



LOVE, LEARN, GROW

Seeking to flourish in the fullest way possible. (John 10:10)

POSITIVE RELATIONSHIPS POLICY

Status	Statutory
Responsible Person	John Shawcross
Review Date	September 2026
Responsible Governors' Committee	Full Governing Board
Ratified Date	December 2025

“Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high, and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.”
Paul Dix (2017)

1. INTRODUCTION AND LEGAL FRAMEWORK:

Our policy is underpinned by the 54 Articles of the United Nations Convention on the Rights of the Child, which came into UK law in 1992, and in particular, Article 28 which states that “discipline in schools must respect children’s dignity and their rights”, and which covers all aspects of a child’s life, explaining “how adults and governments must work together to make sure all children can enjoy their rights.”

The school will fulfil its legal duties under the Equality Act 2010 regarding safeguarding children with special educational needs and all vulnerable children. As an inclusive school, all members of the school community should be free from discrimination, harassment, victimisation, and any other conduct prohibited by or under the Equality Act 2010. The Teachers’ Standards (2012) make clear the expectation for all teachers to “manage behaviour effectively to ensure a good and safe learning environment.” Teachers must “have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.” They must “manage classes effectively, using approaches which are appropriate to pupils’ needs to involve and motivate them.” (Standard 7). The law says: The head teacher must set out measures in the behaviour policy which aim to: promote good behaviour and respect, prevent bullying, ensure pupils complete assigned work, and regulate the conduct of pupils.

The importance of good behaviour.

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 the 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 are well cared for and remain in good condition
- Children can work and play well with each other
- It prevents all forms of bullying, including online and prejudice-based bullying

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

The school has developed ‘Three Behaviour Principles’ that all actions, rules, rewards and consequences are linked to.

These are;

- Be Ready
- Be Respectful
- Be Safe

At the beginning of the school year, each class develops a set of class rules based on the following linking in the Three Behaviour Principles

- Keep your 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.

2. RIGHTS AND RESPONSIBILITIES:

The rights and responsibilities of all members of the school community in ensuring an orderly climate for learning.

- School
- Pupils
- Parents/carers

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Deliberate misuse of the uniform by the child.
- Non-compliance with adult instructions
- Indirect inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Physical violence
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - o Physical behaviours like interfering with clothing
 - o Sexual comments
 - o Sexual jokes or taunting
 - o Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Direct inappropriate language

Possession of any prohibited items for children may warrant a personal or bag search. These are:

- Knives or weapons
- Alcohol
- Aerosols
- Illegal drugs
- Medications not handed into the office (prescribed or over the counter)
- Stolen items
- Tobacco, cigarette papers or e-cigarettes
- Lighters and matches
- Fireworks
- Pornographic images
- Mobile phones that are not handed into the office

- Any article a staff member 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 pupil)

3. ETHOS:

“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)

At St Matthew’s CE Primary School, we are committed to providing an attachment and trauma-informed environment where all children can feel safe. Children who have secure attachments have higher self-esteem and empathy and can deal with stress more effectively, so they are resilient to change. For all our children, we offer compassion and cooperative learning with a caring and supportive adult. For all behaviour, every child and adult will receive calmness, connection, curiosity and cooperation to enable compassionate learning and the building of empathy and esteem for themselves and others rather than merely deterring anti-social behaviour. As a church school, our Christian Values of hope, faith, love, honesty and justice are embedded in our school curriculum for learning and behaviour.

4. WHOLE SCHOOL PRACTICE AND EXPECTATIONS:

At St Matthew’s, we feel that it is important that children see our school as a calm and safe place where they feel valued as individuals, so that they all have the opportunity to reach their full potential emotionally and academically. We have developed our school expectations based on Paul Dix ‘5 Pillars of Pivotal Practice, Adoption UK attachment training, Trauma Informed Schools UK research and practices, and DFE guidance on Mental Health and Behaviour in Schools. What we sometimes see as a failure to behave appropriately is sometimes a failure to communicate properly. Therefore, every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and more challenging interactions. All adults working in our school must understand the needs of all our children and families, and we provide our children with emotionally available adults and a safe place to **love, learn and grow**.

