treat all pupils equally and with respect
- Always do everything possible to make it easy for pupils to make the right choice
- Have a responsibility to model the type of behaviour felt to be acceptable
- Be alert to signs of bullying and racial harassment
- Deal firmly with such problems in line with school policies
- Deal sensitively with pupils in distress, listening to them and dealing with any incident appropriately
- Reflect on how situations arose and were dealt with.

#### Pupils:

- Should treat each other as they would like to be treated
- Should accept responsibility for their own actions and choices
- Will have their achievements recognized
- Will have worship time to acknowledge achievements and foster a sense of community
- Will display their work and achievements in classrooms and around the school

### **Rewarding good behaviour for learning**

#### Pupils will:

- Receive praise from staff
- Move up the zone board- children move own names.
- Receive positive notes in their blue books- have stickers available for those children who reach outstanding.
- Opportunities to showcase good work to the head teacher
- Receive the Friendship Bear for showing the values
- Star of the week certificates in Sharing Worship
- Postcards home for great effort or piece of work.
- Team points
- Class award- e.g. 10 apples equals 30 minute treat voted for by class- whole class reward.
- Church Value stickers – for children who have displayed these.



### **Unacceptable behaviour**

#### **This includes:**

- Non-compliance to a reasonable instruction
- Inappropriate language and swearing
- Making unkind remarks
- Damaging property/ using equipment dangerously
- Biting, spitting, hitting, kicking
- Answering back
- Lying
- Rudeness or aggression to adults
- Stealing
- Racist/ sexist comments
- Leaving the site
- Bullying
- Disturbing the learning of others

### **Consequences**

#### **In the classroom:**

- Use zone board to move children down
- Provide opportunity for the child to have space either in the classroom or an agreed space- 5 mins
- Remind the children of school expectations
- Give clear and concise instructions and consequences
- Send child to another class with work- inform parents via blue book, text or in person.
- Teacher to inform parents as appropriate and always if reached bottom of zone board.
- Loss of privileges
- Loss of playtime- 5 minutes

#### **In the playground:**

- Provide opportunity for the child to have space on the bench by first aid
- Remind the children of school expectations
- Give clear and concise instructions and consequences
- Loss of privileges
- Loss of playtime
- Teacher to inform parents as appropriate

### **If the above consequences do not lead to a modification of behaviour the following may be considered:**

- Exclusion from a favoured activity – this should be immediate and should only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons. Children cannot learn to behave in lessons if they are removed from them.
- A verbal reprimand from senior member of staff
- A requirement for a written apology



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- A letter/telephone call to a parent from the Headteacher / Deputy Head
- A meeting with parents
- Exclusion from school (LA guidelines to be followed).

### **Positive handling (restraint)**

*On occasion it may be necessary to use positive handling (restraint) with pupils for their own safety, the safety of others and the prevention of damage to property. This will be used as a last resort but in any case this will be done by trained staff. There is a separate policy for positive handling.*

### **Racist remarks/abuse**

This behaviour will not be tolerated; all incidences will be recorded and reported to the LA (in accordance with guidelines). Racist behaviours are offences under the criminal law and pupils who persistently fail to respond will be supported to improve behaviour and excluded if necessary.

### **Role of Parents**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on full support in dealing with their child's behaviour. This is clearly outlined in the Home/School agreement which every parent and pupil signs as part of the induction process.

In general, we would expect that parents/carers attend a meeting of re-inclusion in order to discuss the issues arising from exclusion and to set strategies/expectations for the way forward.

### **We expect Parents to:**

- Keep us informed of behaviour difficulties children may be experiencing at home
- Inform us of any issue which may affect their child's performance or behaviour at school e.g. problems with medication, a death in the family, changes of family circumstances
- Inform us about their child's ill health and any absences connected with it

### **To support parents the school will endeavour to achieve good home/school liaison by:**

- Including and informing parents of a child's individual behaviour targets
- Promoting a welcoming environment within the school
- Giving parents regular constructive and positive comments on their child's work and behaviour
- Communicating regular information about school events, achievements and issues of concern
- Encouraging parents to come into school on occasions other than parents' evenings
- Keeping parents informed of school activities by letter, newsletter etc
- Involving parents at an early stage in any disciplinary issues



### **Care of school premises and site**

Everyone in the school is responsible for the care of the school premises. Pupils and staff are encouraged to feel a sense of ownership for the school and its environment. Staff will display pupils' work to a high standard.

The building will be kept clean and tidy and the grounds will be kept free of litter

### **Other agencies**

The school will liaise fully with such agencies as the Police, Youth Offending Team, Education Welfare, Social Services, Health Services and the Educational Psychology Service when appropriate.

### **Links to other policies**

This policy has close links with other key policies within the school. Without reference to these other documents it would be difficult for us to provide coherent procedures and practice in order to support our school community.

#### Associated policies:

Special Educational Needs

Child Protection

Equal Opportunities

Anti-bullying