

BEHAVIOUR and RESTRAINT POLICY

MISSION STATEMENT

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

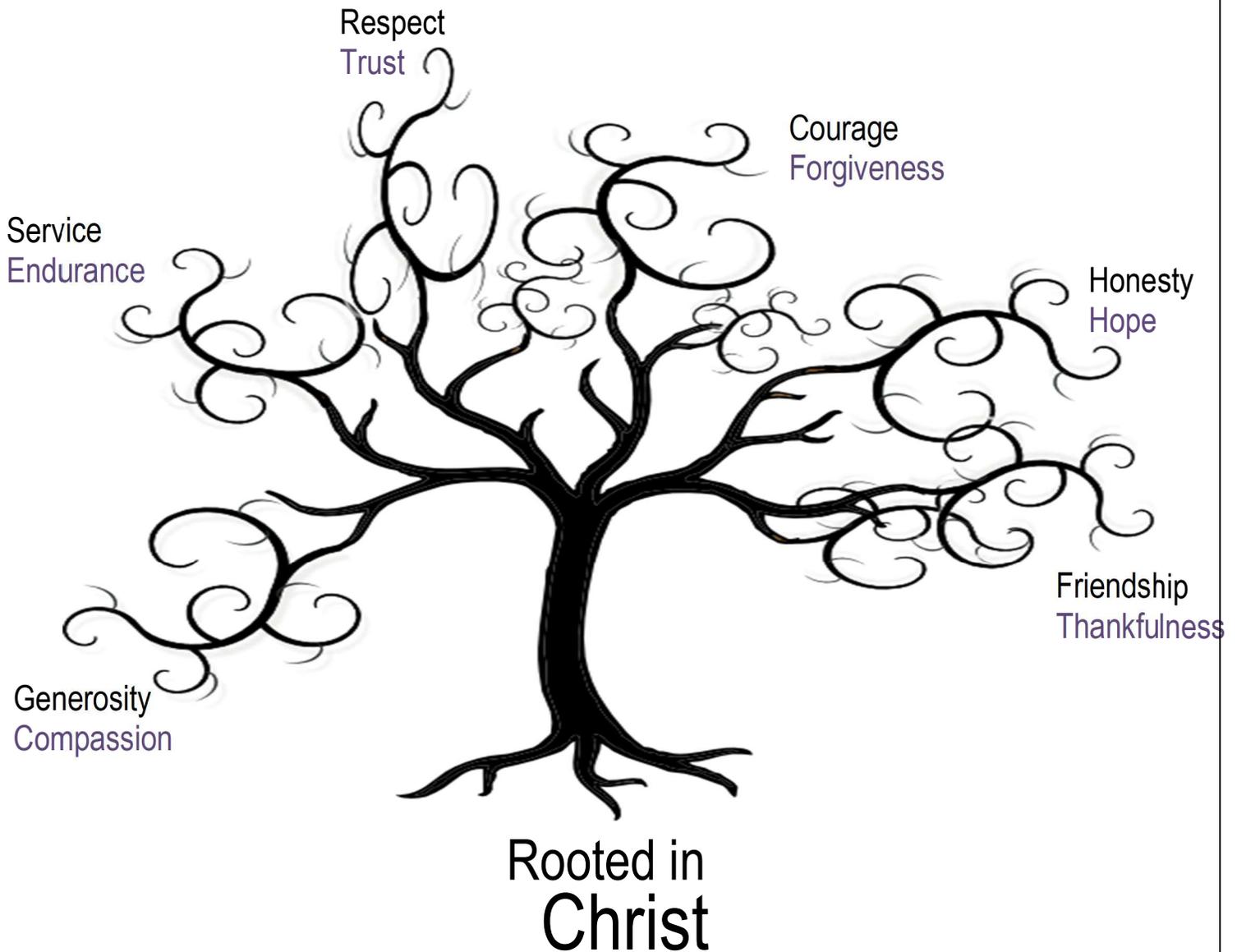
Our motto: Live, Love, Learn

Policy Reviewed	
Date: 25.09.24	By Whom: Achievement Committee
Date for next review: Sept 2025	

PRINCIPLES WRITTEN STATEMENT

At St. Matthew's, we share responsibility for the children in our care with parents and carers. We believe that children's behaviour can be shaped and guided through positive reinforcement, fair consequences and by the example they see from adults and peers around them. At the heart of our approach to shaping children's behaviour lie the school's Christian values. We actively promote these Christian values and seek to foster an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.