Our school expectations are Ready, Respectful and Safe. This allows everyone to work successfully, safely, and enjoyably. Expectations are displayed in the classroom with examples/images of good behaviour.

Consequences are referred to as outcomes. There can be one of two outcomes: natural outcomes (something they have already lost because of their behaviour, e.g. a snapped pencil, an ‘fall out’ with a peer) and logical outcomes (used when a natural outcome isn’t appropriate, e.g. a child is disrupting the lesson and not following the school expectations). When behaviour might be a result of vulnerability or other needs, then a graduated response is used.

5. FIVE PILLARS OF PIVOTAL PRACTICE:

Pillar 1: Calm and consistent behaviour:

- Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.
- Staff do not join in to express their feelings or comment on a child when the situation has been dealt with; this is ‘naming and shaming’ the behaviour and gives the wrong attention to a situation/behaviour.
- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy.
- Staff use empathetic phrases that reroute the power play, also known as fogging
- When a child misbehaves in a learning group or the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place (Table 1). This is important to develop the adult-child relationship to help restore and repair if needed. It may be that this happens later when the child is regulated.
- When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.
- Behaviour needs to be managed consistently and appropriately to support all learners and staff (Table 2)

A check-in/check-out strategy may be used when a child has needed supported regulation time.

Table 1

Stage 1 – Reminder	A reminder of the 3 simple expectations (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. Use of non-verbal cues can be used, such as drawing the child's attention to their book to begin writing.
Stage 2 - Chance	A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue. <i>"I noticed you chose to (noticed behaviour). We need to be Ready, Respectful, Safe. You now have a chance to make a better choice".</i> De-escalation strategies should be used to prevent situation progressing to the next stage.
Stage 3 - Choice	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind for 2 minutes. <i>"I noticed you chose to (noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to not meet our expectations again you will leave me no choice but to ask you to..."</i> Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. • De-escalation strategies should be used to prevent situation progressing to the next stage.
Stage 4 – Time In	This is when a pupil may need time to regulate part from the group. This can be sat in a different part of the classroom. "I noticed you chose to ... (noticed behaviour). You need to...(Go to quiet area / Go to sit with other class / Go to another table etc). I will speak to you during playtime." • This is followed up by a restorative conversation after the lesson. All missed learning time must be paid back during breaks. If learning has been disturbed then children may be required to continue missing more of their break following the restorative conversation. • Parent's to be notified at the end of the day by the class teacher
Stage 5: Escalation to SLT	If after 'Time In', the child is not settled to return to the classroom without disrupting the learning of others, the child should be escorted to a nominated member of SLT for the remainder of the lesson. DO NOT describe child's behaviour to another adult in front of the child. <i>"You are still not ready to learn so have chosen to go to ...'s classroom to complete your work. We will speak to you at the end of the lesson. Thank you."</i> • The child will then return to the original adult for restorative process. • If a child has to be escalated to SLT then a whole breaktime will be missed. • Parent's to be notified at the end of the day by the class teacher
Stage 6 – Pastoral Intervention	If reintegration or re-regulation is unsuccessful, support from the pastoral team will be needed. (HT/AHT/LM) • Children will work with the pastoral team help them return to re-regulate to their original behaviour. A pastoral intervention may need to take place. • Once the child has re-regulated, they will need to continue with their learning away from the classroom. This may take place with the pastoral team or in an office. • The child will then return to the original adult for restorative process. • Parent's to be notified at the end of the day (in-person/phone call). • Target support should be considered.

Stage 7 – Formal Outcomes	• If reconciliation is unsuccessful, a formal meeting will be convened with child, parent/carer and the headteacher/assistant headteachers. • A positive outcome will result in targets will be agreed and monitored over a 2-week period. • A negative outcome may result in suspensions. • Targeted/ intensive support should be considered.
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Table 2 (This is not an exhaustive list)

