



St Matthew's Primary School

Behaviour Management Policy 'A Positive Approach'

September 2025

Date Policy Written: September 2025

Review Cycle: Annual basis or sooner if required

Next review date: September 2026

This Policy must be read in conjunction with:

- Child on Child Abuse Policy
- SEND Policy
- Uniform Policy
- ICT & Access to Internet Policy
- Safeguarding & Child Protection Policy
- Attendance Policy
- Anti- Bullying Policy
- Health and Safety Policy
- Behaviour Principles – A Written Statement from the Governors

Behaviour Management Policy Development Statement (September 2025)

St Matthew's Primary School is in the process of embedding the **Therapeutic Thinking** methodology, which will serve as the foundation of our Behaviour Policy. Alongside this, a priority for whole-school development during the academic year 2025–2026 will be the design and implementation of a discrete **Behaviour Curriculum**. This curriculum will ensure that all pupils are systematically taught the knowledge, skills, and strategies required to develop their emotional regulation, social interaction, and behavioural competencies.

Until this work is fully embedded, the current Behaviour Policy will remain in effect and will be subject to review in accordance with these developments.

Rationale

At St Matthew's Primary School, we believe good behaviour is a necessary condition for effective teaching and learning to take place. Consequently good discipline is essential to ensure that all children are able to benefit from the opportunities of education. An effective discipline policy is one that centres on what successful behaviour looks like and seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We recognise that positive behaviours need to be taught to all pupils so that they understand the behaviour that is expected and also what is prohibited.

We believe that self-esteem affects all thinking and behaviour, and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

We are a "Happy Centred School" where we strive to provide a supportive and secure environment that promotes good behaviour. The children at St Matthew's understand that the language that staff use will always refer to their behaviour and will not be directed at the child. We encourage children to be polite, respectful to each other and to become good citizens. We aim to give our children a shared sense of pride in attending St Matthew's Primary School.

A Positive Approach

St Matthew's Primary School worked together with a psychologist to become the first official "Happy Centred School". This model provides support for children to develop valuable life skills that promote a secure sense of happiness.

Through the curriculum, including our Happy Centred School ethos, we actively promote the following strands:

- Self-confidence
- Achievement and Success
- Positive Relationships
- Support
- Coping Skills
- Relationships, Sex and Health Education

Aims & Expectations / Principles

As a school we aim for every member of the school community to feel valued and for all persons to be treated fairly and with respect. The school Behaviour Management Policy is therefore designed to support the way in which the members of the school can live and work together. It aims to promote an environment where all feel calm, happy, safe and secure.

We aim to:

- provide a warm, happy, welcoming and secure environment
- give our children a sense of self-respect, self-discipline and a consideration of others
- reinforce good behaviour to help children feel good about themselves and develop intrinsic motivation
- teach, explain and model the behaviour we expect to see
- support the children in recognising that behaviours can be learnt and relationships can be positive and productive
- encourage and praise greater effort in work and behaviour
- practice a whole school approach to behaviour management, supported by our whole school community
- be consistent and fair in our approach to dealing with all behaviour
- be aware of each child's needs and their individual circumstances to enable us to act in the fairest way

At St Matthew's Primary School it is expected that:

- adults treat each other with respect at all times, therefore providing a positive role model for the children and each other, through verbal and non-verbal communication
- all members of the school community live and work together in an environment that is happy, safe and secure and where effective learning can take place, is well supported
- we create an environment where the children are nurtured, encouraged, supported and respected
- staff implement routines and key habits which teach and reinforce positive behaviours
- good behaviour is acknowledged and rewarded
- children are aware of the school rules, which are displayed and referred to in every class
- staff and children are supported in reporting incidents of poor behaviour, including sexual violence and harassment
- we teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us
- we strive to teach children that they own their behaviour and that they have a choice regarding the way in which they behave. They are taught to understand that their actions have a consequence

The behaviour policy will be applied in a consistent, rigorous and non-discriminatory way and all areas of the application will be monitored regularly.

School Rules

The school's 'Golden Rules' are:

- We are gentle and kind
- We listen to others
- We are honest
- We always do our best
- We look after property

These are displayed in pictures and texts around the school and in every class. Discussions and recapping of these forms part of our transition each year. Additionally these and our Behaviour Diamond are reinforced frequently in all classes and with all new arrivals, through our Behaviour Policy induction sessions.

As well as the 'Golden Rules' every member of the school community should apply the following principle:

- If you don't stop any inappropriate behaviour you are condoning it

Rewards and Sanctions Overview

It is important that all members of the school community understands what is acceptable behaviour. Equally unacceptable behaviour and the consequences must also be clearly stated. From the outset we recognise that there is distinction between emotionally disturbed behaviour (which may be a Special Educational Need) and poor behaviour. We also recognise that not all pupils with behavioural needs will have a Special Educational Need; however they may too be in need of reasonable adjustments.

