



'At Matching Green CE Primary School, we are all learning with our head, heart and hands so that we can experience life in all its fullness'

Behaviour Curriculum and Policy

(A STATUTORY DOCUMENT)

Publish on Website?	NO / YES
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Ratified by Governing Body:	June 2023
This policy is linked to and should therefore be read in conjunction with:	Anti-bullying, Understanding and Supporting Behaviour document, KCSIE
Review in:	September 2024
People named in policy	Senior Teacher – Amy Swanton SENDCo – Chrissie Chilvers Head Teacher – Amy Wareham

This policy complies with section 89 of the Education and Inspections Act 2006

*When seeking to achieve our vision we put our Christian Values of **kindness, endurance, thankfulness, forgiveness and friendship** at the heart of every decision.*

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values of kindness, endurance, forgiveness, friendship and thankfulness are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, respected, safe and secure.

Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to the behaviour curriculum and discipline within the school.

Our behaviour curriculum and strategy is aimed at improving educational outcomes for all children by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and wellbeing.

We believe that self-esteem affects all thinking and behaviour and impacts on learning performance and that because of this, self-esteem needs to be nurtured. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging and therefore best place to reach their full potential.

This policy will be reviewed annually and in consultation with the stakeholders.

Aims

- For every member of our school community to feel respected, safe and valued
- For every member of our school community to be treated fairly
- Raise awareness amongst the children to recognise and manage their own emotions and reactions and to develop an understanding of how their behaviour has an impact on those around them
- To support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult
- To maintain a calm, purposeful learning environment that allows children to fulfil their potential

The primary aim of the behaviour and discipline policy is not a system to enforce rules and sanctions, rather it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Objectives

This policy will:

- set out clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- share strategies that will be used for promoting good behaviour to build on children's self-esteem
- share strategies that promote mutual respect
- share strategies that manage poor behaviour and provide opportunities for children to restore and move on
- share strategies for staff to manage difficult or dangerous behaviour and to have an understanding of what challenging behaviour might be communicating
- prevent bullying

Expected Behaviours – Our Behaviour Curriculum

Throughout a school day/week our children will be faced with many different social scenarios. We respect and understand that there are different ways to behave in each of these scenarios and therefore will support the children to recognise how to behave. Each of these situations is an opportunity to model and teach children routines, habits and expectations (dos and donts) in different social situations; this also prepares children for life beyond the school gates. Please see Appendix A.

Roles, Rights and Responsibilities

In order to achieve the aims and objectives we have set out above we recognise that all stakeholder groups must work together in order for success.

The role of the child:

- to recognise appropriate and inappropriate behaviour
- to understand the consequences for inappropriate behaviour that breaks school rules
- to contribute to discussions around school and class rules
- to follow the school and class rules to support teachers to teach and learners to learn and to ensure a safe and purposeful learning environment
- to own their own behaviour
- to not shout

The role of the adults in school:

- to agree classroom rules of behaviour with each new class and to support the children to achieve these
- to ensure that the class rules are understood and enforced in their class and that their class behaves in a responsible manner

- to have high expectation of behaviour and strive to ensure that all children work to the best of the ability
- to know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account throughout the school day
- to inform parents/carers about expected behaviour, to seek support if necessary and to also celebrate excellent behaviour
- use praise to reinforce expectations
- treat each child fairly and to enforce the rules consistently
- treat all children with respect and understanding
- will have an understanding of any child with SEMH needs and how to specifically support them
- organise the classroom (and other learning spaces) in a way that encourage successful learning e.g space, seating, access to resources noise levels, routines
- plan activities that are appropriate to the ability, maturity and SEND of the children so that they are able to achieve success (in whatever way that may look for individuals)
- be aware of safety issues and overcome these in whatever way necessary (removing objects/discussion with children about how to be safe etc)
- teach children how to behaviour
- provide opportunities for children to develop different kinds of relationships with one another
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PSHE/RSE curriculum
- be consistent with rewards and relevant and proportionate when imposing sanctions
- liaise with external agencies, other adults in the school, parents/carers and the Head teacher as necessary to support and guide the interests of the child
- all adults to know when working with a child the expectations of behaviour and of the strategies used to teach and reinforce this expected behaviour
- when a child has a specific behaviour management plan transitions to another class that information is passed on
- encourage respectful attitudes for others, the environment, property and equipment
- children's needs are responded to swiftly
- being friendly and approachable

The role of parents/carers:

- the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school
- our school values and rules are shared periodically throughout the school year and we ask that parents support the school in implementing these

- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare.* We also inform parents to celebrate exceptional behaviour and attitude
- Inform the school of any medical or social circumstance that might affect the behaviour of their child
- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- Inform the school of any concerns about their own child's behaviour
- Keep in touch with their child's class teacher both formally and informally so that their child's interest can be discussed whenever necessary
- Support and co-operate with the school in implementing the behaviour curriculum and policy
- Respect the staff of the school and value their professional opinions
- Promote positive attitude towards school
- Provide a good example of behaviour

** If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If the concern remains they should contact the Chair of Governors.*

The role of the Governors:

- Responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out this behaviour curriculum and policy
- The Head teacher has the day to day authority to implement the school behaviour curriculum and policy, but the governors may give advice about particular disciplinary issues
- To elect three members of the Full Governing Body to take part in any child disciplinary committees
- Be involved in the development of the policy in accordance with the stated aims and ethos of the school
- Be informed about the successes of the policy in maintain high standards of behaviour
- Ensure that the school has a behaviour curriculum and policy
- Support staff in implementing the behaviour curriculum and policy
- Monitor and evaluate the effectiveness of that behaviour curriculum and policy in bringing about its stated aims and objectives
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school works on the principle of promoting positive behaviour which is best achieved by the development of positive attitudes and beliefs in the individual.

Whole School Strategies

We have an agreed set of values for the school community: Kindness, endurance, forgiveness, friendship and thankfulness. These values are based on our core Christian foundation.

We are good **friends** and put others before ourselves
We always work hard and welcome **challenges**
We are **thankful** for each other and our school
We **forgive** others and we learn from our mistakes
We are **kind** and treat people how we expect to be treated

The fundamental school rules are: Ready, Respect and Safe

Are you **ready** to learn?

Are you being **respectful**?

Are you being **safe**?

In addition to this each class has its own agreed rules, which are displayed in the classroom. These rules are age appropriate and may vary depending on the age group of the children.

Managing Behaviour Strategies

Staff will use the following strategies to ensure successful behaviour management:

- Set fair, positive and easily enforceable class rules that are arrived at through discussion with the children.
- Avoid confrontational discipline (e.g. ridicule, putdowns, sarcasm or embarrassment). Behaviour through respect will achieve far more than through confrontation. Positive correction where possible using placatory non-intrusive language will be more enduring in terms of behaviour management.
- Mindful of own adult behaviour in line with school's expectations
- Avoid arguing or debating the main issue. A flat statement delivered firmly and without emotion will ultimately have a greater effect.
- Positive recognition
- Consistent steps
- Always follow through action taken.

- Use systems in place in the school.
- If for any reason they are unable to deal with a situation they will refer it to their line manager.

	Steps	Actions
1	Reminder	A reminder of the three simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'think carefully about your next step.'
3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour. Use the 30 second scripted conversation (see below) Attach 'stay behind two minutes after the lesson' to this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time out	Time out might be a short time outside the room, on a thinking spot or at the side of the field. It is a few minutes of the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at break time or something more formal - see restorative conversations.

Recognition Boards (please see When the Adults Change Everything Changes and After the Adults Change; Achievable Behaviour Nirvana by Paul Dix)

A recognition board is the simple way to shift the culture in your classroom. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you **do** want does.

Write at the top of the board the behaviour on which you want to focus e.g. 'one voice', 'speak politely' or 'hands and feet to yourself'. Or perhaps your focus is less about social behaviours and more about learning behaviours. Therefore use 'accurate peer feedback', 'show working', 'working independently'. When you see the children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy; we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward at the end of the lesson/morning/day (depending on context) the aim is for everyone to have their name on the board.

Ways to sharpen your use of a recognition board

- 1, Target your recognition board at learning attitudes, not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not simply something they can already do well
- 2, names or tallies go on the board to recognise children who are demonstrating the desired learning attitude
- 3, name or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct. A different response should be given.
- 4, learners can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up four names of other children who have been consistently demonstrating the desired behaviour. Use it for reflection at the end of the lesson.
- 5, emphasise peer responsibility. It is not a competition between individual, rather a whole class helping everyone to get their name on the board
- 6, recognition boards need to be refreshed hourly, every lesson, daily or weekly depending on the age of the children and context in which you are working.
- 7, children are recognised for effort, not for achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
- 8, when everyone has their name on the board a collective 'whoop' is appropriate; large rewards are not necessary. This is critical to the success of the recognition board. If you hand a large reward as a prize at the end of the lesson, then there is pressure for others to 'support' those who don't have their names on the board. You don't want children to be thinking 'she made me miss out on the prize' or worse 'we'll get him for that at break time. To keep the atmosphere positively supportive the mini celebration at the end of the lesson is enough. You will find that more children choose to support those who are wobbling when the jeopardy is minimised.
- 9, use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Delay, Divert, Dive

Disagreements between children left unsupported can take away the focus on learning very quickly. Delay, divert and dive into the work is particularly useful if you are teaching after morning break or lunch when arguments, born in the playground, burst through the door of your classroom,.

