



St Matthew Academy

BEHAVIOUR MANAGEMENT

Policy

Our motto is 'Let your light shine'. It is taken from St Matthew's Gospel and captures our belief in the uniqueness of each individual. Our aim is to ensure that the talents and strengths of each pupil are encouraged, developed and celebrated

Successful, confident learners

High expectations, outstanding achievements

Inclusive, caring, Catholic community

Nurturing talent, cultivating ambition

Excellence for all

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1. Key requirements/ legal duties

This policy responds to statutory requirements that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents.

The Academy acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with special education needs and disabilities (SEND).

2. The Governing Body's statement of principles

St Matthew Academy strives to be a Catholic community in which Christian principles of care and respect are valued, with emphasis on the development of the child or young person through academic achievement and personal development. We aim to give every pupil the best and most appropriate opportunities to learn and develop.

We take our ethos from Gospel principles and work to draw out the God given potential in every child and young person.

The most important influences on a child's values, attitudes and standards are those of family, home and Church community. We aim therefore, to work in close partnership with parents to encourage all children to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment.

We recognise that education is a collaborative and cooperative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the Academy and within an atmosphere which is positive, supportive and conducive to learning.

The maintenance of a purposeful, positive learning environment is the essential factor in the achievement of successful learning and teaching and is fundamental to our policy on behaviour. Any action, event or pattern of events which undermines the good order of the Academy community also undermines the learning process and comes, therefore, within the scope of this policy.

All adults working with St Matthew Academy pupils have a responsibility for behaviour. Pupils also have a responsibility to behave well and the right to expect others to behave well towards them. Pupils are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

It is our belief that behaviour is learnt and therefore can be changed. We teach our pupils how to behave well and how to be considerate and self-disciplined individuals.

We recognise that for a variety of reasons, children, especially in adolescence, will at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved before apportioning blame. Wherever possible we will work in partnership with parents and keep them informed. We will then react, in the light of the Academy ethos, with the appropriate support or sanction or both, to deal with the particular incident and meet the needs of the pupils involved. Strategies for support and sanctions will vary and will be well known across the Academy community.

Our vision is that our pupils will behave well, enjoy Academy life and interact appropriately with others. It is fundamental to our approach to behaviour management, to stress this positive behaviour and to encourage it by an appropriate reward system. This approach creates a positive and supportive ethos with an emphasis on success and achievement.

3. Academy anti-bullying statement, procedures and reporting

Learning to live as part of a community is a complex process for adults, so it is not surprising that children who are learning about relationships, friendship and themselves, can become involved in bullying behaviour as bullies, victims or both.

Our commitment

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn, play and communicate in a relaxed and secure atmosphere. We wish to help our pupils develop a positive self-image and positive strategies for self-assertion.

We have a commitment to ensuring that the Academy ethos and curriculum actively discourage bullying behaviour.

Bullying of any kind is unacceptable in our academy. If bullying behaviour does occur all children and adults should be able to tell and know that all incidents will be dealt with promptly and effectively. We believe that ignoring bullying is wrong.

As part of our rights and responsibilities in St Matthew Academy everyone who witnesses or knows about a bullying incident has a duty to intervene, to get help and to report it.

Defining

We define bullying as any or all of the following:

- a repetitive series of actions by an individual or group which causes long lasting fear, anxiety or harm to another person or group of people
- verbal or physical actions which are designed to intentionally hurt and intimidate or to make the person who is at the receiving end feel unhappy, embarrassed or insecure about themselves

What kind of behaviour constitutes bullying behaviour?

- hitting, kicking, pushing, threatening
- nudging, whispering, sniggering, facial expressions, gestures
- making someone do something they don't want to do
- preventing someone from doing something they do want to do
- putting someone down (belittling or embarrassing or humiliating)
- being domineering or controlling
- forcing someone to be your friend – making it uncomfortable or risky for them if they are not
- making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family
- making sexist or sexually abusive comments
- using homophobic language as insults, putting people down on the basis of sexuality or the sexuality of family members
- online or cyberbullying e.g. posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones
- any unfavourable or behaviour comments, gestures or actions made to someone relating to their disability or special educational needs

What kind of behaviour is not bullying?

- occasional loss of temper
- hurting by accident
- teasing or having a joke which is received in good spirit
- falling in and out with friends
- minor disagreements

- not being friends with someone, not inviting someone to your party
- a disagreement or fight between two people of equal strength or qualities

Recognising

We recognise that when bullying takes place some or all of the following features may be present:

- it is constant, frequent or repetitive
- it is deliberate
- it is often accompanied by a threat not to tell
- it is not always obvious who the bully is or might be
- it can be a group of people, sometimes led by a bully
- it is often focused on individual differences (colour, size, ability, home circumstances)
- it can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing)
- it is often subtle and not easily detected by adults who could respond
- the bully is usually seen to be more powerful or empowered than the victim (either by being stronger or bigger or older or cleverer or by belonging to a majority group)

We define bullying by how a person who is bullied feels, rather than what a bully does.