At St Matthew's pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. The systems are designed to allow a consideration of children's individual needs, the extent of the reward and sanction will depend on individual circumstances. The emphasis of the school's Behaviour Management Policy, is on **RECOGNITION, REWARD** and **PRAISE**, which should be given whenever possible for both learning and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'Sanctions' below). All class teachers will operate a stepped approach to sanctions, which ensure all children are aware of the next consequence. Children for whom this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions. This may take the form of individual behaviour reward charts; report chart; specific targets and support being identified on provision maps; Individual Behaviour Plans/ Pastoral Support Plans. In these instances, staff will work to identify triggers and part of the individualised provision will also include a consideration of reasonable adjustments. These plans will include appropriate strategies to support the child, for example movement breaks, additional resources, adjusted seating plans or additional training for staff in specific needs. This additional support is reflected in the policy and practice outlined in the school's Special Education Needs & Disabilities (SEND) policy.

In cases of significant behavioural, emotional or social needs, which go beyond mainstream expertise, the school may seek support from outside agencies. This can include referrals to professionals such as the Educational Psychologist Service, CAMHS (Child and Adolescent Mental Health) and SEMH Neighbourhood Services. Any referrals would be made by the Assistant Head for Inclusion or SENDCo in liaison with both parents and school staff.

Wherever appropriate, children's best efforts will be celebrated through display, performance and public praise. All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. To facilitate this each year group will devise their own point based system, for example smiley faces, dojos, house points. This is to give a commonality of language, enabling all staff to reward children with "a point" to reinforce consistency of expectation.

In addition to the year group points, rewards may involve:

- Verbal praise and smiling at children
- Using signs such as thumbs up
- Verbal praise to parents about their children
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special privileges (e.g. free time)
- Class wide rewards

- Celebration certificates
- Display to showcase good effort
- 'Ask me what I did' stickers – staff must ensure that when asked the child can say what they have been rewarded for

Sanctions

Despite positive reinforcement as a means to encouraging good behaviour at St Matthew's Primary School, it may be necessary to employ a number of sanctions to maintain a safe, calm and positive learning environment for all. Boundaries are essential in order to promote children's sense of justice. We recognise that response to behaviour is vital for various purposes including:

- Deterrence for a specific pupil or as a general deterrent
- Protection of pupils and staff
- Improvement by supporting pupils to understand behaviour expectations

As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

- **Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. The focus will always be on de-escalation
- **Logical consequences** – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.
- **Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. All behaviour requiring a sanction should be recorded to enable careful monitoring of individuals.

Most problems are dealt with on the spot, with the child being reminded about expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to.

If the class/school rules are broken the following sanctions may be taken (sanctions will be differentiated to the needs of the children):

- Children will be given a verbal warning by the class teacher, teaching assistant or midday supervisor.
- Children will be offered a clear choice to help them take responsibility for their behaviour. The adult will state what the child has done and what will happen if they continue with that behaviour choice. The child will then be asked whether they are going to make a positive choice for their behaviour.
- If the behaviour continues the child is told that as they have made a poor choice this now results in a sanction of time out/being moved away from other children within the classroom. **Children are not to be removed to the corridor unless under adult supervision.**
- If rule breaking continues, teachers may send their pupils to another class accompanied by a member of staff. Children should take work with them that they are able to complete independently and the teacher that they are sent to must not allow the child to join in with any other activity. Children should be made to complete any missed work during their next break. Such removals will be limited to a maximum of one lesson before the child is returned to their usual class.

- If there continues to be frequent examples of poor behaviour it is the teacher's responsibility to alert their Team Leaders and Link SLT members to this. At this point a strategy meeting may be arranged to offer clear procedures and support for the child's specific circumstance. Following this discussion it may also be decided for the class teacher to meet with the child's parents/carers to share strategies and inform parents of ways to support their child and the next steps. A date for a review meeting will be agreed with an appropriate timescale.
- **In extreme cases of inappropriate behaviour children may be referred directly to SLT. This can include any unsafe behaviours or behaviours which poses a risk to the child or another member of our school community, for example violence or harmful sexual behaviours.**

*Please see Appendix 1 for a visual representation of this

For any behaviour that have required removal to another class or to a member of the Leadership Team, the incident must be logged on CPOMS or on an Incident Log (Appendix 2) if a staff member does not have access to CPOMS. This log must be handed to the Safeguarding Manager or a member of SLT to be uploaded to CPOMS. Following any of these sanctions it is expected that children would have a "fix-up" conversation with a familiar adult. This would involve a discussion of what went wrong, the impact of their behaviour and next steps.