- 1, Delay. Now is not the time – learning time is too valuable – but there might be time at the end of the lesson/at a convenient hiatus/at the end of the day
- 2, Divert. Separate the children for the lesson/session so they have space to think about other things – this is, space to be distracted by others or space so you can get to them should it spark off again

3. Dive into the work. Don't allow their behaviour to be the talk of your lesson. Keep the work as the focus and submerge the bickering by learning about something far more interesting.

Support

Children can be supported in behaving as we expect through the following means:

- Playleader scheme
- Friendship bench
- Cool down bench
- House groups
- Worry boxes
- Parental involvement in support programmes
- SENDCO/Head Teacher support
- Educational Psychologist Services
- External agencies support
- EWASS (Education Welfare and School Support) Services
- Positive rather than negative phrasing e.g. come and stand next to me, walk beside me, stay seated in your chair
- Positive body language
- Limited choice e.g. where shall we talk, here or in the prayer space?

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children and praise
- Recognition boards
- Encourage peer to peer recognition of good practice
- The use of stickers, other class specific incentives e.g. collecting marbles/Dojo's
- House points
- Star of the Week
- Celebration Assembly
- Postcards/notes/phone calls home
- Rewards are given in accordance with individual support plans/One Plans when necessary
- Visits to another member of staff or Headteacher

When a child is found to be exceeding that which is expected they should be rewarded through:

House Points

House points are given out by all of the staff and can be earned through excellent behaviour in class and throughout the whole school, and for pieces of work that have been completed either at home or at school and are of a high standard. House points are in denominations of 1, 2 and 5. House points can also be earned

through whole house activities such as Sports Day. These house points are counted up at the end of each week and the results are announced during our Celebration Assembly on a Friday. These are then added to a running total and the overall winner is awarded the House Cup and a Non Uniform Day at the end of each term.

Stars of the Week

One child from each year group is chosen to be the Class Star. A Sports Star, Overall Star are chosen out of the whole school and they are awarded a certificate and a Head Teachers Award sticker during the Celebration Assembly on a Friday. The children are also encouraged to nominate a 'Children's Chosen Star' The school acknowledges all the efforts and achievements of children both in and out of school and this is shared during the Friday Celebration Assembly.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Behaviour response: Stepped Approach
 - 1, tactically ignore poor behaviour (private signal, catch child being good)
 - 2, 'we' statement i.e. "Peter, we expect everyone to speak politely to one another, thank you"
 - 3, clear choice: that can either go into your pocket or on my desk – then walk away
 - 4, follow up on consequence
- Children who exhibit anti-social behaviour or do not reach expected expectations in class will spend time with an adult and other children involved (if appropriate) to have a restorative conversation that will support them to reflect on their behaviour and a way forward. They will also be asked to write a letter of apology (this may be changed depending on age and/or ability – at teacher's discretion) the main objective is that a sincere apology is demonstrated.
- School Values Card (see Appendix B) if a child is persistently not following the school rules and requires further intervention from the Senior Leadership Team they will be asked to complete a School Values Card. Throughout the week they will be asked to complete examples of themselves living out our school values. This will be signed off by the member of staff who was with them when they were demonstrating this value. The School Values Card is a week-long whole school approach and is an opportunity for the child to be caught doing the right thing, to build up self-esteem and to recognise the appropriate way to behave.
- Repeated poor playtime behaviour or breaches to school rules/values at playtimes will result in loss of play and the child being asked to sit on the thinking benches or on the cool down benches until a purposeful conversation can be had. Parents will be informed if poor playtime behaviour is repeated or is significantly serious.

The playground has a blue 'Chill Out Zone' where children are asked to go and sit if they feel that they need some time out away from the other children before they make the wrong choice e.g. physically hurting someone. When children are noticed sitting in the 'Chill Out Zone' an adult will go and support and intervene to support and promote positive behaviour.