Pupils are encouraged to 'support and report' – if you know someone has been bullied support them, but also report the incident or knowledge to an adult.

Taking action

We will take seriously all allegations of bullying, addressing as a priority the fears and concerns of the bullied.

We will ensure that all incidents are dealt with fairly and consistently.

In all incidents of bullying we will:

- gather as much information as possible, as soon as possible, from the bullied and any possible witnesses
- report the incident to the class teacher(s), Director of Learning or Head of Primary
- ensure that an investigation begins within one working day
- record exactly what has happened and make careful notes on each stage of the investigation
- use an incident sheet for recording incidents, in a consistent way that allows for monitoring of behaviour
- make sure that teaching and support staff know about the incident in order for them to be vigilant and responsive
- contact parents of the bully and the bullied in order to enlist their support
- explain the consequences of the incident(s) to all parties concerned

Responding

Academy staff will react firmly and promptly where bullying is identified. A range of strategies is available to staff, according to the nature of the behaviour and incident.

In all cases of bullying behaviour, we will:

- show that there is a united response, this is one of strong disapproval
- reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour
- implement strategies to help this change
- help pupils who have bullied to understand the effects of their actions and behaviour on others and then to alter their behaviour through Restorative Justice approaches
- ensure that a record is kept of the incident

- use peer group pressure to actively discourage bullying
- apply appropriate sanctions when necessary

When we know a pupil has been bullied we will:

- respond quickly and praise the reporter
- listen to and reassure the pupil being bullied
- reaffirm, boost or repair their self-esteem
- demonstrate our support by taking the matter seriously
- negate what has been said or threatened
- report the incident to the class teacher(s), Director of Learning or Head of Primary
- create a network of support by informing the bullied pupil's friends, parents/carers and class teacher(s) or pastoral staff
- teach or suggest ways the bullied might assert themselves or respond to future incidents
- consider training or activities for the class/school (e.g. class discussion, drama, literature, assemblies) and buddies
- when reporting to the pupil's parents/carers ask them to monitor and report

Monitoring

It is well recognised that bullying often happens in secret and is accompanied by threats not to tell. In order for us to be able to find out about bullying we will:

- encourage pupils to report bullying incidents whether they are the person being bullied or they are witnesses to bullying
- ensure that the Head of School, Head of Primary, Pastoral staff and/or senior leaders always respond to phone calls, letters or emails from parents concerning bullying behaviour
- ensure that all staff are vigilant and investigate concerns and contribute to any log or record being maintained so that we have a full picture
- ensure that all staff are kept informed about reported incidents and appropriate follow up procedures
- give the governing body a termly report on the nature, scope and frequency of bullying incidents in order to monitor and evaluate the effectiveness of this policy.

4. Academy Code of conduct

Appearance

We expect pupils to be of smart, clean appearance. They must wear the correct, clean and tidy uniform without deviations, alternatives or additions. The Head of School will be the judge as to what is appropriate in matters of appearance.

- Appropriate shoes are defined by black leather dress shoes. Trainers, Ugg-type boots, plimsols or any type of sport or canvas shoes are not acceptable. Shoes should be clean and polished. Boots, open sandals, open-toed and sling-back shoes are not permitted for reasons of safety.
- Outdoor coats should be smart rather than casual. Coats should be navy blue or black. The coat may only be worn outside of the school building.
- Hair should be clean and tidy and one colour. Long hair should be tied back for safety. Hair ornaments are limited to a simple hairband. Large flowers and bows are not allowed.
- Students are not allowed to wear scarves at any point during the school day, inside or outside the school building.
- Obvious make-up is inappropriate and should not be worn. Coloured nail varnish is not permitted.
- Jewellery should not be worn, except for a wrist watch.
- Lapel badges are not permitted.

Conduct

- Pupils should behave sensibly and with consideration to others both in school and as they travel to and from the Academy. All litter must be placed into the bins provided.
- Primary pupils arriving before 8.30am may attend an early morning organised activity or the Breakfast Club. Secondary pupils may wait quietly in the Hall, Dining Area or outside in the Recreation areas at the rear of the school.
- At breaks and lunchtimes, inside the building, pupils may only go to their classroom/form room, Hall or wet weather room as instructed, where they must behave responsibly.
- The foyer/main entrance is a waiting area for visitors. To avoid congestion pupils are asked not to congregate there.
- Pupils must use the main paths around the Academy rather than the grassed areas. The car park is not part of the play areas.
- Pupils who leave class for any reason, should ensure that they have a signed and dated permission slip/diary entry, from the class teacher.
- Personal music players and any other electronic equipment should not be brought into the Academy. If used these items will be confiscated for 7 days.
- Mobile phones must not be used in the Academy. Children must ensure mobile phones are switched off before entering school. Phones which are used on the campus will be confiscated for 7 days. Pupils found to have offensive or inappropriate material on their phones will also have them confiscated.
- If damage to resources or to the building results from inappropriate behaviour, the parents of the children responsible will be asked to cover the cost of repairs or to make a substantial contribution towards those costs.