In very rare situations, it may be necessary for adults in school to physically intervene through the use of 'reasonable force' (please see Appendix 5 Use of Reasonable Force). Reasonable force may be deemed appropriate to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force can be used by any adult who has a duty of care towards children, which includes all adults within the school setting. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should consider the safety of the child and others and will depend on the individual circumstances. Adults will physically intervene for no longer than is necessary to restore safety. It should only be used when necessary, with the best interests of the child in mind and be reasonable and proportionate to the behaviour displayed by the pupil. If physical intervention is required, the advice set out in the DfE 'Use of Reasonable Force' document is followed (see Appendix 5). All incidents of physical intervention are logged both on CPOMS and in the school's Bound Book.

Extremely poor behaviour must be reported to SLT immediately. At St Matthew's Primary School there are certain behaviours that are not tolerated at all. These include violence towards adults or children; sexual violence; sexual harassment; threatening behaviour; discrimination including racism; gang or terrorist activities and deliberate vandalism. In such instances the behaviour will be logged, and a phone call may be made to the parents and a meeting may be arranged. For continued unacceptable behaviour or in the case of such extreme behaviours, the child may be excluded from school. This could take the form of a suspension (including external, internal or a lunchtime suspension) or, on rare occasions, may take the form of a permanent exclusion. Local Authority guidelines will be followed in the event of an external suspension taking place.

We also do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy for further information).

Free time Removal

If a child's behaviour has not been acceptable during break or lunch then the pupil has the removal of their next playtime as a logical sanction. During this time the child will write how they

should behave relating to the incident that occurred. Children will eat lunch first, regardless of sitting before they go to the supervising adult. Any child who receives frequent free time removal is placed on the 'Lunchtime Chart' and parents are informed.

Children may also be kept in during free time as a logical consequence for not completing work during class time. This will only happen when the teacher is confident that the lack of productivity was a result of attention or effort and did not result from any difficulties accessing the task.

At these times, staff will ensure that children have sufficient time to eat and opportunities to use the toilet. If children miss breaks due to not completing work they will be given a shorter break/physical activity once sufficient work has been completed.

Suspension and Permanent Exclusions

Only the Headteacher, or Acting Headteacher, has the power to suspend or exclude a child from school. The Headteacher will establish the facts in relation to the suspension/permanent exclusion and the decision will be taken on a balance of probabilities and only in response to serious breaches of the school's behaviour policy, including persistent disruptive behaviour. They will make the decision of suspension/permanent exclusion in line with the principles of administrative law, ensuring that the decision is lawful; rational; reasonable; fair and proportionate. Please see Appendix 4 for St Matthew's Suspension & Permanent Exclusion Policy.

Suspension and Permanent Exclusion will only be used as a last resort and/or in the case of extreme behaviours.

In the instance of suspension, the school will review the child's needs and behaviour to identify any additional provision that may be necessary in an attempt to avoid any subsequent suspensions. This may take the form of a multiagency meeting or referrals to other professionals, as stated earlier in the policy.

If the Headteacher suspends a child, the parents will be informed immediately and given reasons for the suspension. If the child has a social worker or if the pupil is a looked after child, the Headteacher will also notify their social worker and virtual school head. Parents/carers will be asked to attend a reintegration meeting at the end of the period of suspension. The purpose of this is to discuss provision and to agree ways forward in managing behaviour to avoid future suspensions.

Harmful Sexual Behaviours

Through our curriculum at St Matthew's Primary School we foster a culture of respect, tolerance, acceptance and diversity. As part of the RSE work, children are taught to understand what healthy relationships and healthy sexual behaviours are. Harmful sexual behaviours will not be tolerated and staff and pupils are encouraged to report any incidents. These will be dealt with in line with our school behaviour policy. As outlined in the Child on Child Abuse Policy, we recognise there is a continuum to such behaviours and the level of incident will be considered when deciding on appropriate action. These levels include:

- Inappropriate Sexual Behaviours
- Problematic Sexual Behaviours
- Abusive Sexual Behaviours
- Violent Sexual Behaviours

(Hackett 2010)

As detailed in Keeping Children Safe in Education, child-on-child sexual abuse may include:

- abuse in an intimate personal relationship between children
- sexual violence, such as rape, assault by penetration and sexual assault (this can include an online element)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Any incident of harmful sexual behaviour must be reported to the Designated Safeguarding Lead (Natalie Crawford - Assistant Headteacher), Safeguarding Manager (Sandie Gonsalves), Headteacher (Jane Thomas) and/or a member of SLT. As detailed in the Child on Child Abuse Policy, information will be gathered immediately to ascertain what has happened. This will be done so in a sensitive manner and staff will consider the impact of language used. The principles of our behaviour policy will be applied to dealing with incidents of harmful sexual behaviour, i.e. staff will talk to children in a calm, consistent and non-prejudiced manner. Following these discussions, a written report will be made to record the facts as presented by the child. This may be used as part of a statutory assessment if the case is later escalated.

