

St Matthew's Bloxam Church of England (VC) Primary School



Positive Behaviour and Relationships Policy

September 2025

Introduction

As a Church of England school, our Christian vision and values are central to all we do. Our mission statement, "Let Your Light Shine", motivates us to look to Jesus as our guiding light. He inspires us to live out our Christian values and to strive for Excellence in all that we do; celebrating life in all its fullness. Our values of forgiveness, love, hope, friendship and respect underpin our approach to behaviour.

Rationale & Christian Foundation

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Matthew's Bloxam Primary School. It is based on our Christian Foundation and values as exemplified by the life and teachings of Jesus Christ. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community. The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Pupils have contributed to the behaviour policy through their involvement in the development of the whole school goals, and will be asked to be involved again in reviewing the policy in twelve months' time.

Let Your Light Shine

Our school vision, *Let Your Light Shine*, embraces the idea that all individuals have within them the potential to make a positive impact on the world around them through hard work and by being kind. Staff aspire to positively reinforce high expectations of these behaviours and we all work towards the following goals:



Everyone Has the Right to Feel Safe

At St Matthew's Bloxam, we believe that school is a place where children are learning how to become good citizens of the future. This means that all staff are always striving to help develop individuals who have a strong sense of self and the great importance of being respectful of everyone and the environment in which they learn.

We are less about fixed, prescribed rules but more about promoting understanding of what it is to be a decent individual, working together within a community. Therefore, every child and adult in St Matthew's Bloxam behaves in a way which respects the overarching value that:

Everyone has the right to feel safe

The implications of embracing this value on behaviour has a positive impact in many ways. It means that children do not hurt each other physically, emotionally or verbally, as this right is compromised. However, it also has implications on the classroom environment. Safe learning environments are where children can share ideas and feelings; challenge themselves and take risks. They are also where good order can be maintained by adults in calm working environments.

If we set the feeling of being safe as a starting point, then we have a single principle on which to begin teaching children about what good behaviour looks like.

The way in which we manage behaviour is, then, underpinned by, first and foremost, the principles of high quality safeguarding practice. Staff are open to individuality, caring and empathetic and strive to develop positive relationships with all children, so that they feel able to share feelings without judgement.

Equity

As members of *The Attachment Research Community*, we greatly value the extensive training we have had in order to promote attachment aware and trauma-informed, good practice.

In instances of more challenging behaviour, St Matthew's Bloxam subscribes to the principles of the *Positive Handling* programme and our last session of whole-staff development was in 2024. This means that the majority of our staff have a fundamental awareness of recognising that behaviour is communication and the importance of managing this sensitively and safely. As part of this, we are aware of the great value of letting children recuperate and repair any damage to their own emotional well-being and/or any compromises to the feelings of safety of others.

We aim to achieve as much consistency as possible for children, in terms of expectations but all staff hold in mind that:

To treat people equally, sometimes we have to treat them differently

This means that adults are able to be empathetic towards all pupils as individuals and they adapt their approaches, especially for those with SEND and particularly for those with attachment difficulties and/or those who have experienced trauma in their lives.

Restorative Practice

Restorative approaches enable everybody's voice to be heard. They provide opportunity for those who have been involved in conflict to work with and alongside others to acknowledge the impact of what has happened and take steps to put it right.

The five core beliefs of Restorative Practice are:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.

3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

What are the five steps undertaken during a restorative enquiry?

1. Unique perspective - What has happened? Start from the beginning...
2. Thoughts and Feelings - What were/are you thinking? What were/are you feeling?
3. Impact – Who has been affected and how have they been affected? What has been the hardest thing for you?
4. Needs – What do you need in order to find closure/to move forward/for things to be better?
5. Next steps - What needs to happen now?

Restorative Practice promotes empathy, compassion and understanding and works to bring a sense of closure/repair to difficult situations. It is not always appropriate to bring people together and it should not be seen as inferior to work with people separately. If individuals are willing to come together, have sincere motives and don't feel it will cause more harm, a restorative meeting is something that can be considered. Ongoing risk assessments are undertaken by trained facilitators to ensure no further harm is caused and those who have caused harm accept responsibility for their actions before restorative work is pursued.