Values

In September 2018 a group of pupils from both the primary and secondary phase launched an initiative to improve pupil self-regulation of their behaviour in the Academy. As part of this initiative pupils interviewed other pupils, led school assemblies and finally published five St Matthew Academy Values which embellishes their commitment to improve relationships and communication across the Academy. Pupils decided on the following five values and slogan:

Life at SMA would be GREAT for everyone if we all are:

- Respectful
 - Honest
 - Kind
 - Understanding
 - Helpful
- (See Appendix 1 for poster in planners and class)

Health and Safety

- Pupils are expected to behave with common sense and thought towards others, in order to avoid accidents and damage to their resources and environment.
- Primary pupils may not leave the site unless with their parent/carer or a member of the Academy staff and with the permission of the Academy and parents/carers.
- Secondary pupils may only be sent home or given permission to attend an appointment by their Director of Learning or a senior member of staff. Staff and parents must be aware of their whereabouts at all times.

- Pupils leaving the Academy for appointments during the school day must have written permission from parents/carers and this must be checked by their Director of Learning before they are allowed to leave the site.
- Inside the buildings, pupils must always walk. Staff and pupils are expected to move quietly and quickly to lessons.
- For safety reasons, cyclists must walk along the drives when entering or leaving school. Cyclists should ensure that their cycle is securely locked and they are wearing a helmet whilst cycling.

Recreation Areas

- The main drive and car park areas are not recreational spaces and children should avoid them.
- The recreation areas around the school are for quiet activities – no ball games.
- Secondary pupils may use the tennis courts for ball games.
- Secondary pupils may use the grass pitches may at lunch times in the summer term with the permission of the PE staff.
- Secondary pupil may use the all-weather and grass pitches at lunchtimes with the permission of staff on duty.
- Secondary pupils must not go into the primary play areas unless they have permission or are taking part in an organised event or activity.

Items Not Acceptable in School

- Chewing gum and Tippex are not allowed in school.
- Pupils must not bring any potentially dangerous items or substances into school, e.g. knives of any kind, including penknives, hobby knives, matches, lighters, screwdrivers, etc.
- The school operates a No-Smoking Policy, therefore smoking is strictly forbidden for staff and visitors. Cigarettes brought into school by pupils will be confiscated and destroyed and parents informed. Students will receive an appropriate sanction following a thorough investigation. This is likely to be a fixed term exclusion from school.

Medical Needs

Admin must be informed of all children regularly taking medicines. Unless it is specified by a doctor that pupils should carry medication with them, medicines of any sort (including aspirin, ibuprofen and paracetamol) should be clearly labelled with the owner's name and stored with Admin.

Older pupils who suffer from asthma should ensure that they carry treatment with them at all times.

For full details please refer to Medical Needs Management Policy.

5. Behaviour Outside the Academy

Pupils' behaviour outside the Academy is subject to the same expectations as when they are on the premises and is subject to the Academy behaviour policy. Such examples are (but not limited to):

- at Academy sports fixtures, school journeys or work experience
- if a pupil is involved in unacceptable behaviour when recognisable as a member of the Academy either by uniform or other form of identification

Poor behaviour in these circumstances will be dealt with as if it had taken place in the Academy. For behaviour outside the Academy but not on Academy business the Head of School will exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

If pupil's behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy is poor and meets the criteria for exclusion then the Head of School may decide to exclude, especially where it brings The Academy's reputation into disrepute.

6. The use of reasonable force

The Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all Academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

For full details please refer to the Restraint policy.

7. Malicious accusations against Academy staff

The Academy recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the Police if there are grounds for believing a criminal offence may have been committed.

For full details please refer to the Safeguarding policy.

The Academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

8. Behaviour Procedures

The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

Behaviour in lessons

All pupils are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time equipped for learning.

In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the Academy's belief in positive reinforcement, pupils who display positive learning behaviours should receive praise and recognition.

Negative behaviours, and pupils displaying negative behaviours, will be corrected in line with the Academy disciplinary sanctions.

Additional to the types of behaviours which place a pupil at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

Adult Key Responsibilities

All adults are expected to:

- Follow the school behaviour policy.
- Be fair and consistent regarding both rewards and sanctions.
- Make regular reference to the school rules – seeking positive reinforcement and praise as well as a baseline for unacceptable behaviour.
- Be out of their classroom, visible and assisting in managing the pupils during lesson change overs. Those that are teaching should be at their doors meeting and greeting pupils and checking school uniform. It is important that pupils are dismissed on time at the end of every lesson.
- Communicate concerns regarding a pupil's behaviour to the form tutor or Director of Learning (DOL)
- Attend weekly morning pastoral meetings chaired by the Director of Learning, where pupil concerns, achievements and progress are discussed.
- Contact parents regularly
- Use the SIMS Management System to keep clear records of concerning behaviour including minor and major incidents and contact with parents.
- Follow the Academy Safeguarding policy when a pupil's behaviour raises a more serious cause for concern.