Here are our Christian Values (Year 1, Year 2)



AIMS

At St. Matthew's we aim to:

- Apply positive strategies to create a caring, family atmosphere in which teaching can take place in a safe and happy environment
- Teach good behaviour and reward it by providing a range of rewards for children of all ages and abilities
- Ensure that positive behaviour is rewarded and inappropriate behaviour is responded to *consistently* and *fairly*
- Teach Christian and moral values and attitudes as well as knowledge and skills in order to promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- Treat problems as they occur sympathetically - using the Christian values as a starting point - always looking for improvements in behaviour and giving children opportunities to improve
- Ensure that the agreed behaviour plan is supported and followed by the whole school community consistently.

At St. Matthew's we promote high standards in all that we do. These standards are based on high expectations of all children by all staff.

SCHOOL RULES AND CODE OF BEHAVIOUR

Our school rules and behaviour code are based on the following verse from the Bible: 'Do to others as you would like them to do to you' (Luke 6:31):

1. In class we aim to make it as easy as possible for everyone to learn and for the teacher to teach.
2. We respect each other and treat others in the way we would like to be treated.
3. We accept that everyone is different but equally important.
4. We look after our school (our trays, our toilets and our cloakroom).
5. We respect other people's property.
6. We walk around school at all times.
7. We put litter where it belongs.
8. We respect our environment.

EFFECTIVE CLASSROOM MANAGEMENT

Teachers and adults working in the classroom aim for high standards and consistency throughout the school in the management and organisation of all classroom and extra-curricular activities by:

- Ensuring that procedures are clearly understood regarding pupil discussion, participation in activities, movement in class, the way in which work is handed in, and what pupils should do when tasks are completed
- Ensuring explanations are clear
- Ensuring work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly
- Ensure that misbehaviour is handled quickly and calmly so that the pace of a lesson or activity is not lost and further disruption is minimised
- Develop good listening skills and react appropriately to pupils' opinions and responses
- Ensure that work set is appropriate to the pupils' ability
- Ensure that clear goals are set for each activity and all pupils understand them before a lesson begins
- Ensure that lessons and activities start and end on time
- Ensure that classrooms are suited to a particular activity as far as is possible
- Ensure that seating arrangements are suitable. These will often be dictated by the activity but particular attention should be paid to the location of those pupils that are easily distracted or require additional support
- Ensure that external interruptions are minimised wherever possible
- Ensure that the necessary material for a given activity is available

If behaviour falls below that expected in the classroom, teachers will always reflect upon the list above from the child's perspective, in order to establish a potential reason for this. Where necessary, the teacher will modify their practice to prevent further incidents.

REWARDS AND INCENTIVES FOR GOOD BEHAVIOUR/ACHIEVEMENT

All adults have high expectations of all the children in terms of both achievement and behaviour and adopt a positive approach and the use of positive language helps to establish an environment in which children want to both respond and demonstrate their abilities. This can be encouraged by:

- praising the good work/behaviour of an individual, group or class
- using praise stamps and stickers
- awarding team points
- asking the child(ren) to show their work/discuss their achievement with the Headteacher or Deputy Headteacher
- informing the child's parents or carers of the achievement
- achievement assembly, celebrating the children's achievements within and beyond school
- reinforcing our Christian Bible values
- 'Remarkable Readers' – children share a drink and a biscuit with the Headteacher on a Friday afternoon.

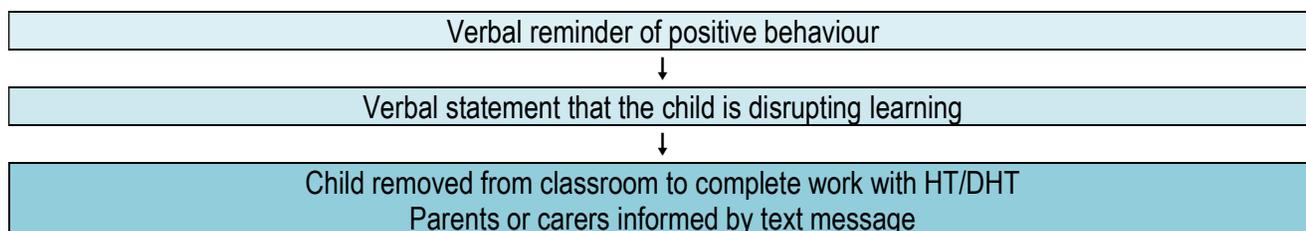
PROCEDURES AND SANCTIONS

The school has agreed the following procedures and sanctions for occasions where inappropriate behaviour occurs.