The next steps regarding the incident will be informed by the outcomes of the information gathering and also by the formulation of a Safety Plan as detailed in the Child on Child Abuse Policy. This risk assessment will inform whether the incident is:

- Managed informally
- Referred to early help
- Referred to children's services
- Reported to the police

The school's response to the incident will be proportionate, considered, supportive and decided on a case-by-case basis. Whilst we will not tolerate such behaviour, we will endeavour to provide appropriate support for all children involved, including the child alleged to have behaved in a harmful way so that they can change their behaviour.

After all incidents of harmful sexual behaviour:

- Fact finding investigation will be carried out and a written report generated
- A Safety Plan (risk assessment) will be considered and be put in place as appropriate (see Child on Child Abuse Policy)
- Parents/Carers will be informed (and social worker/ virtual school head if applicable)
- Appropriate sanction and support will be put in place
- A consideration will be given to wider implications to reduce the risks of further similar incidents, such as environmental or curriculum/teaching considerations

Additionally, after serious incidents of harmful sexual behaviour (i.e. those classified as Violent or Abusive on Hackett's continuum):

- Police and/or social care will be informed

Depending on the severity of the incident, sanctions will be proportionate and given in line with our usual behaviour systems, including and not limited to:

- Verbal warnings
- Removal from the classroom
- Free time removal
- Suspension
- Permanent Exclusion

Any subsequent actions will take into account the needs of the alleged victim and also will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Recording, Monitoring and Evaluating Behaviour

Classroom

Each class is required to display the 'Golden Rules', in addition to this each class will create their own class rules. These class rules will be signed by the children during a specially planned PSHE lesson. Low level behavior incidents are recorded on the 'Running Record of Behaviour Concerns' (see Appendix 3). The teacher will keep copies of these in the 'Class Behaviour File' in the classroom. More serious behaviour incidents, including those that require referral to SLT, will be logged on CPOMS or Incident Log (see Appendix 2). The school has a clear 'Lines of Referral' system, and this is strictly adhered to. St Matthew's Primary School also has in place a clear progressive system which ensures children are fully aware of their next reward or sanction.

Playground

Incidents of disruptive behaviour on the playground are to be dealt with there and then by the teacher/adults on duty. At the end of break the Class Teacher must be informed of any significant/ongoing behaviour incidents. These incidents should be entered into the 'Class Behaviour Records' or referred on as appropriate.

Rights, Roles and Responsibilities

Everyone within our school community has rights and responsibilities to ensure that St Matthew's is a safe place to learn, work and play.

- Children have the right to learn, work and play in a happy, safe and helpful place
- Staff have the right to work in a happy, safe school that is supported by the community
- Parents and Carers have the right to feel welcome, informed and confident that their children are in a safe and happy school

The Role of the Pupils

We expect children to treat one another with respect, including respecting the rights that other children have to learn. As a result children are expected to listen to adults and each other, and ensure that their behaviour choices do not disrupt the learning of others. It is expected that children will respect themselves and others by following school rules, all school policies and be positive role models for each other. As part of the St Matthew's community, children will be encouraged to recognise the positive behaviours in each other, and understand that positive behaviours will be rewarded whilst accepting negative behaviours will have a consequence.

The Role of Parents/Carers

Parents have a vital role to play in their children's education so it is vital that school works collaboratively with parents. It is very important that parents support their child's learning and co-operate with the school, supporting and following all school policies. We are very conscious of the importance of having strong links with parents and good communication between home and school. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We display the school's 'Golden Rules' on the school website, and we expect parents to support these.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions with a given child, we expect parents to support the actions of the school and support our policies. By sending their child to St Matthew's Primary we expect parents/carers to adhere to and support our approaches set out in all our school policies. If parents have any concern about the way that their child's behaviour has been managed, they should initially contact the Class Teacher.

The Role of Staff

The Behaviour Policy will form part of induction for new staff at St Matthew's. All school staff have a responsibility to read and uphold the Behaviour Management Policy. Included in this is recognising and rewarding good behaviour of any child in the school through strategies stated in the policy, including the use of verbal praise and the giving out of points. It also involves working to maintain good behaviour standards by being proactive in addressing misdemeanors, using the agreed sanctions. Part of this also includes the responsibility to record behaviours, using CPOMS/ Log for significant incidents (Appendix 2) or Running Record of Behaviour (Appendix 3).