Active involvement of parents

We aim to involve parents/carers actively on learning behaviour issues. Approaches may include:

- Phone calls
- Text messages
- Meetings
- Early involvement
- Letters
- Supporting pupils on reports
- Home School Agreement (see Appendix 2)
- Request to attend re-integration meetings
- Pupil Planners which allow for two-way communication
- Invitations to agency meetings
- Follow up and routine communication

Parents/carers are welcome to approach Academy staff for informal or formal discussions about their child's education.

9. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Staff members work in collaboration to ensure that:

- Lessons have clear objectives, understood by pupils, and are differentiated to meet the needs of all ability groups
- Marking is used both as a supportive activity, providing feedback to pupils on their progress and achievements, and as a signal that their efforts are valued and progress matters
- Pupils are actively involved in their own learning
- Classrooms are welcoming, well-organised and help pupils to develop independence and personal initiative
- Displays demonstrate the value of every individual's contribution, thus helping to develop their self-esteem
- Pupils have regular, planned opportunities to engage in a variety of PHSCE activities, some of

which are connected to promoting positive behaviour.

10. Primary Phase Behaviour Procedures

In the Classroom

All teachers aim to develop a classroom atmosphere that is conducive to positive behaviour. A variety of strategies are used to promote and reward good behaviour:

- Class rules are displayed in classrooms and referred to regularly
- Use of encouragement and praise
- In EYFS to year 1 all pupils begin the day on the 'half-full sun' on their behaviour charts (Shine like the sun)
- In Year 2 to Year 6 all pupils begin the day with 'Five Stars' – the responsibility is for them to keep these stars (Reach for the Stars)
- Use of motivation stickers, certificates and awards (e.g. Star of the Week)
- Allocation of 'class monitor' roles
- Class rewards (choosing an activity)
- Behaviour monitoring charts displayed on walls
- Informing parents (verbally, by letter, postcard home)
- Weekly Power Hour sessions where children can choose to join in with one of several organised activities that are on offer
- Use of peer support (e.g. buddying).

In the playground

Staff who supervise playtime meet regularly to review and develop provision and to receive training. All staff are informed of any pupils who have particular issues or needs (e.g. medical, friendship, communication) and of any who are new to the school. There are visual prompts such as signs and posters displayed in the playgrounds and corridors to raise awareness of strategies for successful playtimes. Class teachers are informed of any issues or incidents by staff on duty.

10.1 Rewards

One of the most effective ways of changing behaviour is to reward good behaviour and discourage/punish poor behaviour. We aim to reward pupils constantly for their hard work, community action and achievements.

Achievement points

Staffs dispense Achievement points to pupils for displaying one of the five learning characteristics.

The table below represents how an accumulation of achievement points will be rewarded throughout a term.

Points	Actions and possible rewards
Stage 1	
An accumulation of 50 achievement points.	Will be a given an opportunity to go and visit their phase leader and receive a bronze reward.
Stage 2	
An accumulation of 70 achievement points.	Will be a given an opportunity to go and visit the DHT and receive a silver reward.
Stage 3	
An accumulation of 90 achievement points.	Will be a given an opportunity to go and visit the HT and receive a gold reward.
Stage 4	
An accumulation of 120 achievement points.	Will be a given an opportunity to go and visit the HT and receive a platinum reward.
Stage 5	
An accumulation of 150 achievement points.	They will be selected for a special reward at the end of term.

Pupils can receive a maximum of 5 achievement points per day (25 per week) and should be entered on to SIMS by the end of the day.

Whole school initiatives

- Celebration of good work in weekly whole school assemblies
- Giving of certificates for significant achievements
- 'Star of the Week' awards for two pupils per class, whose names are recorded in a special book and displayed on a notice board
- 'Class of the week' award – this is presented every Friday to the class that has had the best playground behaviour (measured by the number of incidents logged in the Time Out log)
- Special themed assemblies where ideas are presented to the rest of the school and parents/carers
- Children have opportunities to take on a specific role (Class Buddy, Playground Buddy and School Council Representative).

10.2 Sanctions

Inappropriate behaviour

Unacceptable behaviours are categorised as: stage one, two or three. They include following:

- Disobedience to a reasonable instruction
- Damaging property

- Truancy
- Biting, spitting, hitting and kicking
- Answering back, rudeness or aggression to adults
- Foul language and swearing
- Stealing
- Forming gangs and bullying
- Making unkind/offensive remarks (e.g. racist, sexist).

Dealing with inappropriate behaviour

We expect all staff to develop positive relationships with pupils that lead to mutual respect and positive behaviour. Nonetheless, alongside rewards there is a need for sanctions so that pupils understand there are consequences to inappropriate behaviour.

a) Key Stage 1 -SHINE LIKE THE SUN

On a daily basis, each pupil will begin the day on the 'half sun', on the assumption that they will follow all our school's expectations. Pupils will either move to the sun or rainbow, if they have demonstrated an excellent attitude to their learning and the appropriate classroom behavior. However, pupils will be moved to the half cloud, cloud or rain cloud if they do not follow the agreed whole school rules. If pupils are moved to the rain cloud during the day, their parent will be informed by the class teacher at the end of the day and they will be awarded a behaviour point on SIMS.

Actions that will amount to a pupil being moved to half cloud, cloud or rainstorm.