	Classroom Level	SLT/Learning Mentor	Headteacher /AHT's
	Disengagement Distracting others Slow to complete work Arguing with peers Calling out Rudeness to staff Throwing small equipment Continual talking Refusal to follow instructions Disruption to learning Swearing Threats of violence towards peers	Swearing directly at an adult Leaving the classroom Refusal to come in from playground Deliberate violence towards a child in the classroom Use of prejudicial language Upturning furniture Verbal abuse towards staff. Threats of violence towards staff. Accidental harm to an adult through unsafe actions. Persistent refusal to follow instructions	Deliberate acts of physical violence towards staff. Threats of violence that include an offensive weapon. Leaving the school grounds Climbing on school property Sexual behaviour or language, including upskirting. Internal Truancy (running around school) Persistent refusal to follow instructions
	Follow outcomes in Table 1	Time in with Pastoral team for AM or PM Targeted Support Letter / phone call home Meeting with parents/ carers A behaviour record in place	Intensive support Internal exclusion Fixed term exclusion Lunchtime exclusion Meeting with parents/ carers A behaviour record in place. (Appendix 4)

Inappropriate Behaviour

When behaviour is inappropriate, it can disrupt learning, prevent children and adults from feeling safe and happy in school and cause upset or injury to others. Behaviours do not always have to be extreme to be inappropriate. Most inappropriate behaviour is a direct result of not following the school behaviour principles or class rules as set out above. It is dealt with through the whole school strategy as set out above.

It is important that parents/carers and the school work together to encourage good behaviour. The class teacher will generally involve parents if a child's behaviour becomes a concern. Moving through the behaviour process 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.

Our positive approach to behaviour is used right across the school, and for almost all the children, this is based around a linear process which children move through. 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.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is how they communicate their emotions. We also understand that many children need to feel a level of safety before they exhibit extreme behaviours.

We use our most skilful staff to build relationships with each child where possible. Exclusions will occur following extreme incidents at the discretion of the Headteacher. We understand that throughout this process, we must explain what is happening and why it is happening to parents and arrange meetings to discuss.

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 a suspension.

Physical Attacks on Adults

At St Matthew's CE Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe, to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force, and should call for support if needed. Ideally, only staff who have been trained in physical restraint should restrain a child; however it is recognised that this may not be the case in emergency situations when the health and safety of adults or children is compromised.

All staff should report incidents directly to the Headteacher or Assistants, and they should be recorded using The school systems. We appreciate that these incidents can cause distress for the adults involved; therefore, all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidents of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. Children who attack adults may do this for several reasons, but as adults, we need to still show compassion and care for the child. However, exclusion will be considered to enable the exploration of options and the creation of a plan around the child.

Breaktime or Lunchtime Reflection

As part of the behaviour management strategy, Key Stage 1 and 2 children may miss some of their break or lunch time. 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.

Missed Golden Time

Children who are not able to participate in Golden Time will engage in a restorative discussion with a member of the Senior Leadership Team about the behaviour choices being made.

Internal Exclusion

When children have reached the stage of the behaviour management strategy that requires an internal exclusion, this is managed by the Headteacher. Children are instructed to work at an individual table in either the headteacher's office, the entrance hall or the 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 school's internal behaviour management strategy. Unless other circumstances make it necessary to do so, this is not placed on the child's record.

Suspension and Permanent 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 very rare circumstances, suspension may become necessary. For example, as a result of 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 where no improvement is seen, or there is a deliberate refusal to comply with adults in school despite support that is put in place.

The Governing Body follows all Local Authority Procedures and DfE guidance when managing suspension or exclusion. For a suspension, the Headteacher would determine the number of sessions a child is to be suspended for. If the Headteacher feels that a permanent exclusion may be necessary, the National Guidelines would be followed. However, the ethos of the school is a very inclusive one, and the school would exhaust every avenue of support and opportunity before considering a permanent exclusion.

Pillar 2: First Attention for Best Conduct

There is overwhelming evidence that the praise of good behaviour is about ten times as effective as the punishment of bad behaviour. Our emphasis is always on the recognition of positive achievements. All children have a house team and can receive team points. These are consistently used across the school so that all staff can award them to all children. Children in every class can win Dippy Winner of the day and week.

The following list is not exhaustive; staff use their creativity to change and offer meaningful rewards constantly.