The procedure is followed consistently by all staff and has been devised to teach children that behaviour that disrupts learning has a detrimental impact on everyone within the classroom.

1. First verbal reminder of positive behaviour
2. Second verbal statement to the individual child that they are now disrupting their own learning and that of others, and this must stop
3. Teacher or teaching assistant ring for Headteacher or Deputy Headteacher to collect the child who will complete their classwork work with them for the remainder of the lesson time. This will be recorded in CPOMS and parents or carers will receive a text message to say this has occurred

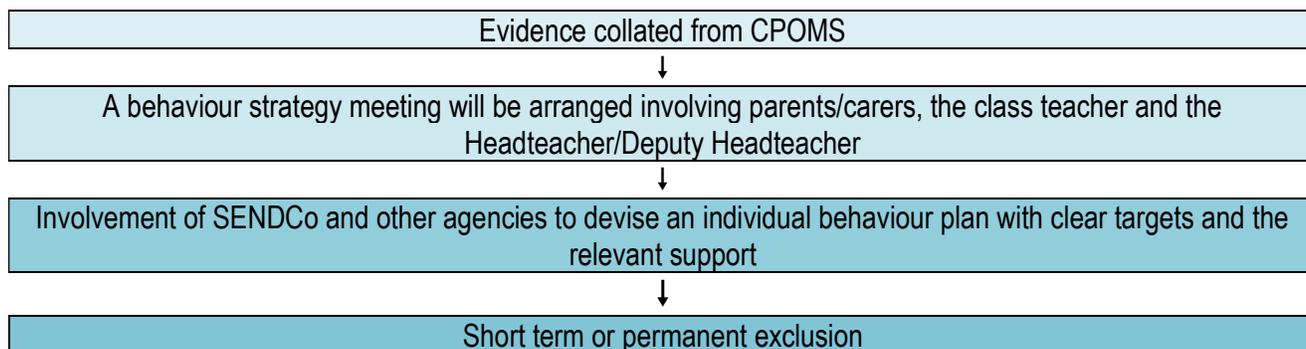
BEHAVIOUR SANCTIONS



Children will only remain with the Headteacher or Deputy Headteacher for one lesson. They will then be encouraged to continue with the rest of their day demonstrating good behaviour. Parents and carers are expected to support positive behaviour in school by discussing with their child the behaviour that resulted in them receiving a text message.

Most children respond well to clear and consistent behaviour expectations and sanctions. However, where this is not the case, staff will ensure that every effort is made to promote positive behaviour for individual children and will carry out further analysis and investigation. Parents and carers are expected to support the school by sharing information and attending meetings where appropriate.

ACTIONS WHEN REPEATED BEHAVIOURS CAUSE CONCERN



MAJOR INCIDENTS

All major Incidents will be reported directly to the Headteacher and include:

- Violence against a child
- Violence against a member of staff
- Violent and intentional damage of school property
- Theft
- Racism
- Bullying – see **Appendix**

Matters which require the involvement of outside agencies such as police/medical will be dealt with according to the procedures of those agencies and recorded as appropriate.

IMPORTANT

Any major incident can lead immediately to short term* or permanent exclusion. Permanent exclusion will always involve a discussion with the chair of the Governing Board.

*Short term exclusions may take place within school. Parents or carers will always be informed that this is taking place. Parents or carers may also be asked to take children for home for lunch for a period of time if deemed necessary.

VISITS, SCHOOL JOURNEYS, SCHOOL TRANSPORT and BEYOND THE SCHOOL GATE

All of the aims, responsibilities and guidance set out above apply when children are involved in any educational, sporting or social activity off the school site and on occasions beyond the school gate. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school. For the avoidance of doubt, the principles and provisions of this Policy will apply in all situations when children are:

- 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 pupil at St. Matthew's

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

In such circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

LUNCHTIME SUPERVISION

At lunchtime, children are expected to demonstrate good behaviour at all times whilst in the dining hall. Trained welfare assistants supervise lunch in three separate lunch sittings based on the age of the children.

Children use the yard in phase groups to allow more room for free play and better access to playground resources. Welfare assistants '*move with intention*' around the playground and engage in '*talking and tracking*' to enable them to reward good behaviour and prevent minor issues from escalating into more serious incidents.

The school's Pupil and Families Wellbeing Lead will be present on the KS2 yard at lunchtime to promote good behaviour, identify any children who need support to form friendships and prevent minor issues from escalating into more serious incidents. Any relevant incidents will be recorded in CPOMS and parents notified via text message.