Stage one (example: constant talking, not listening, interfering with others, etc.) will be subject to 2 warnings from the teacher before a pupil is relocated from half sun to half cloud, if the behaviour continues the child will then move to the cloud and then rain cloud.

Stage two (example: back-chatting, disrespecting another adult or pupil,) will be subject to one warning from the teacher before a pupil is relocated from the half sun to the cloud.

Stage three (example: Walking out of a lesson, swearing, etc.) will result in a pupil is relocated from the half sun to a rain cloud and a behaviour point will be recorded onto SIMS.

Persistent stage one& two disruption should be dealt with by following the outlined procedure:

- Pupil should be moved to a place where they are sitting alone
- If their behaviour does not improve, they are sent to parallel class with work they can access independently
- If when they return their behaviour does not improve, they should be verbally warned they will be sent to the Phase Leader, they will also receive a behaviour point on SIMS
- Sent to the Phase Leader with work they can access independently
- If a child is sent to the Phase Leader repeatedly over the course of a week, the class teacher should then arrange a meeting with a parent or career to discuss their behaviour
- If behaviour does not improve then the Phase Leader will discuss possible next steps during the weekly Middle Leader inclusion meeting.

For the following 'Stage three behaviours, children should receive an immediate consequence of Time Out and a behaviour point being recorded onto SIMS:

- Physical hurting of another child or adult (hitting, kicking, slapping etc.)
- Inappropriate language e.g. swearing
- Refusing to follow instructions
- Any other extreme behaviour which disrupts learning
- Stealing

If this behavior continues the pupil will be dealt with by following stages of intervention.

b) Key Stage 2 -REACH FOR THE STARS

On a daily basis, each pupil will be issued with five stars, on the assumption that they will follow all our school's expectations. Therefore, each pupil will potentially earn twenty-five stars per week.

A pupil will only lose a star (receive a behaviour point on SIMS) upon not keeping to school expectations. If a pupil loses more than five stars (receives five behaviour points for the week), they will lose out on their Power Hour on that Friday. If the pupils have retained 20 stars and above – they will be entitled to their Power Hour.

If a pupil has kept 93% of their stars' over Term 1, they will be entitled to a Bronze Award. Likewise, if 93% of their stars are retained over Term 2, the pupil will be entitled to a Silver Award and finally a pupil will receive the Gold Award for retaining 93% of their stars throughout the academic year.

The number of stars (behaviour points on SIMS) achieved per week by each pupil are recorded by teachers and monitored by the Phase Leader and SLT.

Actions that will amount to a losing of stars

Stage one (example: constant talking, not listening, interfering with others, etc.) will be subject to 2 warnings from the teacher before a pupil will lose a star for that day.

Stage two (example: back-chatting, disrespecting another adult or pupil,) will subject to one warning from the teacher before a pupil will lose a star for that day.

Stage three (example: Walking out of a lesson, swearing, etc.) will result in an immediate loss of a two stars for that day.

Each star lost is equivalent to one behaviour point. Behaviour points will accumulate depending on a pupil's behaviour and where thresholds are reached, actions relating to that threshold must be adhered to. At each stage an investigation will be conducted:

c) Incident Referral

- When a pupil has been removed or has been asked to leave a classroom by a class teacher this must be followed up by entering the incident on SIMS. This needs to be logged as an Incident Referral.
- The inclusion team and the Deputy Head teacher will analyse Incident Referral trends, offering extra support to members of staff where necessary, or using the analysis to intervene with pupils requiring behaviour support.

d) Detentions

Senior and middle leaders supervise detentions during lunch time. A lunch time detention will last a period of twenty minutes.

Each detention type (For example no homework, disruptive behaviour or insolence) will have a numerical value. If a pupil receives a lunchtime detention they will lose one star which is equivalent to receiving one behavior point on SIMS.

e) Restorative Meetings

If SLT sends a pupil home, it must be recorded as a fixed term exclusion from school. The pupil should return back to school until a member of SLT has met with their parents. This meeting should include the Phase Leader or member of SLT and the original member of staff where the incident took place. In this case a restorative justice approach will be used.

Actions agreed at the meeting will be recorded and added to the serious incident file.

f) Exclusions

Pupils can receive three types of exclusions: An internal exclusion, fixed-term or permanent exclusion. The Deputy Headteacher keeps a record of any pupil who has been excluded. Before deciding to exclude a pupil a full incident report is submitted from the investigating member of staff and the pupil is allowed to give their version of events. Where possible, parents/carers are contacted to discuss the exclusion before receiving confirmation in writing.

o Internal Exclusion

Internal exclusion is an alternative to fixed term exclusion and is only used for serious offences.

o Internal Exclusion – Referral to the Nurture room

The Nurture room

The Nurture room is designed to be an area where children can feel safe and secure and therefore develop their individual needs further. The Nurture room is part of the school's Inclusion provision. Its purpose is to offer children opportunities to develop, promote and support their social and emotional development.