Rewards

Positive reinforcement is the key to fostering good behaviour in class and around school. High-quality safeguarding is all about nurturing positive relationships between children and adults. All staff will always strive to be friendly and approachable and build constructive relationships with all our learners. Praising effort and kindness should be integral to the way in which staff communicate with children.

As best we can manage it, we celebrate the achievements of the whole group, whether that be the class or school, in order to reduce the anxiety and shame around certain children trying to live up to expectations that are yet beyond them.

House points are given to children whenever a member of staff has been impressed with their behaviour. Each child is given a chart to record these points. The house point chart has space enough for twenty five points and every time a chart is completed, teachers will celebrate this with parents privately. In addition, all children work together across all the teams to access whole-school rewards, decided by our school council.

We also hold whole-class assemblies, where, once a term, the class teacher celebrates the qualities and achievements of all the children in their class.

Acceptable Behaviour

The school expects pupils to work as hard as they can at all times; they should be ready and eager to learn and are not to disrupt the learning of others. Children are expected to be respectful towards everybody and everything around them: always polite and demonstrating

exemplary manners. Children are expected to demonstrate our five core Christian Values of forgiveness, love, hope, friendship and respect.

The Calm and Orderly Environment

We all promote high expectations for behaviour and conduct and establish positive relationships with all children so that they feel safe at all times. Around school, we are all responsible for children moving safely and quietly so that an orderly working environment can be accessed by the whole community.

In the classroom, staff should have a good knowledge of their pupils and their diverse and sometimes challenging contexts. There may be times where we have to exercise discretion. However, no one should compromise the calm, orderly environment conducive to more productive learning.

Managing Challenging Behaviour

Throughout a lesson, if a child is behaving in a way which is disruptive to the calm and orderly working environment, then they will be given numerous opportunities to adjust to the high expectations of behaviour.

All staff promote good behaviour through positive relationship building and positive reinforcement and praise and rewards should be seamlessly woven into all lessons. Sometimes children may need a verbal reminder about their behaviour and how it is compromising the safety of others.

However, if any disruptive behaviours persist, there is a system in place (see Appendix 1). Essentially, we are preparing the next generation to be good citizens of the world and teaching children the language of consequence, we see, is part of this. However, this consequence is centred on restoration and 'making things right'.

Reminders

Formal reminders will be for persistent 'low-level' behaviours which do not have a significant impact on the learning environment. The consequences are managed by the class teacher and these will usually take the form of the child catching up on missed learning during another convenient point in the day.

At the third time of reminding a pupil about their unsafe behaviour, they will be removed from the lesson because, at this point, we consider that reasonable opportunities have been afforded and that their behaviour is having a detrimental impact on the learning of others.

A child is removed from a lesson on their third reminder; for prejudicial behaviour; for severely disruptive behaviour or for a serious incident.

If it is practical, therefore, it does not significantly jeopardise the support for learning, a removal because of a third reminder can be managed by classroom staff. In this case, an adult would take the child to a safe space in the school and talk about restorative behaviours to put things right.

In most cases, children who need to be removed from a lesson will be managed by a member of the leadership team.

Removals from class and any involvement from the Senior Leadership Team is recorded as a number '3' on the behaviour log.

Use of the Behaviour log (Appendix 1)

The behaviour logs are returned to the head teacher at the end of each week. These are analysed by the Headteacher and if a child has received 3 lines on the log, they are spoken to on the Monday morning by the Headteacher, at either break time or lunchtime, with 5 minutes missed break.

If a child is spoken to by the Headteacher three times (in a term), a letter is sent home to parents/carers (see appendix 2). The behaviours are highlighted which the child has been on the behaviour log for. There is a form on the letter which parents are expected to return to the Headteacher to acknowledge they have received the letter and have spoken to their child to work in partnership with the school.

If a second letter is sent (in a term), it will require a face to face meeting with the Headteacher to look at ways we can move forward with improving behaviours. This may also require the input of the SENDCo, as there may be underlying issues which need exploring. (Appendix 3).