Individual children who require support at lunchtime due to Special Educational Needs and/or Disabilities will be assigned a trained teaching assistant. This member of staff will ensure the child is able to access free play, form friendships and access appropriate play equipment safely.

All staff who supervise and support children at lunchtime treat them with respect and courtesy at all times. All children are expected to address lunchtime staff in the same manner.

ROLES and RESPONSIBILITIES

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Board about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The role of Governors in eliminating bullying

The Governing Board supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Board does not accept any form of bullying in our school. Any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The Governing Board monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request the effectiveness of school anti-bullying strategies.

The Governing Board responds, within ten working days, to any request from a parent or carer to investigate incidents of bullying. In all cases, the Governing Board notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Board.

POLICY FOR SCREENING and SEARCHING PUPILS

The governors recognise that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The governors have agreed that any item confiscated will be returned to the child's parent.

2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

The governors have agreed that whilst such items have never been confiscated before, where staff are suspicious that a pupil have any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc).

POLICY FOR THE RESTRAINT OF PUPILS

(Please see Use of Reasonable Force Guidance – 2012)

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20staff%20and%20governing%20bodies.pdf>

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Teachers can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed

that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

Physical intervention will usually only be undertaken by two senior members of staff. Parents or carers will be informed at the earliest opportunity and the incident will be recorded in CPOMS. This record will include:

- The name(s) of the pupil(s) and where the incident took place
- The names of any other staff or pupils that witnessed the incident
- The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defused or calm the situation, the degree of force used, how it was applied and for how long
- The pupil response and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damages to the property

The Headteacher will take responsibility for informing the parents or carers verbally or in writing of any physical intervention.

PROVISION FOR PROFESSIONAL DEVELOPMENT / INSET / SUPPORT FOR STAFF

Provision for assimilation by all teaching and non-teaching staff will be through:

- INSET
- Induction of new staff (teaching and non-teaching)
- Inclusion in Staff Handbook

Pastoral support will be available for school staff accused of misconduct, drawing on the advice in the 'Dealing with Allegations of Abuse Against Other Staff' guidance.

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation.

LINKS TO SAFEGUARDING CHILDREN IN SCHOOLS

All staff undertake full safeguarding training and receive regular updates. Part of this training includes recognising and understanding that some pupil behaviours could indicate that they are experiencing abuse or significant neglect. Therefore, the frequency and patterns of behaviours will be tracked by Designated Safeguarding Leads and where appropriate, advice will be sought from external agencies including Children's Social Care.

REVIEW

This policy has been revised following consultations with children, staff and parents or carers. Parents and carers met with school leaders on Wednesday 16th July. Revisions will be presented for approval and ratification to the Governing Board in the Autumn Term 2025.

This policy complies with section 89 of the Education and Inspections Act (2006) and the statutory guidance Behaviour and Discipline in Schools (advice for Headteachers and school staff – 2016)

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Julian Rogers
Headteacher

ST. MATTHEW'S C OF E PRIMARY SCHOOL

BULLYING

DEFINITION of BULLYING

At St. Matthew's, we consider bullying to be the deliberate, wilful and conscious desire to hurt, threaten or frighten someone. It is the systematic and continuous use of power verbally, physically and psychologically. Bullying involves an imbalance of power, leaving the victim feeling defenceless.

TYPES OF BULLYING

Bullying can take many forms and, as a school, we will not tolerate bullying of any kind.

The main types of bullying can be identified as:

- Physical - kicking, hitting, pushing, taking belongings
- Verbal - name calling, taunting, making offensive comments
- Indirect - excluding people from groups and spreading hurtful and untruthful rumours
- Cyber bullying - the use of text messaging, emailing, videoing and internet usage deliberately to upset someone else
- Homophobic bullying- name calling, taunting, making offensive comments
- Transgender bullying- name calling, taunting, making offensive comments
- Racist bullying- name calling, taunting, making offensive comments
- Disability-based bullying- name calling, taunting, making offensive comments
- Appearance-based bullying- name calling, taunting, making offensive comments

Bullying of any type is completely unacceptable in our school under any circumstances. Our children are frequently reminded of this and are instructed to inform a member of staff if they experience bullying in any form. Children should not feel frightened or worried about informing an adult if they have any worries relating to bullying. Vulnerable pupils are identified and given a 'Pastoral Passport' which allows them to go and speak to the Pupil and Families Wellbeing Lead if they are worried about anything at any time. However, any child may request one if they feel they need to talk to the PFWL. Any issues that might be regarded as child protection are recorded and referred to the Designated Safeguarding Lead.