Restorative Justice Conversation

When working with challenging behaviours staff will use the Restorative Justice questions to resolve conflict:

For the child that did wrong*:

1. What happened?
2. What were you thinking about at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?

For the child that was wronged:

1. What did you think when you realised what had happened?
2. What effect has this had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

*these questions can also be mixed in

- a) what was unusual about today's lesson?
- b) why do you think things went wrong?
- c) what would make it easier for us to work together?
- d) what would make the next lesson go really well?
- e) where do we go from here?
- f) who could help us with the next steps?
- g) if you had the lesson again what would you change?

Serious Misconduct

Serious Misconduct, in or out of the classroom will be referred to the Head Teacher. Serious misconduct includes; stealing, hurting other children, swearing, blatant rudeness, deliberate defiance, vandalism, behaviour which persistently interrupts the learning of other, racism or bullying. Parents will be involved in these circumstances at the earliest opportunity.

Repeated serious incidents of behaviour may result in the school seeking the support of external agencies. Parents will be involved in this and the decision processes that may follow. Children who persistently breach the school rules will have an individual support plan set up written by the staff of the school, parents, the child and if necessary external agencies.

Physical Restraint and Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Reasonable force can be used to:

- Prevent a child from leaving the school site where allowing the child to leave would risk their safety or others
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground
- Restrain a child at risk of harming themselves through a physical outburst

Please see the Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (ECC and ESCB) document for further guidance on physical restraint.

Bullying (see separate Anti Bullying Policy)

Bullying of any type is not tolerated within the school. It is recognised that there are a variety of ways in which a child may be bullied:

- Physically – by hitting, tripping etc.
- Verbally – through taunting
- Ignoring – by isolating a child from their peers.
- Cyber bullying

It is acknowledged that all forms of bullying are ongoing and have a detrimental effect on the child's well-being and that the issue must be dealt with as soon as it is brought to the attention of the school. The school has a clear policy towards those who bully:

- The incident is investigated thoroughly
- Parents (of both the victim and the perpetrator) are involved at the earliest opportunity.
- The perpetrator will be internally excluded
- The Head Teacher will meet with the parents/guardians of the perpetrator to form a joint policy on how to deal with the child.
- The Head Teacher and the parents will then talk to the child together to outline their expectations.

- If this solution is unsatisfactory the Head Teacher may suspend the child for a definite period of time from the school.

It is also acknowledged that the victim will need support within the school and following discussions with the parents and the child systems will be put in place to support the child. Examples of such support are:

- Buddy system
- Named staff for the child to go to
- Worry box/book
- Drawing therapy
- Time to talk with a named adult

The school acknowledges that the bully will also need support and it is vital to ensure that systems are in place to help the child deal with any situation without resorting to bullying tactics. Below are examples of the systems currently in place.

- Use of guidelines for Promoting Positive Behaviour
- Circle Time activities
- Role play within a small group
- Drawing therapy
- Time to talk with a named adult

In all cases follow up meetings with parents will be made to ensure that the situation is resolved.

Suspension and Permanent Exclusion

Please see the DfE document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement –this document provides the statutory guidance and will guide the Head teacher and Governing Body in their decision making. To be read in conjunction with 'Behaviour in Schools' document.

Suspension is the term used to describe an exclusion for a fixed period.

This government supports Head teachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

It is only the Head teacher that has the authority to suspend or permanently exclude a child. Parents/carers/a social worker or Virtual School head if appropriate and the Local Authority will be notified immediately of the Head teacher's decision. A child may be suspended for one or more fixed period (up to a maximum of 45

school days in a single academic year), or permanently excluded. A child's behaviour outside of school can be considered grounds for a suspension or permanent exclusion. A suspension does not have to be for a continuous period. Suspensions can sometimes only include specific parts of the school day e.g. lunchtimes.

When considering a suspension or permanent exclusion the Head teacher will consider the child's views, their age and understanding and the contributing factors identified that led to the consideration of a suspension or permanent exclusion. During a suspension children will still receive their education. Steps will be made to ensure that work is set and feedback is provided.

Reasons for exclusions please note that these are examples and there are many different types of circumstances; this is not an exhaustive list. The DfE is clear that they trust head teacher's professional judgments based on individual circumstances.

- Physical assault against another child
- Physical assault against an adult
- Verbal abuse or threatening behaviour against another child
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Searching, Screening and Confiscation

In the event of a search, screen or confiscation needed to be required the Headteacher and/or Senior Teacher will refer to the following document: Searching, Screening and Confiscation DfE September 2022

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 through which children can learn and thrive.

It is only the Headteacher (DSL) and senior teacher (deputy DSL) that has the authority to conduct searches. Ideally both the Headteacher and Senior Teacher would conduct these searches together to safeguard the

child and themselves. If only one member is on school site then the child's class teacher may be asked to be present during a search; again as a safeguarding precaution for both child and member of staff.