It is an on call room that supports children removed from their class to reflect on their behaviour. It has three purposes:

- In the event of a serious incident occurring and said pupil needing to be removed from their class.
- For interventions to support pupils in their social and emotional development.
- As and when needed pupils will have access to the Quiet Work Zone.

o Internal Exclusion – Referral to the Behaviour Support Room

For more serious offences pupils can be referred to the Behaviour Support Room. This normally due:

- The event of a pupil being sent home and parents cannot be contacted. In this case pupils can be placed in the BSR for a day and return when stated, accompanied by a parent(s)
- Whilst Phase Leaders and Deputy Head Teacher conduct investigations regarding an incident before making their final decision

The BSR is a dedicated space where pupils sit in isolation, away from other pupils. They work in silence.

- Staffing of the BSR is covered by a rota of Pastoral staff.
- Only cold food is allowed in the BSR. At lunchtime, pupils will be offered a sandwich lunch and a drink
- Pupils placed in the BSR are dismissed back to their classes at 3:15pm.
- Students returning to mainstream lessons must be placed on a phase leader report for a period of one week following a period of two or more days in the BSR.

- Any student placed in the BSR for more than 5 days must be monitored by Deputy Head Teacher for a period of two weeks.

- **Fixed term and permanent exclusion(s)**

Where behaviour has been deemed persistent, disruptive or dangerous, a pupil may receive an external exclusion by the Head of the Academy or Head of Primary. The length of exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders may face permanent exclusion.

Primary Stages of Intervention

Points	Consequence
Stage 1- Class teacher	Class teacher actions and possible sanctions
An accumulation of 10 negative points.	<ul style="list-style-type: none"> • Class teacher investigation • Meeting with parent • Targets and support put in place in the classroom
Stage 2- Phase leader and or Inclusion team (AHT)	Phase leader and or Inclusion team (AHT) actions and possible sanctions
An accumulation of 20 negative points	<ul style="list-style-type: none"> • Meeting with parent (<i>Phase leader</i>) • Home school contact book (<i>Phase leader and class teacher</i>) • Positive behaviour plan (<i>Inclusion team</i>) • Possible referral to external agencies via the inclusion manager (<i>Inclusion team</i>)
Stage3- Deputy Headteacher	DHT actions and possible sanctions
An accumulation of 30 negative points	<ul style="list-style-type: none"> • Meeting with parent • Referral to nurture room • Home school contact book • Positive behaviour plan • Possible referral to external agencies via the inclusion manager • Fixed Term Exclusion (Internal)
Stage 4- Head of Primary	HT actions and possible sanctions
An accumulation of 40 negative points	<ul style="list-style-type: none"> • Meeting with parent • Referral to nurture room • Home school contact book • Positive behaviour plan • Targets and support put in place • Fixed Term Exclusion (Internal or external)
Stage 5- Head of School	HS actions and possible sanctions
50 + Negative points investigation	<ul style="list-style-type: none"> • Pupil and parent to appear before the Head of School/ Governor's Panel • Fixed Term Exclusion • Alternative provision • Possible Permanent Exclusion

N.B. There will be cases where pupils' points will be monitored over the course of the academic year – this usually due to a serious cause for concern.

11. Secondary Phase Behaviour Procedures

11.1 Rewards

One of the most effective ways of changing behaviour is to reward good behaviour and discourage/punish poor behaviour. We aim to reward pupils constantly for their hard work, community action and achievements.

Achievement points

Staff give out Achievement points to pupils for a variety of achievements, behaviour or contribution to school, e.g. an excellent piece of work, exceptional effort, good social behaviour etc. The reward is always specific to the particular pupil, rewarding each individual according to their own particular efforts, strengths or attempts to overcome weaknesses. To try to engender a corporate spirit, class and form groups will be encouraged to compete for whole group prizes.

Subject Certificates

Certificates for achievements are given by most faculties for a variety of reasons and activities. Staff aim to reward exceptional effort, sustained commitment and outstanding achievement.

Awards Assemblies

Each year group has an assembly in the week of their Achievement Awards Evening where pupils who have been nominated by staff but have not been selected for an Award receive certificates from the Director of Learning.

Key Stage 3 Achievement Awards Evenings

These are annual events during the course of the academic year, arranged for pupils in Key Stage 3. Staff will nominate individual pupils for effort, commitment and achievement both in subject areas and for their contribution to the whole school community. Parents are invited to attend. The Head of School and pupils jointly report on the year's activities.

Key Stage 4 Achievement Awards Evening

This is a more public occasion for the school to congratulate and reward individual pupils in Key Stage 4 for their efforts, contribution and achievement over the previous academic year, in public examinations or over their whole time at the Academy. It will be held early in the autumn term and will be attended by nominated pupils from the previous Year 11, the current Year 11, their parents and the governors. An invited guest speaker will present awards.

11.2 Sanctions

Dealing with inappropriate behaviour

We expect our teachers to manage groups skilfully and to develop positive relationships with pupils that lead to mutual respect and positive behaviour. Alongside rewards there is a need for sanctions so that pupils understand there are consequences to their inappropriate behaviour. At St Matthew Academy Secondary sector we follow a structured approach to managing behaviour.

When using sanctions, it must be made clear to all involved why they are being applied.

