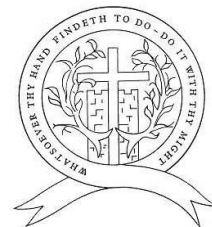


St Matthew's Church of England Primary School

Behaviour Policy

Policy written by Kirsten Cameron
Governor link: Chair of Governors

Policy approved in July 2025
Policy to be reviewed in Summer 2026



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Whatever you do, do it with all your heart. Colossians 3:23

Our vision is to be a school where pupils have a positive approach to learning and where provision is consistently good or better. Our curriculum is relevant and creative and reflects our diversity. We aim for all pupils to leave St Matthew's well equipped for the future, demonstrating Christian values and showing self-confidence.

1. Introduction

This Behaviour Policy has been written following consultation with governors, staff, children and other adults within our school community.

The policy also reflects the latest guidance from the Department for Education (DfE)*. Under current legislation school staff have statutory power to discipline children both in school and in certain situations outside school also. The Headteacher will set authorisation levels and all staff will be informed of the levels of sanctions they can apply. (DfE Guidance 'Behaviour in Schools' July 2022.)

The Behaviour Policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Attendance Policy.
- Equal Opportunities Policy.
- Online Safety Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy.
- Special Educational Needs (SEND).

We believe that the management of behaviour is the collective responsibility of all members of the school community. The school's Christian ethos and school values of forgiveness, wisdom and community will be reflected in this policy.

At St Matthew's we believe that good behaviour is central to a good education; therefore, we manage behaviour so that we provide a calm, safe and supportive environment which our children want to attend and where they can learn and thrive.

The Behaviour Policy will be given to all members of staff to read as part of the Safeguarding Procedures.

The Behaviour Policy will be on the school's website and when requested a paper copy is available to parents and other people who have an interest in our school.

2. The Aim of the Behaviour Policy is to:

- Encourage a purposeful and positive atmosphere within the school.

- Have a consistent, fair, proportionate and predictable approach, supported by parental co-operation and involvement.
- Foster caring attitudes towards everyone and create a culture where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline.
- Ensure safety through making boundaries of acceptable behaviour clear.

Our Expectations

We believe that everyone in school should:

- Feel safe and secure, both physically and emotionally.
- Express themselves appropriately
- Move around the classrooms and school quietly, safely and confidently.
- Have a safe environment where their property is secure and personal space is respected.
- Be able to settle their problems and tell their side of the story in a dispute with others

Children have a responsibility to:

- Work to the best of their abilities and allow others to do the same.
- Treat all adults and other children with respect.
- Care for other children and tell an adult if someone is unhappy or hurt.
- Follow the instructions of all school staff.
- Care for property and the environment in and out of school.

All staff have a responsibility to:

- Treat all children fairly and with respect.
- Raise every child's self-esteem and encourage each child's full potential to develop.
- Create a physically and emotionally safe environment.
- Apply rules and sanctions clearly and consistently.
- Form a positive relationship with parents and carers and other members of staff so that all children can see that the important people in their lives share a common aim.
- Recognise that every child is an individual, and to understand the needs of each child.
- Offer appropriate forums where issues of behaviour can be discussed.

Parents and Carers have a responsibility to:

- Be aware of and support the school rules.
- Work collaboratively with the school so children receive consistent messages about behaviour at home and at school.
- Support the school in the implementation of this policy.
- Ensure children are made aware of what is appropriate behaviour in a range of situations.
- Encourage independence and self-discipline.
- Show an interest in all that the child does at school.
- Foster positive relationships with the school.

If parents have concerns they should be raised in the first instance with the class teacher. If a resolution cannot be found, then parents should speak to the Headteacher.

3. The Role of all School Staff

It is the responsibility of the class teacher to...