All staff at St Matthew's Primary School should be positive, enthusiastic and have high expectations of both learning and behaviour. They must foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, **avoiding shouting**.

St Matthew's Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers can expect that parents will behave in a reasonable manner towards them, and that issues will be dealt with in an atmosphere of trust and mutual respect.

The Role of the Team Leader

Team Leaders will uphold the Behaviour Management Policy within their own class in order to set high standards for behaviour across the rest of the year group. In addition to those indicated for all staff, Team Leaders have additional responsibilities. These include:

- implementing the Behaviour Management Policy consistently throughout their specific year group as well as supporting the delivery across the whole school.

- establishing and maintaining age appropriate reward systems which meet the requirements of the policy
- supporting other staff in dealing with behaviour
- keeping the Senior Leadership Team informed as appropriate
- monitoring the recording of misdemeanours in the 'Class Behaviour Files'

Team Leaders will support the culture of St Matthew's Primary School by expecting staff to be positive, enthusiastic, nurturing and to set high expectations of all children with regards to learning and behaviour.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the schools Behaviour Management Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy and setting the standards of behaviour. The Headteacher will also ensure that training is provided to support staff in managing and maintaining good standards of behaviour.

The Headteacher keep records of all reported serious incidents of misbehaviour and have the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. All suspensions and permanent exclusions will be reported to Governors and the Local Authority.

The Role of the Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's Behaviour Management Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

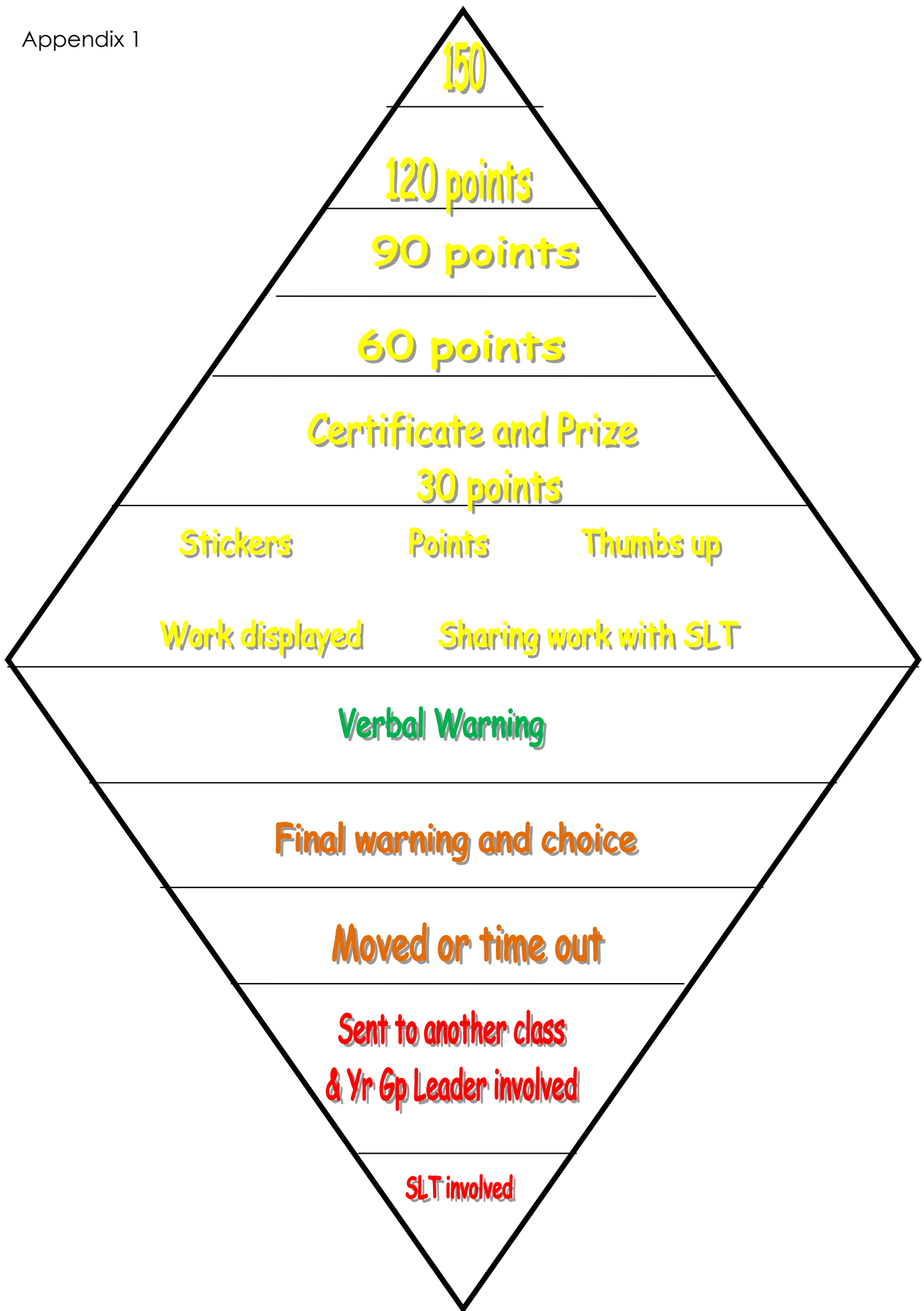
All suspensions will be reported to Governors on a termly basis. The Governing Body will review data related to suspensions and permanent exclusions, including a consideration of the characteristics of pupils, and a consideration of effectiveness and consistency in implementing the school's behaviour policy.