If a third letter is sent in a term, it requires the child to be on a report card. (Appendix 4).

Behaviour log analysis is carried out termly by the Headteacher. Records are kept of children who miss break times, and which letters are sent home and whether they have been acknowledged by the parents/carers. Governors also receive a termly report of classes behaviour, number of removals from class and how many letters were sent home in each class.

Internal Exclusions

We consider an internal exclusion to be the time when a child is not learning in their classroom, as a result of their unsafe behaviour.

Some time may have to be spent by the leader in order to help the child regulate their emotions and, ideally, to explore the behaviour presented.

Children at St Matthew's Bloxam are taught, within the curriculum and through worship, how to regulate their emotions. Through Protective Behaviours, PSHSE, mentally healthy schools and Christian Values, children learn; how to keep safe; how to manage their emotions and to understand what is right and wrong.

After this, the child must be under the control of the leader managing the internal exclusion.

In this time, the child must be learning under the supervision of the leader. Ideally, it will be work set by the class teacher. However, where this is not practical, leaders will have a bank of resources accessible which develop core Maths and English skills.

As part of the restorative process, the leader will talk through why the behaviour was inappropriate, how they made the other person feel and find ways of 'making things right'.

Children are only kept out of class until it is considered that they are calm to return to class and are in a mind-set to reconcile their behaviour.

There is no specific behaviour that will necessarily result in any type of exclusion. We accept that we have to adapt our expectations to give all of our children a fair chance, so that means we will always strive to accommodate everyone in ways which suit them.

If children's behaviour is deemed unsafe, then they will miss time at break and lunches to ensure their behaviour is regulated and safe, and to also offer opportunity for all other pupils to feel safe, with reference to our protective behaviours and zones of regulation policies

School has discretion to allow or disallow attendance at after school clubs and to represent their school in sports teams' dependent on pupils' behaviours within the school day.

External Exclusions

If the child refuses to learn in isolation under the supervision of a leader, this will usually result in a suspension. This is based on a purely practical notion that if the child cannot respond to any authority, they are not safe to be in school. It also recognises the fact that school is ultimately a place for learning and to refuse to do so negates its core purpose.

If a suspension is necessary, it will take the form of: an in-school suspension (internal suspension); an at home suspension or a permanent exclusion. The purpose of suspensions is to offer a period of relief for the class where an individual poses serious risk to the safety of others and disruption to the learning of other children. We make the decision whether to carry these out in-school (away from the class, supervised by a member of the senior leadership team) or insist on the child spending a period of time away from school. This decision is based on what is going to be most effective and on the resources available to us.

We do not ever wish a permanent exclusion on any child but, ultimately, these are necessary when the relationship between the child and school has broken down. This means that the child is no longer engaging with any level of the curriculum and that we are not able to adequately manage the risk that they pose to themselves or others. In this instance, we would see greater value in the child having a fresh start elsewhere.

We always take individual children's circumstances into consideration before implementing an exclusion. We aim to avoid, as far as possible, permanently excluding children who are looked after (CLA) and children with an Education, Health, Care Plan (EHCP), other than the most extreme circumstances.

Serious Incidents

We deem a serious incident to be when a child has behaved in a way, which has caused significant physical or emotional harm or put themselves and/or others in significant danger and/or where measures of management have been used over and above what is everyday practice.

The school uses CPOMS (Child Protection Online Management System). This is now used to record incidents of behaviour in the 'behaviour category'.

All serious incidents will be reported to parents and recorded on CPOMS whether it was face to face, telephone or email.

Physical Intervention

All staff have a duty of care to keep all the children in St Matthew's Bloxam safe. It is extremely rare but sometimes to ensure safety, staff may have to physically interact with children. These instances occur when a child risks harm to themselves; others and/or the environment around them.

All staff were trained in Positive Handling (de-escalation techniques and safe holding for physical intervention) in November 2023.

In all occasions when physical intervention has been necessary, CPOMS is used to record it under the 'behaviour category' and 'Physical Restraint category'.