- Enforce the three school rules:
 - **We are kind and respectful**
 - **We follow instructions**
 - **We keep our hands and feet to ourselves**
- Ensure the class behaves responsibly during lessons so that all children can learn.
- Maintain high expectations of behaviour and work.
- Treat each child fairly and enforce rules consistently with respect and understanding.
- Keep accurate behaviour logs and follow agreed discipline procedures.
- Liaise with external agencies as necessary.
- Contact parents or carers if there are concerns about a child's behaviour or welfare.

4. The Role of the Headteacher

It is the responsibility of the Headteacher to...

- Implement the school Behaviour Policy consistently and to report to the Governing Body, when requested, on the effectiveness of this policy.
- Ensure the health, safety and welfare of all the children is a priority.
- Support staff in implementing the policy.
- Maintain records of all reported serious incidents of misbehaviour.
- Issue suspensions to individual children for serious acts of misbehaviour.
For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child (Section 16).

5. The Role of the Governors

- The Governing Body has the responsibility of approving this policy.
- The Headteacher has the day-to-day authority to implement the school Behaviour Policy, but the Governors may give advice to the Headteacher about particular disciplinary issues, which the Headteacher must take into account when making decisions about matters of behaviour.

6. Rewards and Praise

Class Dojo is used throughout the school to encourage and reward good behaviour.

We encourage and motivate children by:

- Giving positive feedback.
- Giving descriptive praise.

We encourage respect for all individuals by:

- Adults modelling desired behaviour.
- Respecting their culture and background.
- Listening to children and communicating that we have heard what they have to say.

We aim to raise self-esteem by:

- Communicating a sense of individual importance.
- Ensuring children experience success.
- Maximising opportunities for children to take responsibility for themselves and their behaviour.

Rewards:

- Showing good work to others.
- Golden Time.
- Dojo points
- Postcards sent home.
- Monthly Headteacher Awards.
- KS1 and KS2 Cups.
- Being made a Prefect in Year 6

7. Categories of Misbehaviour.

Misbehaviour can be divided into two distinct groups:

Low level disruption of lessons.

Low level disruption of lessons are minor discipline problems that involves a child talking out of turn, avoiding work or hindering the work of others, being rowdy or making inappropriate remarks.

Challenging Behaviour.

Challenging behaviour is relative and is conditioned both by the context in which the behaviour occurs and by the observer's expectations. However, it may include...

- Overtly aggressive behaviour, physical acts such as biting and pinching, throwing furniture and assaulting people.

- Aggression that is mainly verbal eg. abusive language, temper tantrums and invasion of personal space intended to be threatening. This also includes behaviour that defies the teacher's authority in refusing to follow instructions.

8. Strategies for Dealing with Misbehaviour.

- Adults take responsibility for teaching strategies to do this and for supporting children to carry them out to reach a successful conclusion.
- Children recognise the importance of rules and sanctions being consistent.
- Children are encouraged to refer to an adult if they cannot resolve a problem.
- Children are encouraged to resolve disputes and arguments peacefully by talking.
- Children are encouraged to take time out to cool off if they start to become angry.
- Children are encouraged to be assertive in a polite and appropriate manner, to express their feelings without resorting to swearing, violence or abuse.
- If required a child will be found a quiet space to calm down, under adult supervision.
- External Agencies will be liaised with for further support.

9. Procedures and Sanctions

The school clip board and a coloured letter (Appendix A) system is used throughout the school. Children do not have to move sequentially through the stages of the clipboard. The severity of the behaviour may mean a child misses a stage.

Foundation Stage:

In Foundation Stage, the teachers use a sunshine / cloud system, which is a daily behaviour system.

- Children who have their name written on the sunshine board earn a Dojo point.
- Those on the cloud lose five minutes of activity time, this is an immediate sanction.
- Behaviour is recorded on a weekly record but children begin each day on the sunshine.
- If poor behaviour persists, the child is taken to see a member of the senior leadership team, where a Yellow behaviour letter is completed and sent home to parents.
- A Red Letter will be sent home by the Headteacher for significant poor behaviour.

Key Stage 1:

In KS1, there is a weather based behaviour system which builds on the system used in Foundation Stage. This is a weekly recording system but with all children beginning each day on the sunshine. Children who misbehave have their names moved to a cloud and this is recorded on a weekly behaviour log.

- Incident 1: parents informed verbally.
- Incident 2: child completes a White Letter at break time which is sent home.
- Incident 3: child sent to see a member of SLT and a Yellow Letter is sent home.
- Incident 4: child sent to see the Headteacher and a Red Letter is sent home.

In addition, the child misses 5 minutes of Golden Time for every time their name reaches the cloud in a week.

Within EYFS and Key Stage 1 it has been agreed that behaviours such as hurting another child or swearing, dependent on context and the child involved, will be logged as a minimum at white letter stage.

Key Stage 2

Each class has a weekly recording system:

- Incident 1: child misses break and a 'White Letter' is completed on the day and sent home to parents. The child may miss playtime on the following day but never over a weekend.
- Incident 2: child's name is moved to the yellow zone and they speak to a senior leader
Parents receive a 'Yellow Letter'.
- Incident 3: child's name is moved to the red zone and they speak to the Headteacher.
Parents receive a 'Red Letter'.

Within Key Stage 2 it has been agreed that behaviours such as hurting another child or swearing, dependent on context and the child involved, will be logged as a minimum at Yellow letter stage.

Should any child's behaviour result in subsequent Red Letters being sent home during the course of an academic year the following strategies will be used to address ongoing behaviour concerns: meeting with parents, introduction of a behaviour plan, individual risk assessment and possible suspensions which may lead to Permanent Exclusion. .

Copies of all letters are kept in the child's file. (Appendix A – copies of letters)

All behaviour logs are collected weekly by the Assistant Headteacher, who monitors children and patterns of behaviour. Emerging patterns are shared with the Headteacher and teaching staff so that strategies can be put into place to support the child.

Where misbehaviour occurs during break or lunchtimes the teacher on duty will deal with the incident. The child's class teacher will be informed about the incident and this will be recorded on the clipboard. If a child refuses to put their possessions or objects in their tray, or an appropriate place in the classroom, an adult may remove the possessions from them to be returned at the end of the day. (Section 13) If a child does not complete enough work during lessons they may be kept behind at break times to complete the work.

10. Removal from Classroom

Removal is where a pupil is required to spend a limited time out of the classroom. This sanction will only be used when necessary and once other behavioural strategies in the classroom have been attempted or if the child displays extreme behaviour which warrants immediate removal.

Removal will be used to enable disruptive children to be taken to a place so that the education of their peers can continue and to allow the child to regain calm in a safe space. Parents will be informed on the same day if their child has been removed from the classroom. The class teacher will provide work for the child to complete.

11. The Power to Use Reasonable Force and other Physical Contact.

The legal provisions for school discipline provide members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent for prohibited items. (Section 13)

All staff have had School Safe training and are aware of the regulations regarding the use of force and will only intervene to restrain a child accordingly. All incidents where physical restraint has been used will be recorded on CPOMS. Refer to the Positive Handling Policy.

12. Searching:

Searching can play a critical role in ensuring that schools are safe environments for all children and staff. It is a vital measure to safeguard and promote staff and child welfare, and to maintain high standards of behaviour.

The Headteacher, and staff authorised by them, have a statutory power to search a child or their possessions, where they have reasonable grounds for suspecting that the child may have a prohibited item listed below:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the child).
- Any article specified in The Schools Regulations 2012 such as Tobacco and cigarette papers, fireworks, pornographic images

Or is suspected of having any other item that the school rules identify as being an item which may be searched for such as:

- Toys, games, cards etc, which have been brought from home, that the school has agreed are not appropriate. This could vary throughout the school year and both children and parents will be aware of any restrictions. These restrictions will be communicated via newsletters, dojo and the school website.