Individual behaviour is rewarded with praise and stickers

Children who do not need a consequence each day are entered into the class 'dippy box draw' for the chance of a reward at the end of the day

Each class works towards a '100 Square' reward. Squares on the 100 square can be awarded by any member of staff to the whole class, group or individual children who behave in a way that is expected or have done something particularly kind or helpful. In most classes, there is also a specific 'target' – something that the class are working to improve that is also rewarded. When 100 squares have been crossed off, the class have a reward. The reward should be agreed upon at the start of the chart.

Children are presented with Star of the Week certificates in Praise Assembly, and these recognise all kinds of good behaviours, including behaviour for learning

One child is chosen each week for the Love Learn Grow Award for embodying our school vision. These children are rewarded with hot chocolate with the Headteacher (or other member of staff) on a Friday.

Every week, a child who gets to take part in golden time is entered into a class raffle, which is drawn at the end of each half term.

Each week from 3:00 pm – 3:25 pm, children are able to take part in Golden Time. Children who have not been given more than one consequence will be able to take part. There is always a chance to turn behaviour around, and this will be judged on a case-by-case basis.

Each class may also have a range of individual rewards or systems of recognition, and these are set out at the start of the year

Pillar 3: Relentless Routines

The school has employed a behaviour curriculum - The St Matthew's Way. This curriculum includes scripted routines that need to be implemented consistently.

- Meet & Greet
- Signals for silence
- Lining up
- Uniform
- Moving around corridors
- Moving to and from the playground
- Worship
- Lunchtime
- All classes have visual timetables in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a 'Now and Next' board.
- The use of the school expectations and outcomes (consequences) is consistent. The school expectations are Ready, Respectful, and Safe; these are displayed in the classroom and around the school.
- As much as possible, the daily timetable is consistent across the school.
- Expectations are the same in all classes, including the expectations of the school uniform.
- Support is offered where appropriate. Supportive outcomes are followed consistently. If a child has to leave the classroom due to challenging behaviour, the class teacher follows up to restore and repair the relationship and reflect on the behaviour.

Pillar 4: Scripted Interventions

The school expectations are simple and clear. When a child is seen not following an expectation, the child is reminded specifically about the expectation they have failed to meet, and a link to what the child is doing is made explicit.

A scripted intervention gives us an understanding of where the conversation starts, where it is going, how to deal with the child's reaction and how to withdraw with grace so that you're not standing over the child waiting for them to 'be good for you'. A scripted intervention covers all these factors in a quick way, lasting just 30 seconds.

Physical approach - Do not lean over the child, drop down to their level, kneel next to them, pull a chair up or invite them to stand at the end of the classroom and stand side by side to talk with them. Ideally, you would like the child to be looking down at you and the conversation must be as private as possible.
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Opening - Do not start a dialogue with the child by asking a question. Start with "I have noticed..." e.g. 'I have noticed you're having a problem getting started with your work'.

Second line - These are when your expectations come into play. "You know our expectation about joining in with group work."

Third line - Here you explain a sanction, and you need to be clear. "You are going to need to speak to me for five minutes at break time today."
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No arguing - Do not argue with the child. They will likely protest your third line, "No I can't see you at break..." but you do not need to argue with them, you must ignore it.
Reminder of positive behaviour - You need to have done your 'pre-work' here of previously noticing good behaviour. "Do you remember last Monday when I sent a positive note home to your mum because you were fantastic at..."
Leave - Leave before the child has a chance to protest. This is a quick 30-second intervention, and it should not keep the child under the spotlight for long.

Pillar 5: Restorative Conversations

When there is a need for a more focused behaviour intervention, a restorative conversation is carried out. This conversation must be held with the adult involved or supported by an adult if it is between children, so that there is a strong connection made. 'The behaviour of the adult lies at the heart of it all.' Restorative conversations are used over breaktimes or lunchtime. Children have 'Time-in' to regulate and repair.

- What happened?
 - What were you thinking at the time?
 - How do you think this made people feel?
 - What should you do to put things right?
 - How can we do things differently in the future?
- With younger children or children who struggle with this, we focus on:
- Who else has been affected?
 - What can we do to make things right?

5. SUPPORT

As a school, we work closely with our families to provide the best support for all our children. We ensure that senior leaders are visible and available in the mornings and after school; we have a strong Pastoral Team, and we support and refer to outside agencies if needed. Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs.