As above, all serious incidents will be reported to parents, and recorded on CPOMS whether it was face to face, telephone or email.

Please bear in mind that if a member of staff is pregnant, as part of their own risk assessment, we advise them not to get involved in any holds which will compromise their own health and safety.

The Lighthouse (Specialist Resource Provision)

Children in The Lighthouse do not follow the usual procedures as set out in this policy. They have individual Positive Intervention Plans (PIPs) to support their behaviour. These plans are based on stages of crisis and are designed to support the children in returning to a calm manner as effectively as possible. PIPs provide clear information based on the individual child's needs which identify signs of distress with the low, medium and high stages of behaviours. The plans will detail interventions and distractions which staff can apply to de-escalate the behaviours. Within the child's level of understanding, restorative practice will be used to acknowledge the behaviours and the PIP will be reviewed. Rather than using a behaviour log, The ABC Form (Antecedent, Behaviour, and Consequence) will be applied, as recommended by Warwickshire SEND and Inclusion service.

Working Together

A system of monitoring behaviour throughout the school is in place and we will always share with parents any persistent behaviours that home and school could work on managing in conjunction. Otherwise, records on behaviour will remain part of the school's tracking system. Of course, it goes without saying, parents are very welcome to enquire with regards to these records, whenever they like.

This policy was reviewed and approved by the Governing Body in September 2024

This policy will be reviewed every three years, *or sooner if a change is required.*

Class Behaviour Log

Year : Class Behaviour Log

Week Beginning: _____

[illegible]

Year : Class Behaviour Log

Week Beginning: _____

Notes

[illegible]

Appendix 2

Dear parents/carers of

Unfortunately, I have had to speak to your child on three occasions this term for unacceptable behaviour in school.

The following reasons have been given by members of staff, regarding your child's behaviour;

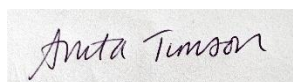
Reasons listed from the behaviour logs

I am confident that with your support that we can work as a partnership to resolve these behaviours and ensure that your child SHINES in everything they do.

If this continues to happen, there will need to be a meeting with you to discuss how we can best move forward.

Please send the form back/reply to this email to let me know that you have seen this letter and will speak to your child about their behaviour.

Yours sincerely,

A handwritten signature in cursive script, reading 'Anita Timson', on a light-colored rectangular background.

Anita Timson
Headteacher

Appendix 3

Dear parents/carers of

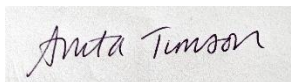
Unfortunately, I have had to speak to your child on **six** occasions this term for unacceptable behaviour in school.

As this is the second letter that I have sent to you, please could you make an appointment to see the class teacher and myself to see what steps we need to take to ensure that your child's behaviour improves.

I am confident that with your support that we can work as a partnership to resolve these behaviours and ensure that your child SHINES in everything they do.

Please send the form back/reply to this email to let me know that you have seen this letter and suggesting a time for a meeting.

Yours sincerely,

A handwritten signature in cursive script that reads "Anita Timson". The signature is written in dark ink on a light-colored, slightly textured background.

Anita Timson
Headteacher

Appendix 4

Dear parents/carers of

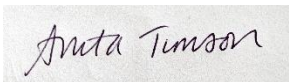
Unfortunately, I have had to speak to you child on **nine** occasions this term for unacceptable behaviour in school.

As this is the third letter that I have sent to you, your child will be on a report card for this week, which will continue if the behaviour does not improve.

A copy of the report card, which will be used, is attached to this letter. On it states the behaviours we would like to see X showing.

Please send the form back/reply to this email to let me know that you have seen this letter.

Yours sincerely,

A handwritten signature in dark ink, reading "Anita Timson", on a light-colored rectangular background.

Anita Timson
Headteacher

Behaviour Frequency Chart

Please put an **X** if the pupil does not behave and a **tick** if there have been no problems.

Pupil Name:	Class:
	Week beginning:
Behaviour to be observed:	

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Assembly					
Lesson 1					
Break Time					
Lesson 2					
Lunchtime					
Lesson 3					
Lesson 4					

Comments regarding behaviour observed