In the case of permanent exclusions, suspensions lasting more than five days in a term or any suspensions which would result in a child missing a National Curriculum test, the governing body would be notified without delay. The governing body has a duty to consider parent's representations about a suspension or permanent exclusion. They would then follow the procedures outlined in DfE guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (August 2024)

The following documents were also referred to in the formation of the Behaviour Policy:

- DfE guidance “Behaviour in Schools – Advice for headteachers and schools staff” (February 2024)
- DfE guidance “Screening, Searching and Confiscation: advice for schools” (July 2023)
- DfE Statutory Guidance “Keeping Children Safe in Education” (September 2025)
- DfE Statutory Guidance “Suspension and permanent exclusion from maintained school, academies and pupil referral units in England, including pupil movement” (August 2024)
- DfE “Use of Reasonable Force advice for head teachers, staff and governing bodies” (Jan 2025)

Please see Appendices for further information.





Child's views

Agreed actions (to be completed by Team Leader/ SLT in discussion with appropriate colleagues)

SLT/ Team Leader name

Were parent/ carers informed?
No Yes If yes, please state who

Informed by

Signed

Share with: (initial who informed before record filed)

JT VR JP	<input type="checkbox"/>	Class Teacher	<input type="checkbox"/>	Class TA	<input type="checkbox"/>	Year group leader	<input type="checkbox"/>
AB EM NC RB							
SENDCo	<input type="checkbox"/>	Safeguarding Manager	<input type="checkbox"/>	Family worker	<input type="checkbox"/>		

St Matthew's Primary School
Running Record Behaviour Concerns

- Ensure that all concerns however mild are recorded on this sheet
- Refer any action onto the correct person
- Ensure that you share these notes with your Team Leader at your weekly meeting
- Keep your notes clear and concise

Name of Child:		Class:	Teacher:
Date	Details of behaviour	Actions stating dates and names of people responsible	

St Matthew's Primary School Suspension & Permanent Exclusions Policy

This policy should be read in conjunction with DfE Statutory Guidance “Suspension and permanent exclusion from maintained school, academies and pupil referral units in England, including pupil movement” (August 2024).

As a school we aim for every member of the school community to feel valued and for all persons to be treated fairly and with respect. The Behaviour Management Policy is therefore designed to support the way in which members of the school can live and work together. It aims to promote an environment where all feel calm, happy, safe and secure.

Rationale

This policy is an appendix of St Matthew's Primary School Behaviour Policy. It deals with the policy and practice which informs the school's use of suspension and permanent exclusion. It is underpinned by the shared commitment of all members of the school to ensure the safety and well-being of all pupils and members of staff, and to maintain an appropriate educational environment in which all can learn.

Introduction

The decision to exclude a pupil will be taken in the following circumstances;

- In response to a breach of the School's Behaviour Policy, including persistent disruptive behaviour

and

- Where allowing the student to remain in school would seriously harm the education or welfare of the pupil or staff

Suspension and Permanent Exclusion will only ever be used for a disciplinary reason.

Suspension and Permanent Exclusions are extreme sanctions and are only administered by the Headteacher (or, in the absence of the Head, the member of the Senior Leadership Team who is acting in that role). The Headteacher will establish the facts in relation to the exclusion and the decision will be taken on a balance of probabilities. They will make the decision of suspension or permanent exclusion in line with the principles of administrative law, ensuring that the decision is lawful; rational; responsible; fair and proportionate.