School staff have the power to search a child for any item if the child agrees. The member of staff should ensure the child understands the reason for the search, how and where it will be conducted, the child should also be given the opportunity to ask any questions so that their agreement is informed

The Headteacher or Deputy Headteacher should be present when searches take place to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of both the child and staff. If this is not possible, then a member of Senior Leadership Team should be present.

Making a Search:

Where:

- An appropriate location for the search will be found. Where possible, this will be away from other children.

Who:

- The member of staff conducting the search **must** be the same sex as the child being searched.
- There **must** be another member of staff present as a witness to the search.
- There is a limited exception to this rule. A member of staff present can search a child of the opposite sex and/or without a witness present **only**:
 - if the member of staff carrying out the search reasonably believes that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
 - in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Extent:

- Staff may search a child's outer clothing, pockets, possessions or classroom trays.
- Staff must not ask the child to remove any clothing other than outer clothing. Outer clothing means any item which is not worn wholly next to the skin.
- Possessions means any goods over which the child has or appears to have control over – this includes classroom trays and bags.
- A child's possessions will be searched in the presence of the child and another member of staff, unless it meets the criteria outlined above.

Recording Searches:

Any search by a member of staff and all searches by police officers will be recorded on CPOMS, including whether or not an item is found. Information recorded will include who was present, what was being searched for, the reason for the search and follow up actions taken as a consequence of the search.

Informing Parents:

Parents will be informed of any search for prohibited items and the outcome of the search as soon as is practicable. The parents will also be informed of resulting actions taken by the school and if appropriate the support which will be offered to the child.

School will refer to DfE Guidance: Searching, Screening and Confiscation – July 2022

13. Confiscation

School staff can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff and children
- is prohibited or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a child's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Advice will be sought as to whether it should be handed in to the Police.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Mobile Phones are not permitted in school for Years R to 4. Year 5 and 6 children may bring a mobile phone to school for their own safety before and after school. These must be handed in to the class teacher at the start of the day, they will be stored securely in the school office and collected and returned at the end of the day.

School will refer to DfE Guidance: Searching, Screening and Confiscation – July 2022

14. Children' Conduct outside the School Gate

Teachers have a statutory power to discipline a child for misbehaving outside of the school premises. *Section 91* of the *Education and Inspections Act 2006* gives a Headteacher a specific statutory power to regulate a child's behaviour in these circumstances 'to such extent as is reasonable'.

Staff may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.

In some other way identifiable as a child at the school or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child or member of the public.
- Could adversely affect the reputation of the school.

We will also seek to establish ways of communicating with parents and others outside school about the standards expected and how out of school misconduct can be reported to the school.

15. Suspensions and Permanent Exclusions

The current statutory guidance for maintained schools, academies and child referral units on the exclusion of children will be followed – DfE July 2022

Suspensions

A suspension is when a child is temporarily removed from the school. This will be a fixed period of time but a maximum of 45 days in a single academic year.

A suspension may be used in response to a serious incident, this will include physical violence to a member of staff or child, or extensive vandalism to school property; or in response to persistent poor behaviour which has not improved following in school sanctions and interventions.

Only the Headteacher (or in the absence of the Headteacher, the most senior teacher who is acting in that role) will suspend a child. The Headteacher will use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a child.

Permanent Exclusion

A permanent exclusion is when a child is no longer allowed to attend a school (unless the child is reinstated).

The Headteacher will make the decision to exclude a child permanently:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the child to remain in school would seriously harm the education or welfare of the child or others such as staff or children in the school.

If the Headteacher suspends or permanently excludes a child, they must inform the parents / carers immediately giving reasons for the suspension, this will also be in writing. At the same time the Headteacher will make it clear to the parents / carers that they can appeal against the decision to the Governing Body. The school will inform the parent / carer how to make such an appeal.

The Headteacher will inform the Governing Body and MAT about any permanent exclusion and any suspension beyond 5 days in any one term.

If a parent / carer makes an appeal on a decision the Governing Body has a Hearings Committee which is made up of between three and five members. This committee considers any suspension and permanent exclusion appeals on behalf of the Governing Body.

When the Hearings Committee meets to consider a suspension or permanent exclusion they consider any representation by the parents / carers, the child, the Headteacher and any other professional involved with the child, this will inform their decision as to whether the child should be reinstated.

If the Governing Body decides that a child should be reinstated, the Headteacher must comply with this ruling.

16. Taking Account of Individual Children's Needs

All sanctions must be reasonable, fair and proportionate to the circumstances of the case.

The school will take account of individual children's needs and circumstances, in particular SEND, disability and circumstances of other vulnerable children when applying the Behaviour Policy.

Where appropriate the school will ensure that there are clear and visual explanations to all aspects of behaviour rewards and sanctions.

The school will make special educational provision for children whose behaviour is related to learning difficulties.

The school will endeavour to identify and support at risk children in advance and plan proactively how the school's disciplinary framework should be applied to each of these children.

The school will ensure that all those in contact with the child know what has been agreed and that every vulnerable child in the school has someone who knows them well, has good links with the home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

17. Monitoring and Evaluating Behaviour

The school will keep records of incidents of misbehaviour, parental letters, removal, suspension and exclusion details.

Careful and regular tracking of children's social and academic progress takes place across the school and we encourage children to take responsibility for their own behaviour. We actively acknowledge and celebrate improved behaviour.

Parents/carers are involved as soon as concerns arise.

Parents / carers are involved as partners and encouraged to pursue a consistent approach at home.

Children who have a Behaviour Plan will have their targets reviewed on a regular basis and parents are involved in the process. The Individual Risk Assessment will also be reviewed regularly.

The Deputy Headteacher analyses the data every half term and this is shared with the Headteacher, staff and Governors. Data is analysed at year group, class and pupil level. Data is one of the factors used to identify possible factors contributing to the behaviour and whether the level and type of support is being effective.

The school will monitor and assess the impact of our Behaviour Policy on children, staff and parents on protected characteristics. We will ensure staff are well informed about cultural differences in behaviour and their implications.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the policy is administered fairly and consistently.

The Headteacher authorises teachers and teaching assistants to discipline children in line with the Behaviour Policy.

Appendix A:
St Matthew's Church of England
Primary School

Portman Road
Ipswich
IP1 2AX
Headteacher: Mrs K Cameron



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

01473 251614

office@stmatthewscevap.uk

www.stmatthewsprimary.co.uk

White Behaviour Letter

Child's name _____ Class _____ Date _____

Dear Parent / Carer

Please talk to your child about their behaviour and remind them of the expectations at school.

If they break the rules again this week they will be sent to talk to a senior member of staff.

Thank you.

This is what I did wrong...

This is what I should've done...

Child's signature _____

Staff signature _____

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Yellow Behaviour Letter

Child's name _____ Class _____ Date _____

Dear Parent / Carer

I have spoken to your child today as they have reached the next stage of our behaviour system for the following reason(s):

I have discussed their behaviour with them and they understand the circumstances that led to this letter. I have also reminded them that should there be any further incidents of poor behaviour they will need to see the Headteacher and a red letter will be sent home.

Thank you for your support in reinforcing our Behaviour Policy. If you wish to discuss this further, please contact the school office to make an appointment.

Signed _____ Member of the **Senior Leadership Team**

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Headteacher: Mrs K Cameron



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Red Behaviour Letter

Child's name _____ Class _____ Date _____

Dear Parent / Carer

This letter is to notify you that your child has been sent to the Headteacher for persistently unacceptable behaviour.

Reasons for referral to the Headteacher:

- _____
- _____
- _____
- _____

This is your child's _____ Red Behaviour Letter of this academic year.

If your child's behaviour does not improve we will:

- Invite you to a meeting to discuss the ongoing behaviour issues
- Introduce a Behaviour Plan.
- Discuss with parents' further support including outside agencies
- Discuss with parents' further sanctions, which may include suspension and exclusion.

Signed _____ **Headteacher**