Examples of sanctions are:

- Verbal warning or verbal admonishment
- Pupil's name is written on the board
- Behaviour point(s) are issued for:
 - Lateness to lessons
 - Inadequate classwork
 - Disruptive behaviour
 - Inadequate equipment
 - Unacceptable Homework
 - Missed Detention
 - Bullying
 - Insolence
 - Incident Referral
- Student receives a same day detention for these incidents
- If there is a more serious incident in lessons, and a teacher needs a pupil removed because they have been verbally or physically aggressive, or displays a distinct unwillingness to follow staff instruction, a member of SLT should be called to remove the pupil and assess the pupil's next steps. This is referred to as an Incident Referral.

Incident Referral

- When a pupil has been removed from the classroom by a member of SLT, the member of staff will follow this up by entering the incident on SIMS. This needs to be logged as an Incident Referral.
- Directors of Learning will analyse Incident Referral trends, offering extra support to members of staff where necessary, or using the analysis to intervene with pupils requiring behaviour support.

Detentions

- Form tutors supervise detentions for the first twenty minutes at the end of the day. Pupils with homework detentions and 2 or more behaviour points are then escorted to the centralised detention on the Mezzanine.
- **The Points System**
- Each detention type (for example: No homework, Disruptive behaviour, Insolence, Late to lesson, Late to school) will have a numerical value. Each is worth 1 point. Behaviour points will accumulate depending on a pupil's behaviour and where thresholds are reached, actions relating to that threshold must be adhered to.

Restorative Meetings

When there has been a breakdown in the relationship between a member of staff and a pupil which has culminated in a pupil being removed or excluded, there will be a formal restorative reintegration before the child is allowed back into class.

If SLT sends a pupil home, it must be recorded as a fixed term exclusion from school. The pupil should not be back in school without having a meeting with the pupil's parents. This meeting should include the DOL or member of SLT and the original member of staff where the incident took place. In this case a restorative justice approach will be used.

Actions agreed at the meeting will be recorded and added to the pupil's file and the DoL year folder.

Internal Exclusion – Referral to the Behaviour Support Room

Internal exclusion is an alternative to fixed term exclusion and is only used for serious offences. The exception to this is:

- In the event a pupil being sent home and parents cannot be contacted. In this case pupils can be placed in the BSR for a day and return when stated, accompanied by a parent(s)
- whilst DOLs conduct investigations regarding an incident before making their final decision

Only Directors of Learning and SLT can refer a pupil to Internal Exclusion which should be no less than 2 days. Internal exclusion takes place in the BSR.

The Behaviour Support Room

This is a dedicated space where pupils sit in isolation, away from other pupils. They work in silence.

- Staffing of the BSR is covered by a rota of Pastoral staff.
- Only cold food is allowed in the BSR. At lunchtime, pupils will be offered a sandwich lunch and a drink
- Pupils placed in the BSR are dismissed at 4pm daily.
- Students returning to mainstream lessons must be placed on form tutor report for a period of one week following a period of five days in the BSR.
- Any student placed in the BSR for more than 5 days must be monitored on a DOL report for a period of two weeks.

SECONDARY PHASE POINTS SYSTEM AND STAGES OF INTERVENTION	
POINTS	CONSEQUENCE
1 point in a day	20 minute form tutor detention after school
2+ points in a day	1 hour centralised detention after school
4 points in a week	SLT Saturday detention (8:40 – 11:40 a.m.)
Stage 1- Form Tutor	
	Form Tutor actions and possible sanctions
10 Behaviour points investigation	<ul style="list-style-type: none"> Form Tutor Investigation Tutor Report (2 weeks)
20 Behaviour points investigation	<ul style="list-style-type: none"> Meeting with Parent Tutor Report (4 weeks)
Stage 2- Directors of Learning	
	DoL actions and possible sanctions
30 Behaviour points investigation	<ul style="list-style-type: none"> Meeting with Parent DOL Report (2 weeks)
40 Behaviour points investigation	<ul style="list-style-type: none"> Referral to BSR (1 week) DOL Report (4 weeks) Lunchtime detention 1 week
Stage 3- Escalation to AH/DH	
	Actions and possible sanctions
60 Behaviour points investigation	<ul style="list-style-type: none"> Fixed Term Exclusion PSP Referral monitored by BSR Manager Deputy Head Meeting with Parent Governor's final warning
Stage 4- Head of School	
	Actions and possible sanctions
60+ Behaviour points investigation	<ul style="list-style-type: none"> Pupil and Parent to Appear before Head of school/ Educational Provision Possible Permanent Exclusion Alternative Educational Provision

12. St Matthew Academy Exclusion Policy

We recognise our duties and responsibilities as laid down by the DfE: *Exclusion from maintained schools, academies and pupil referral units in England September 2017*) and aim to avoid exclusion wherever possible. St Matthew Academy is committed to inclusion; however, the Governing Body recognises that from time to time situations may arise when the Head of School may feel that exclusion is an appropriate response to a situation or action on the part of a pupil.