Staff also have the power to discipline pupils for misbehaving outside of the school premises. This includes when:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Suspension or Permanent Exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;

- Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful in modifying the pupil's behaviour

- Verbal or physical abuse of other pupils or school staff
- Aggression towards other pupils leading to the possibility of physical or emotional harm
- Harmful sexual behaviour
- Involvement in gangs and/or gang behaviour
- Being in possession of drugs, weapons or any item deemed in appropriate by the Headteacher

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Suspensions and Permanent Exclusion procedure

Most suspensions/exclusions are of short duration. The DFE regulations allow a Headteacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions and all suspensions that would lead to a student being excluded for over 15 days in a school term or where the child would miss a public examination.

The Governors have established arrangements to review suspensions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations. (see flow chart pg39)

Following suspension/ permanent exclusion parents are contacted immediately where possible (as will social worker and virtual school head if relevant). A letter will be sent to parents giving details of the exclusion and the date the suspension ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A Return to School meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate.

In the instance of suspension, the school will review the child's needs and behaviour to identify any additional provision that may be necessary in an attempt to avoid any subsequent suspensions. This may take the form of a multiagency meeting or referrals to other professionals, as stated in the Behaviour Policy.

During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians. Work will be provided by the class teacher.

The Headteacher informs the LA about any suspension or permanent exclusion. The governing body will also be informed of any permanent exclusion, and about any suspensions beyond five days in any one term or any suspension that will result in the child missing a public examination or National Curriculum test.

Internal Suspensions

'Internal suspensions', where a pupil is sent to work with a staff member away from their class for disciplinary reasons, are not covered under the statutory suspensions and exclusions guidance as the pupil is not removed from the school site in these cases.

At St Matthew's Primary School internal suspensions are used for the following reasons:

- to give a clear message to a pupil about a serious breach of the school's behaviour policy (this may be considered when it is a first offence)
- when it is felt by senior staff that it is more appropriate for a pupil to receive a sanction in school rather than out of school

Although internal suspensions are not covered by the same guidance, their use is still monitored closely at St Matthew's Primary School. These are reported to parents in the same way and following any incident, individual needs and any necessary adaptations to provision is considered. Any repeated internal suspension within a half term would prompt an in school strategy meeting with senior leaders and key staff.

Use of this sanction is taken extremely seriously and data regarding the number of these is reported to Governors on a termly basis, alongside the statutory data on suspensions and exclusions.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of 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. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

2. When a serious criminal act has been committed, the school will involve the police in any such offence.

General factors considered before making a decision to suspend/ permanently exclude

Suspension/ permanent exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to suspend or permanently exclude a pupil the Headteacher, or Acting Headteacher, will;

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the school policies
- Allow the student to give her/his version of events
- Consider whether 'best endeavours' have been used to meet additional needs, including the putting in place of appropriate provision and reasonable adjustments
- Check whether the incident may have been provoked.

If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, suspension/exclusion will be the outcome.

Cancelling Suspensions

The Head teacher is able to cancel suspension/exclusions that have not yet started and those that have already begun, provided that the governing board has not yet met to consider whether the pupil should be reinstated.

When an exclusion is cancelled, the headteacher will notify without delay

- Parents/carers
- The governing board
- The local authority
- The pupil's social worker and/ or Virtual School Head (where relevant)

All parties would be notified of the reason for cancellation and parents/carers would be offered the opportunity to meet, without delay, to discuss the circumstances that led to the cancellation.

We are aware that any days out of school, before a cancelled suspension/exclusion, will count towards the maximum of 45 school days a pupil can be suspended in any school year. A permanent exclusion cannot be cancelled if a pupil has already been suspended for more than 45 days in a school year.

In the case of cancelled suspensions/ exclusions, the Governing Body no longer have a duty to consider reinstatement, so they would not meet to consider representations. Following any cancelled suspension/ exclusion, we would aim to reintegrate the pupil without delay, with the same consideration of need and necessary provision that would take place following any other suspension/exclusion.

Governing Body

The governing body itself cannot either suspend/ permanently exclude a pupil or extend the suspension period made by the Headteacher. When necessary they form a discipline committee, which is made up of between three and five members. This committee considers any suspension/ permanent exclusion appeals on behalf of the governors. When this committee meet, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

In line with the DfE Statutory Guidance "Suspension and permanent exclusion from maintained school, academies and pupil referral units in England, including pupil movement" (August 2024), parents/carers can request that these meetings are held virtually. The Headteacher will inform them of the right to request this. Virtual meetings may also be held remotely due to unforeseen or extraordinary circumstances. Additionally, social workers and virtual school heads (where relevant) can choose to join the meeting remotely even where it is held in person. When virtual meetings are held, all guidance outlined in the aforementioned document will be adhered to and if technical issues occur that prevent participants holding the meeting fairly or transparently, we will arrange a face-to-face meeting.

Appendices 5 and 6

St Matthew's Primary School Use of Reasonable Force and Screening, Searching and Confiscation

As a school we aim for every member of the school community to feel valued and for all persons to be treated fairly and with respect. The Behaviour Management Policy is therefore designed to support the way in which members of the school can live and work together. It aims to promote an environment where all feel calm, happy, safe and secure.

Rationale

This forms an appendix of St Matthew's Primary School Behaviour Policy. It deals with the policy and practice which informs the school's use of reasonable force and screening, searching and confiscation. It has been prepared for the support of all staff. It is underpinned by the shared commitment of all members of the school to ensure the safety and well-being of all pupils and members of staff, and to maintain an appropriate educational environment in which all can learn.

It is extremely rare for staff to need to use reasonable restraint, much less to screen, search or confiscate. The DfE guidance contained within Appendices 5 and 6 states to staff, governors and parents/carers what is expected in these rare circumstances. **For more information, please refer to DfE "Use of Reasonable Force advice for headteachers, staff and governing bodies" (Jan 2025) and DfE guidance "Screening, Searching and Confiscation: advice for schools" (July 2023).**

Appendix 5 – Use of Reasonable Force

1. What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force may be used to:

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

Schools cannot use force as a punishment.

All instances of use of reasonable force will be recorded on CPOMs and also within the school's Bound Book.

Appendix 6 – Screening, searching and confiscation

For more information see DfE guidance “Screening, Searching and Confiscation: advice for schools” (July 2023).

Screening

What the law allows:

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. If a pupil fails to comply and the school does not let the pupil in, the school has not excluded the pupil and the absence should be treated as unauthorised. The pupil should comply with the school rules and attend.

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.

At St Matthew's Primary School, in addition to the prohibited list, we ask that toys and personal items such as jewellery are not brought in to school. Mobile phones are a prohibited item in school. Where it is necessary for the children to bring in mobile phones, it is expected that school procedures are followed and that these are handed in at the beginning of the day.

This is not an exhaustive list and items may become banned at the discretion of the Headteacher or delegated representative as necessary. Pupils and parents will be notified if any item becomes banned.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Seaching

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by the Headteacher have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

If the pupil still refuses to co-operate, the Headteacher or staff authorised by the Headteacher will assess whether it is appropriate to use reasonable force to conduct the search. 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 pupil harming themselves or others, damaging property or from causing disorder.

Searching without consent

The Headteacher and school staff authorised by the Headteacher can use such force as reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a staff member reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under the school rules.

Searches can be carried out by the Headteacher or a member of school staff authorised by the Headteacher. However:

- a. you must be the same sex as the pupil being searched;
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

There is a limited exception to this. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for these to be carried out in the presence of another member of staff

Searches can be carried out if you have **reasonable grounds for suspecting** that a pupil is in possession of a prohibited item.

The law also says what must be done with prohibited items which are seized following a search.

Extent of the search – clothes, possessions, desks and lockers

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

Recording Searches

Any incidents of searching will also be recorded on CPOMs. The records will include: 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.

Safeguarding

The Designated Safeguarding Lead, or Deputy DSL, should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the DSL/ Deputy DSL without delay if they believe that a search has revealed a safeguarding risk.

If the DSL or Deputy DSL finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). The Designated Safeguarding Lead (or Deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

Items found will be dealt with in the ways detailed in Searching, Screening and Confiscation (2018).

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it.
- Where they find controlled drugs, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.
- Where they find other substances which are not believed to be controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
- In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is up to the Headteacher to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police, taking into account all relevant circumstances

and using their professional judgement to determine whether they can safely dispose of a seized article.

Electronic Devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is good reason to do so. They may also delete data or files if they think there is good reason to do so, unless they are going to give the device to the police. **Files would only be deleted in consultation with SLT.** The power applies to all schools and there is no need to have parental consent to search through a pupils phone if it has been seized in a lawful "without consent" search and is prohibited by the school rules or being likely to be used to commit an offence or cause personal injury or damage to property.

In determining a 'good reason; to examine or erase the data or files staff members should reasonably suspect that the data or file on the device has been, or could be, used to cause harm or to disrupt teaching or to break the school rules.

If an electronic device has been seized and staff have reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practical. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should **not** be deleted prior to being given to the police.

If staff do not find any material that they suspect is evidence in relation to an offence, and decide not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

All decisions made regarding giving the device to the police and deleting files will be made in discussion with members of the Senior Leadership Team.

All staff are aware that behaviours linked to sexting put a child in danger. Any incidents of sexting will be dealt with as a safeguarding concern and referred to safeguarding leads or SLT.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

