



# St Matthias School

## Positive Behaviour Policy

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Review Cycle	Every two years	
Author/Owner	Governing Body	

### Our values

At St Matthias, we want to help children to develop into individuals who can:

- value and respect other people and to be able to work alongside and cooperate with others who are different from them.
- get on with others, and build and sustain healthy friendships
- be trusted to act responsibly and who can trust others
- be peacemakers, not peacebreakers
- be creative and make something worthwhile of their lives
- be hopeful and positive, and appreciate what's good in their lives
- be fair people and to make sure things are fair for everybody, not just people 'like us'.
- be grateful not greedy, or resentful or jealous.
- be able to take responsibility when they've done something wrong and to accept other people's apologies gracefully
- open their eyes to how amazing it is to be alive
- look out for people in need and to do whatever they can to help them
- be unselfish; put other people's needs before their own
- persevere and to encourage one another

If the school is to achieve these aims then we need to:

- Model way of behaving that display our own commitment to these aims
- Ensure that teaching children how and why to get along with others is given priority within a busy curriculum
- Encourage and celebrate when children show progress in their social, moral and spiritual development
- Have rules that establish boundaries and give guidance on what is right and wrong
- Teach children that actions are choices and choices have consequences

- Help children to learn from their mistakes in a spirit of generosity and forgiveness

### **School Rules**

In order for the school to achieve its aim of being a happy and successful environment every member of the school community has responsibilities to each other.

### **Children**

Children are expected to:

- behave calmly and safely at all times
- work hard and allow others to do the same
- treat adults and children with respect and politeness
- help make the school a clean and pleasant place to be
- be honest and truthful
- do what adults in our school ask you to do

### **Adults in School**

Adults in school have a responsibility to:

- treat all children and school community members fairly and with respect
- create a safe and pleasant environment
- recognise that each child is an individual
- support the provision of a challenging and interesting curriculum
- teach and model good problem solving strategies in order to show children how to behave and how to resolve emotional and behavioural issues in a positive and non-confrontational manner.

### **Parents and Carers**

Parents and Carers of children in school have a responsibility to work within the school in order to ensure the successful education of the children.

Parents and Carers of children in school have a responsibility to:

- help our children realise the importance of their education and praise them for their efforts and achievements
- encourage our children to respect other people and not to discriminate against someone because they are different
- encourage our children to talk and listen to what they have to say about school everyday
- encourage children to sort out difficulties without hitting, fighting, swearing at home or in school
- communicate regularly with the children's teacher and keep informed about children's behaviour
- make sure our children arrive on time and in good condition to work and travel to and from school safely every day

## School Rules

At the beginning of every school year, or when a new teacher takes over a class, time should be taken to discuss with the class the rules the class needs to function effectively. Where the children do not come up with rules along the lines of the following, they should be prompted to do so. These rules should be clearly displayed in class. Staff should endeavour to phrase both praise and positive correction in terms that echo the school rules.

### Class Rules

1. Work hard and allow others to work hard
2. Always treat others with respect.
3. Look after the school and everything in it.
4. Keep hands, feet and unhelpful comments to yourself.
5. Do as you are asked the first time by the adults in the school
6. Move around the school safely.

### Playground Rules

1. Share things.
2. Treat everyone with respect.
3. Don't hurt each other.
4. Help and care about people.
5. Everyone looks out for everyone else.
6. No bullies.

St Matthias School playground is divided into two areas. The larger end is for running around and the smaller for quieter imaginative play. In order to help the children play together playtime equipment is provided.

## Promoting a Positive Learning Environment

All staff need to work to ensure that they promote a positive learning environment. Class teachers will need to employ a repertoire of strategies to do this. Our primary strategy should always be to encourage and praise children when they behave well. Ultimately, we want them to develop intrinsic motivation to do the right thing. However, most children will need some degree of extrinsic motivation whilst their capacity for intrinsic motivation develops. Children should be praised specifically for what it is they are doing right and encouraged to carry on with positive behaviours. Where children are not behaving well, it is preferable to draw attention to children who are and direct positive attention that way, rather than drawing attention to those who are not behaving well. When we ask children to correct their behaviour, we should always try and phrase this in terms of what we would like them to start doing as opposed to what we would like them to stop doing.

At St Matthias we have a range of **positive incentive rewards** to encourage good behaviour. Some of these will focus on the class as a whole. For example, the class may earn marbles, which go into a jar each time they all behave well. When a specific number of marbles have been earned, then the class gets a reward such as a dvd or small scale trip to the adventure playground or similar. This strategy is

particularly good where a class has difficulty with their behaviour as a whole, for example at transition times, or where you need the class to help a child with particular difficulties behave better by not provoking them.

Other strategies reward individual good behaviour. For example, awarding V.I.P. status to some children, awarding of class dojo points, sending children to the head teacher for outstanding work or particularly kind or courageous behaviour. It is important that there are reward systems for both individual and whole class behaviour, and that the children are told very specifically what the good behaviour was that earned them the reward.

Good behaviour in class is also celebrated in Friday assemblies “Well done” cards are awarded by class teachers for good behaviour and good achievement. The whole class applauds those children who have done well that week. **In all these cases an effort is made to ensure that no child’s self-esteem is damaged by the fact that they find it harder to achieve academic success at the same rate as their peers.** At no time are any children made to feel that they cannot achieve an award.

### **Teaching children how to behave well**

Children also need opportunities to learn social skills such as conflict resolution and to gain understanding about why certain behaviours are not acceptable. Like all other areas of learning, children come into school with varying degrees of proficiency in these skills. If a child has never had experience of solving a conflict through negotiation, then they are only going to learn to do so through being taught how. PHSE features on the timetable of every class, and its curriculum explicitly teaches social skills, the promotion of positive attitudes and mutual understanding. Both bullying and racism **MUST** be covered at least once a year, with children being taught to understand why these are wrong, to understand how victims feel and to know what procedures they should follow if they are involved or are a witness to either of these.

The promotion of a positive learning environment should pre-empt the vast majority of problems. However, when children do not behave in an acceptable way, this is the procedure that should be followed. This procedure begins when a child has been given the chance to change his/her behaviour and has chosen not to do so.

### **The Procedure**

#### **Stage one**

The adult involved tells the child quietly and politely,

If it occurs in class

**“This is your first warning. Please stop...(state the behaviour which is causing problems) and start..... If you choose to carry on ...then you will have to move and catch up on any work missed in playtime.**

The adult then allocates a negative dojo point (stage one)

If the poor choice occurs during playtime

**“This is your first warning. Please stop...(state the behaviour which is causing problems) and start..... If you choose to carry on ...then you will have to go on wall for 10 minutes**

### **Stage Two**

If the behaviour continues they are given a negative dojo point (stage two) and asked to move to a different area in the class or if in the playground to “the wall” to have “time out” to think about their behaviour. . This should **never** be for more than 10 minutes. Use the language of choice.

**“You have chosen to keep on ..... You know the fair rule. Now you will need to take time out to think about your behaviour for 10 minutes’**

In the playground, the member of staff on the step should record any children put on the wall on the white board. A named member of staff will be responsible for transferring the names onto class dojo (stage two) and wiping the board clean.

If the child understands what they did wrong and demonstrates that they are sorry through appropriate behaviour, then the problem is resolved and they are invited to return to the group. Say to the child **‘thank you for making a good choice’**

Any work missed is made up during playtime. Persistent stage 2 behaviour needs discussing with the parent by the teacher.

### **Stage Three**

If the behaviour continues the child is then sent to a partnership class. They are told that their **choice** of behaviour (state exactly what behaviour) is unacceptable. **‘you have chosen to continue to ..... As a result you have chosen to be sent out of class.**

The sending teacher also gives the child work to do in the partnership class any work that is missed is made up during playtime. This must be logged on CPOMS as a stage 3 behaviour incident – but only very brief details need to be given. The teacher must also either send a brief class dojo message or speak to the parent in person to let them know that the child was sent out.

**The receiving teacher should not tell the child off, or attempt to counsel the child in any way. Any interaction (which should be neither positive nor negative) should be minimal. Under no circumstances should the child be allowed to help or join in with what the class are doing.**

## **Partnership classes**

Year 1 children to year 2  
Year 2 children to year 1  
Year 3 to year 5  
Year 5 to year 3  
Year 4 to year 6  
Year 6 to year 4

(where the presence of siblings makes a particular choice unwise for an individual, staff can vary this pattern as long as this is done in a fair way).

These partnership classes should also be used during music, PE, French etc when the class is being taught by adults other than the class teacher.

If the child behaves appropriately in the Partnership class and can demonstrate that they are sorry through their appropriate behaviour, then at the beginning of the next session, they are invited to rejoin the class and the problem is resolved. Should however, similar behaviours manifest themselves again that morning/afternoon, the class teacher should jump straight to Stage 4.

NOTE: if more than two children reach Stage 3 at the same time, they should all jump straight to Stage 4. Groups of children choosing to collectively behave inappropriately is much more serious than individual children choosing to do so.

### **Stage 4 – SMT referral stage**

If the behaviour continues then the child is sent to the head teacher or, in her absence, to a member of the senior management team with work. (It is always preferable to send to a member of the SMT without class responsibilities.) The response to a SMT referral depends on the number of times per half term the child has already previously obtained an SMT referral and is as follows:-

#### **1<sup>st</sup> referral in a half term**

Discuss the issue. Usually, a warning given and recorded on CPOMS as a stage 4 behaviour referral. For more serious incidents, a lunchtime detention may be more appropriate. Parents will be notified either by phone, in person or a letter. Children should be advised that telling the truth quickly and taking responsibility for your actions will result in a more lenient punishment.

Discriminatory incidents such as racist or homophobic remarks must be recorded as such on CPOMS and a racist incident form completed and sent to the LA.

#### **2<sup>nd</sup> referral in a half term**

As for the first referral, but a lunchtime detention of between 1 – 3 days is likely to be appropriate. Parents will be notified either by phone, in person or a letter.

### **3<sup>rd</sup> referral in a half term**

As for 2<sup>nd</sup> referral. Child may need a behaviour chart initiated and a meeting with parents may be appropriate.

### **4<sup>th</sup> referral in a half term**

Meeting with parents and senco to develop a behaviour plan which may include a behaviour chart. Child may be internally excluded and/or put on report.

### **Violent, offensive, bullying or defiant behaviour.**

The Procedure does not affect the Head teacher's right to take immediate action in the case of a serious incident

Violent, offensive, bullying or defiant behaviour is totally unacceptable. A violent, offensive, bullying or defiant child will immediately be placed on the procedure level 3 or 4. Please refer to bullying policy for further details of how this is responded to.

### **The purpose of sanctions**

Sanctions exist to

- Deter bad behaviour by having consistent consequences for poor behaviour.
- Educate the child about more appropriate choices.

They do not exist to exact 'revenge'.

### **Partnership with parents**

At the twice yearly parent/carer:teacher consultation meetings, teachers should share the dojo point print out for that half year so that the balance of positive to negative behaviours in class can be seen and discussed. The teacher should also obtain the data for each child about SMT referrals from CPOMS and this should also be shared with parents.

### **Children deemed to be a cause for concern**

Where children reach stage 3 of the procedure several times in a half term, or where they reach they have several SMT referrals in a half term, then at the half termly SMT behaviour screening meeting they may be deemed to be 'at risk' of disaffection. A meeting will be held with their parents so that a behaviour improvement plan can be drawn up to help the child make progress with their behaviour. Part of this plan will include a behaviour contract. The child may be referred to the local authority behaviour team or Cherry Trees outreach for support if this seems appropriate.

### **Exclusions**

Where children have repeatedly reached stage 4 (see above), or where an incident of violence, bullying, defiance or bullying behaviour is either very grave or a repeat offence, the head teacher may deem it necessary to exclude the child for a fixed period. Very rarely, it may even be necessary to permanently exclude a pupil. The school follows the London Diocesan Board for Schools procedures in such cases, and liaises closely with the borough exclusion officer.

### **Failure to finish work**

The procedure is sometimes appropriate for children who have not applied themselves in class, but haven't been disruptive. In such cases the child simply needs to stay in over a break time to finish the work they have failed to do properly in class time.

The children should NOT be put 'on the wall' as a punishment for poor work or bad behaviour in class.

Either the teacher should stay in class to monitor these children, or, staff may **request the SMT** that children stay in the head's office (or the corridor outside her room if her room not available). This is not an automatic right as SMT may not be available to supervise these children.

As a rule of thumb – if only a couple of children are working in the corridor then the head will allow them to do so without direct adult supervision (depending on the children in question). More than two will usually require supervision and if the SMT are not able to provide this then the class teacher concerned will either need to do so themselves or defer until they are in a position to do so. **All requests must be recorded by logging a negative dojo point so we can track how often this is being used.**

It may be, for example, that if you are regularly using this provision that you are not differentiating the work properly – this would need to be explored.

### **Special Educational Needs and Behaviour**

If a child has a behavioural problem that persistently prevents them achieving, whether it disrupts the rest of the class or not, they are considered to have a special educational need. An individual teacher's concerns are immediately shared with the SENCO and possible types of action are discussed depending on the severity of the problem. It is generally considered necessary to observe the individual child's behaviour quite closely. Once a careful assessment of the behaviour and its causes has been identified then a planned Individual Education Programme can be devised. It is then reviewed in the normal way as outlined in the SEN policy.

This programme may include modifications to the school's normal behavioural procedures. For example, where a child has anger management problems, they may be given the option to take 'time out' time in order to calm down. Where a child has social and communication issues that mean they find it very difficult to understand someone else's point of view, displays of anger in the face of perceived injustice will be dealt with more leniently than where a child without such difficulties is being defiant. Restorative work going through a 'social story' to try and make a better choice next time' may be more effective than having the same sort of punishment as a child without such difficulties.

### **Behaviour outside school including cyber behaviour**

If children's behaviour outside school is impacting on behaviour in school or bringing the school into disrepute, then the same sanctions will be applied as if the behaviour had occurred within school. This includes cyber behaviour such as spreading rumours or saying nasty things on social media.

### **Behaviour management in the foundation stage**

The same principles govern behaviour management in the foundation stage as in the rest of the school. During child initiated play children are expected to:

- Share things
- Treat everyone with respect
- Do not hurt each other
- Help and care about people
- Everyone looks out for everyone else
- Look after the school and everything in it  
(ie follow the 'playground' rules above)

During adult initiated sessions, whether in a group or on the carpet, children are expected to

- Work hard and allow others to work hard
- Do as you are asked the first time by the adults in the school.
- Always treat others with respect
- Keep your hands, feet and unhelpful comments to yourself.

These rules should be shared with the children and displayed near the carpet with visual prompts.

As in the rest of the school, positive behaviour school should be encouraged through specific encouragement and praise for good choices. During child initiated play and small group adult-directed activities verbal encouragement and praise will usually be sufficient, although gold stickers from the head teacher should be used for exceptional behaviour or for specifically encouraging behaviours that are in short supply. During maths and RWinc: carpet sessions, where children may well be learning for the first time how to sit still and listen alongside others, some form of 'token' reward system should be used eg marbles in a jar if the whole group/class shows good learning behaviour and smiley face, sad face for individual behaviour.

### **Sanctions in the foundation stage.**

Children in the foundation stage range in age from just three years old to nearly six. During this time, children's personal and social behaviours develop massively. It is therefore difficult to generalise as what may be suitable for a child who has been in the unit for over two years will be very different to what is appropriate to a very young child who is new to the setting. We might cajole a very young child, while expecting a older child to cooperate straight away.

The general principle however is that where children

- Disrupt learning
- Don't do as they are asked by adults
- Don't treat others with respect
- Hurt others or say unkind things about them
- Damage property

then some kind of sanction needs to be applied. As in the rest of the school, four levels can be applied in slightly modified form.

### **Anger management based behaviours**

In the foundation stage children are still learning how to share, how to solve conflicts and manage difficult feelings such as frustration and disappointment. For some children this will manifest itself though hurting others, damaging property, swearing or saying nasty things. When children display such behaviours this is a learning opportunity to help them learn better ways of dealing with the situation. The procedure for dealing with such behaviours is:

- The child is told firmly but calmly and without shouting or display of anger that 'no' we don't do 'x'.
- If the child continues to misbehave, then the child is asked to sit down on the carpet (or sent inside if outside).
- The child has 1:1 time out with an adult (in a quiet space within early years where possible), until such time as they are calm enough to reflect upon their behaviour and be helped to think about why it was inappropriate, what they could have done differently and how they could put it right. This is equivalent to stage 3 in the rest of the school, so should be recorded in CPOMS as such.
- Where the child is very angry indeed and is trying to hurt the adult, then the child should be taken to the blue room. If really necessary to stop injury to the member of staff, restraint can be used (see physical restraint policy). This should always be a last resort.
- After the child has been able to discuss the behaviour and is ready to put it right, the child takes whatever restorative step has been agreed (usually says sorry) and might have a sanction to reinforce the boundary – as appropriate. For example, they might have to play inside for a specified period. For smaller scale incidents – sorry is enough.
- If 1:1 has been necessary, parents will usually be told at the end of the day what has happened and what the school did to help the child learn from it.
- The FS teachers should decide whether the incident was stage 3 or stage 4. Stage four is for violent, offensive, bullying or defiant behaviours.
- Incidents should be logged (using CPOMS).
- Where a child has repeated incidents of stage three or four behaviours, then a meeting will be held with their parents so that a behaviour improvement plan can be drawn up to help the child make progress with their behaviour. Part of this plan will include a behaviour contract. The child may be referred

to the local authority behaviour team or Cherry Trees outreach for support if this seems appropriate.

### **Unwanted learning behaviours**

Where the behaviour is to do with poor learning behaviour, then the procedure is very similar than that for older children.

#### **Level one.**

The adult involved tells the child quietly and politely,

**“This is your first warning. Please stop...(state the behaviour which is causing problems) and start..... If you choose to carry on ...then you will have to go (an appropriate space) for 5 minutes until you are ready to come and learn. ”**

**Children will need to catch up on any work missed during child initiated time.**

#### **Level two**

If the behaviour continues they are asked to move to a different area and to think about their behaviour. This should **never** be for more than 10 minutes. Use the language of choice.

**“You have chosen to keep on ..... You know the fair rule. Now you will need to take time out to think about your behaviour for 10 minutes’**

#### **Level three**

Because associate classes are not so appropriate for foundation stage aged children, then should the behaviour continues then the child is sent to the head teacher or, in her absence, to a member of the senior management team who is not presently teaching. They should stay with the head teacher for a relatively short period of time (between 10 and 20 mins usually) sitting quietly on the carpet. Where they are too angry to do this, then they may need to be gently held until such time as they can comply with the instruction to sit quietly. Where no SMT member is available, then a member of the foundation stage staff should take the child to the blue room and follow the same procedure.

#### **Level four**

##### **Violent, offensive, bullying or defiant behaviour**

Young children are still learning to share and control their feelings, so the threshold for what is deemed level four behaviours will be higher than for older children. For example, a very young child who is still settling may kick a member of staff and this wouldn't constitute level four behaviour. Indeed it may only be necessary to explain once the child is calm that this is not what we do in school. A child who has been in the setting for some time however would receive a much firmer response. (see page 10 above for response to level four and how to log it).

### **Promotion of Equality**

We are a Church school, and our school aims therefore reflect our attempts to put into practice the gospel of Jesus. We are therefore committed to promoting equality in all that we do. We also have a legal obligation to do so. Any incident of misbehaviour that is deemed, by the victim, to be discriminatory (racist, sexist or homophobic), is to be recorded as such. The head teacher must be alerted and will complete a discriminatory incident form, regardless of the degree of culpability. This is because it is very important to form an accurate picture of the extent of discriminatory incidents in this school, across the borough and nationally. It will not always be necessary to tell the perpetrator that a discriminatory incident has been logged and the forms do not name individuals directly. The response to a discriminatory incident is the same as for other offensive behaviour and will depend on the degree of culpability of the offender. For example, a three year old who calls someone by a racist name will be treated very differently from an 11yr old who does so. Where racist bullying has occurred, the school bullying policy will be followed.

Data about behaviour is collected at stages 3 & 4 of the procedure and where fixed terms of permanent exclusions are made. This data is analysed half-termly in terms of gender and ethnic background to see if any trends can be detected. This information is reported to governors. Where certain groups are over represented either as victims or perpetrators of misbehaviour, then the SMT will discuss appropriate strategies for remedying the situation.

### **Evaluation of the Policy**

This policy will be reviewed and evaluated by the senior management team on a bi-yearly cycle. **Any problems or areas that are that are not appearing to be successfully upheld by staff will then be brought to the attention of staff and the policy will be reviewed and further training will be given depending on the needs perceived.**