Any search will be recorded on My Concern. We will inform parents of a search for a prohibited item before the search is carried out. We will also inform parents of the outcome of the search as soon as practicably possible. Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The members of staff should ensure that the child understands the reasons for the search, how and why it is being conducted and where the search will take place. The child must agree to this. Please see Appendix C for what to do if a child does not agree to a search.

A Headteacher can conduct a search when they have reasonable grounds to suspect that a child in the school has a prohibited item:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/*vapes* or any other items relating to the act of smoking/vaping **anything linked to vaping is a school rule*
- Fireworks, *lighters (school rule), matches(school rule)* or other items that may cause fires
- Pornographic images
- *Electronic devices that can be used to make video recordings or to take images (school rule)*
- Any article that members of staff reasonably suspect has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the child)

Beyond the School Gate

When there are cases of poor behaviour from a child beyond the school gates e.g. travelling to or from school, talking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a child from Matching Green CE Primary School, then the school may enforce its right to apply a consequence to a child in school. Examples of this may include (this list is not exhaustive)

- Continued bullying of a child outside of school
- Use of cyberbullying outside of school
- Inappropriate behaviour taking place close to the start/end of the day when children are in their uniforms
- Behaviour that poses a threat to another child or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

Monitoring and Reviewing

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records of incidents of misbehaviour that occur in the classroom or on the playground. The Headteacher keeps a record of any child who is internally excluded, suspended or permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body reviews the policy annually. The governing body may however review the policy earlier if required by government introduction of new regulations, or if they receive recommendation on how the policy might be improved.

Expected Behaviours

These lists of expected behaviours can be found around the school in child friendly formats.

Working together as a whole class, we expect children to:

- listen to each other and to the teacher without interrupting
- follow directions the first time they are given
- respond appropriately to one another and to the teacher
- sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- be aware of and respect other people's personal space
- value other people's views and be aware of everyone's needs for time to think
- be alert and attentive
- respect the classroom environment
- respect other people's belongings and work

Working together in groups, we expect children to:

- recognise and value one another's strengths
- support and encourage one another
- respect one another's views and feelings
- work together as a team to achieve your goal
- allow everyone to contribute and not just one person
- at first try to resolve problems independently
- share and care for equipment

Working alone, we expect children to:

- concentrate on the task given and try their best to achieve as much as they can
- work independently, without interrupting other people

In the Playground, we expect children to:

- treat the equipment respectfully and to tidy up afterwards
- respect that not all children will want to play and may prefer to do something else
- to encourage other children to join in and not feel left out
- to compromise on the games played
- to agree the rules of the game before starting and not changing them halfway through
- care for others if they get hurt and seek adult support
- listen to the adults on duty
- end the game once the bell has rung

- line up in designated spaces quietly, safely and sensibly

In the hall at lunchtimes, we expect children to:

- walk into a leave the hall in a safe and quiet way
- stay seated in your space
- put your hand up if you need help and wait patiently
- talk quietly to the children on your table
- demonstrate good table manners
- say please and thank you
- use the knives, forks and cups sensibly

In Collective Worship, we expect children to:

- walk into a leave the hall in a safe and quiet way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Pray respectfully

On trips or at competitive events, we expect children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk sensibly
- Stay together
- Encourage and support one another
- Respond quickly to instructions



Matching Green CE Primary School Values Card

'We are all learning with our head, heart and hands so that we can experience life in all its fullness'

I have shown our school values this week in the following ways:

Date:	How have you shown this?	Initial
Kindness		
Endurance		
Thankfulness		
Friendship		
Forgiveness		

An adult in the school must sign off how you have shown the school values. At the end of the week, you will then share this with Miss Wareham or Mrs Swanton to celebrate how you have shown these values or to talk about how you could improve on how to show the school values.

Comments:

Signed.....

Process to follow if a child refuses consent for a search:

If the child does not agree then the member of staff must consider why this is. Reasons could be:

- Are in possession of the prohibited items
- Not understanding the instruction
- Unaware of what a search may involve
- Have had previous distressing experiences of searches

If a child continues to refuse to co-operate, the member of staff may sanction the child in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See Behaviour in Schools for more information on lawful sanctions.

If the Headteacher/Senior Teacher still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or class teacher/SENDCo who may have more information about the child. During this time the child should be supervised and kept away from other pupils.

If the child still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules. See guidance on the Use of reasonable force in schools. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

The Extent of the Search

A member of staff may search a child's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the child to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

The member of staff's power to search outlined above does not enable them to conduct a strip search.