The table below shows the strategies the school uses to support all our children's relationships and behaviour needs. All children are offered universal support; some children may also need targeted support, and a few children may need additional intensive support. Early Intervention is important for us, and we use the strategies: prevention, identification, early support, and access to specialist support, as outlined in the Mental Health and Behaviour 2018 DFE publication

Role of the 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. Whatever the concern, all support is offered with a positive 'helping hand' and needs to be a partnership between parents, children and the Learning Mentor.

Role of the Headteacher

The behaviour system has clear consequences, and these set out the role of the headteacher within the process. In addition, the headteacher will have further involvement with any child whose behaviour would be considered persistently disruptive. The Headteacher will ensure that processes are put in place so that learning is not disrupted, staff and children feel safe and supported, and the child whose behaviour is a concern gets the right support to bring about improvement.

6. USE OF REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of Staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Once a reasonable force has been used or there is an increased risk that may need to be used, a 'Positive Handling Plan' must be put in place.

7. SEARCHING, SCREENING AND CONFISCATION

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screenings of pupils are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8. OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing a school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

9. ONLINE MISBEHAVIOUR

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Please see our Online Safety policy for more information.

10. SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the [headteacher/member of the senior leadership team] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

11. ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

12. MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation requires help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

13. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

For the vast majority of our children, the behaviour policy is appropriate.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) However, we still have high expectations of all children, including those with SEND needs. When as many as reasonably possible preventative measures have been put in place, this behaviour policy still applies.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured

and the school must co-operate with the local authority and other bodies as part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the expectation or instruction?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it regularly.

Pupils with an education, health, and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

14. CHILD-ON-CHILD ABUSE

Staff are fully aware of the importance of keeping all children safe and, as part of this, understand what is meant by child-on-child abuse and the strategies in place in school to prevent this from happening and the actions that would be taken should it occur. Children are taught right from Reception, through our PSHE curriculum and additional circle time activities, about respect for others. The NSPCC 'Pantosaurus' is shared regularly in Foundation Stage and KS1 and Lower KS2, and the NSPCC Speak Out Stay Safe materials, including assemblies, are used in KS1 and KS2. Direct teaching about healthy and appropriate relationships takes place in Upper KS2.

The school's Child Protection Policy sets out the expectations for dealing with instances of child-on-child abuse. All incidents, including what could be considered 'low-level' concerns, are recorded so that any patterns of behaviour can be identified. Parents are informed, and work is done with individual children to ensure understanding.

15. WORKING WITH OUTSIDE AGENCIES

If behaviour becomes an increasing concern, then the school, working with parents/carers, would seek support from outside agencies, including Behaviour Support Service, through the completion of an 'Early Help' Assessment (EHA). The EHA will help to understand what is going on for an individual child and can be the vehicle for seeking the most appropriate support. Often, the behaviours seen in school or at home can be 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.

Examples of agencies the school uses are:

TAS (Teams Around the School)

Bolton Behaviour Support
CAMHs (Child and Adolescent Mental Health Services)
iThrive
Start Well
Speech and Language referral
BSCIP referral
Counsellors
MHIST

16. TRAINING

As part of their continuous professional development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management and the expectations set out in this policy will be covered in the induction process for new members of staff.

17. PROMOTING AND DEMONSTRATING GOOD BEHAVIOUR

It is vital that all adults who 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.

18. MONITORING ARRANGEMENTS

Monitoring and evaluating school behaviour

The school will collect data via CPOMS on the following:

- Behavioural incidents
- Attendance, permanent exclusion, and suspension
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By the time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

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 de-escalation, with particular involvement of those staff who 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:

The behaviour itself or its frequency, intensity, or duration is inappropriate given a pupil's age and level of development.

The behaviour presents a threat to the well-being of the pupil and/or other pupils and staff.

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.

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.

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:

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

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

(iii) Withdrawal

This 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 the 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 coordinated and planned.

Post-incident Support

First Aid Procedures

Staff who have First Aid responsibilities are indicated on signs visible around the 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 into account 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, so that parents can also be told about it. 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 time 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.

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 Assistant Headteachers

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 “guiding elbows” to guide 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.