The decision to exclude a pupil may be taken in the following circumstances:

- in response to a serious breach of the Behaviour Policy
- in response to persistent breaches of the Academy Behaviour Policy and that allowing the pupil to remain at St Matthew Academy would prejudice the education or welfare of the pupil or others in academy

Exclusion is an extreme sanction and is only available to be administered by the Head of School.

Exclusion is not an appropriate sanction for minor incidents but may be used for:

- defiance of staff instructions
- verbal abuse to staff and others
- verbal abuse to pupils

- physical abuse to / attack on Staff
- physical abuse to / attack on pupils
- indecent behaviour
- damage to property
- misuse/trading of illegal drugs
- misuse/trading of other substances
- theft
- unacceptable behaviour which has previously been reported and for which the Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour
- the bringing into The Academy weapons of any description
- behaviour that brings the academy into disrepute

The list above is neither exhaustive nor is it prescriptive. Each pupil's behaviour will be judged individually and the context will always be taken into account.

Procedures and Expectations

Fixed Term Exclusion

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- In more serious cases the Head of School may decide to exclude a pupil for 5 days.
- DFE regulations allow the Head of School to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one the school year.
- Following exclusion parents are contacted immediately where possible. A letter is also sent with the pupil and by post giving details of the exclusion and the date the exclusion ends.
- A reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and / or Secondary Director of Learning, and other staff where appropriate. Parents or a responsible adult must attend the reintegration meeting.
- In some cases, the Academy may choose to administer further sanctions on return to the academy, such as a period of close monitoring or time away from peers.
- If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be considered.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. It will usually be the formal step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

There are exceptional circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying or use of an illegal drug
- Carrying an offensive weapon *
- Arson

The Academy would consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Academy.

**Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him'.*

Factors The Academy considers before making a decision to exclude

Exclusion will not be imposed in the heat of the moment unless there is an immediate threat to the safety of others in the Academy or the pupil concerned.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Head of School will:

- ensure appropriate investigations have been carried out
- consider all the evidence available to support the allegations
- consider whether issues of equality (such as race, gender, sexuality or special educational needs and disabilities) or bullying could have played a part in the incident
- allow the pupil to give his / her version of events, where considered appropriate
- consult with others if necessary
- if the Head of School is satisfied that on the balance of probabilities that the pupil did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of Discretion

The Head of School will always look at the particular circumstances of each case.

In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Academy's Behaviour Policy and Code of Conduct.
- b) The effect that the pupil remaining in the Academy would have on the education and welfare of other members of the Academy community. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the Academy's usual policy in this particular serious matter to issue a permanent exclusion.

Making representations following exclusion

Parents/carers have the right to make representations about the exclusion decision to the Governing Body in the event that their child is excluded, in total, for more than 5 school days in a term. Parents/carers should contact The Clerk to the Governors at St Matthew Academy.



**ST MATTHEW
ACADEMY
Values**

Life at SMA would be Great for everyone if we all are:

Respectful

I care about myself and others.

I use good manners,
I am tolerant of others and I treat others the way I wish to be treated.



Honest

I am truthful to myself and I am trustworthy.

I will always try to do the right thing regardless of the consequence.



Kind

I am caring and nice to others

I am sympathetic of other people's feelings and treat others with fairness at all times.



Understanding

I am always polite and sensitive to others' needs although I may not agree with them.



Helpful

I try to support others in times of need.

This may be standing up for an elderly person on a bus, it may be raising money for charity or caring for a friend when they are sad.



HOME SCHOOL AGREEMENT

The Academy recognises that the successful development of its pupils depends on an effective Partnership of Academy, pupils and parents.

All three parties share responsibility for the development and achievement of each pupil.

Together, we commit ourselves to the following:

The Academy will:

- Provide a learning environment that is stimulating, safe and caring
- Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential
- Report regularly on each pupil's progress
- Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility
- Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns
- Offer extra-curricular activities that will develop broader skills to prepare for life and the world of work

Name: Signature Date:

As parent/carer, I/we will:

- Make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school
- Encourage my/our child to work hard and support my/our child in homework by checking and signing the student planner each week
- Attend consultation evenings and days for discussions about my/our child's progress
- Support the school's policies and guidelines as outlined in the Parents' Information booklet
- Make the school aware of any concerns or problems that might affect my/our child's work or behaviour in the student planner, by letter or phone as appropriate
- Encourage my/our child to participate in the extra-curricular opportunities offered by the school
- Inform the Academy Attendance Officer when my child is absent
- Support the school's behaviour policy that when appropriate, detentions will take place on the same day

Name: Signature Date:

As a pupil, I will:

- Attend school in correct uniform, be on time and be properly equipped
- Work hard in class and complete all my homework on time, so that I can achieve my full potential
- Tell my tutor if I have any concerns
- Use my Student Planner to organise my homework and ensure my parent(s) sign it weekly
- Keep the school rules, behave responsibly and be polite to others in the school and in the wider community
- Take part in extra-curricular activities offered by the school
- Travel directly to and from the Academy via the most direct route
- Ensure my behaviour in public always represents the Academy in a positive manner

Signature Date:

Year:

House:

