THE SPIRE

CHURCH OF ENGLAND LEARNING TRUST

collaborate . learn . achieve

Positive Behaviour Strategy

2026-2028

St Matthias CE Primary School

This policy is reviewed/updated annually by our Trauma Informed Lead, Deputy Headteacher and Headteacher and is approved by the Local Governing Body.

Reviewed: October 2026

Next Review: October 2028

In collaboration with

Research

This behaviour policy has been written following research from the book by Paul Dix 'When the Adults Change, Everything Changes: Seismic shifts in school behaviour' and 'Improving Behaviour in Schools and their six recommendations, EEF June 2019. Website link

School Vision

ASPIRE, BELIEVE, ACHIEVE

'Our school family, values us all as unique individuals and children of God.
We **aspire** to be the best version of ourselves; **believing** that through the gifts God has given us, we can make a positive contribution, flourish and **achieve** together to make a difference in our ever-changing world.'

The Holy Spirit, our Comforter, helps us to behave:

Galatians 5:22-23:"God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways."

Policy Statement

At St Matthias CofE Primary School, we believe every member of our school family is a unique individual, wonderfully crafted by God's hands (Psalm 139:14). We aspire to be the best version of ourselves; believing that through the gifts that God has given us, we can make a positive contribution, flourish and achieve together to make a difference in our ever-changing world. Our behaviour policy is rooted in Christian values and trauma-informed principles, recognising that all behaviour is a form of communication and that everyone is worthy of love, respect, and understanding.

Aims

- To nurture a safe, inclusive and loving environment where all can flourish, knowing they are valued as children of God.
- To recognise, celebrate and support the uniqueness and God-given gifts of every pupil.
- To respond to behaviour with empathy, compassion and consistency, minimising re-traumatisation.
- To build strong, trusting relationships, reflecting God's unconditional love for all.
- To comply with the Equality Act 2010 and promote inclusivity (see guidance).

Purpose of this policy

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Key Principles

- **Value and Respect:** Every individual is precious, unique, and loved by God.
- **Aspiration:** We encourage everyone to be the best version of themselves, using their gifts to support one another.
- **Predictability and Safety:** Clear, consistent routines and a focus on emotional and physical safety.
- **Connection and Compassion:** Building strong relationships and responding with understanding, echoing God's love.
- **Empowerment and Growth:** Supporting pupils to develop self-regulation, resilience, and confidence, enabling them to flourish.

The School Rules

At St. Matthias CE Primary School, we believe that for all members of the school to be able to follow our school rules, they should be clear, concise and ingrained in the life of the school. To achieve this, we have three simple rules:

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

All members of the school community; children, staff, parents and visitors, are expected to observe these rules consistently.

Alongside these rules, we have our school values to uphold which are: Thankfulness, Peace, Dignity, Hope, Wisdom and Community.

Understanding Behaviour

- We recognise that behaviour is communication and seek to understand the unique story of each child, knowing that "I am remarkably and wonderfully made." (Psalm 139:14)
- Staff avoid labels and use descriptive, non-judgemental, and affirming language that values each child as God's creation.

Celebrating success at St Matthias CE Primary School

At St Matthias CE Primary School, we love celebrating when children shine and go above and beyond. We know that recognition comes in many forms – sometimes a warm, personal word of encouragement means just as much (or even more!) to a child as a public celebration.

ClassDojo: celebrating every success

Every class uses ClassDojo to celebrate the wonderful things we see every day – kind behaviour, great effort in learning, positive attitudes, and beautiful examples of our school's Christian values in action.
Children earn Dojo points alongside their personal avatar, creating a positive record of all the brilliant things they do. What makes this special is that it's a whole-school celebration:

- All staff can award Dojo points, so children know that everyone notices and values their efforts
- Children can nominate their friends for Dojo points too (with their teacher's agreement), helping them recognise and celebrate kindness in each other
- Whole classes can earn points together when everyone works as a team, showing that we value both individual achievements and collective success
-

Other ways to celebrate success:

We believe every child deserves to feel valued and appreciated, so we use a variety of ways to recognise their efforts and positive behaviour:

- **Personal appreciation and praise** – a smile, a kind word, or a moment to acknowledge something special
- **Certificates** – celebrating achievements big and small
- **Notes home to parents** – sharing the good news with families
- **Stickers** – instant recognition that brightens a child's day
- **Get Spotted** – catching children doing something wonderful
- **Stamp Charts** – building up to a special reward
- **Star Class Award** – celebrating when a whole class shines together
- **Reward time and activities** – special treats and fun experiences
- **Raffle tickets** – adding an element of excitement and anticipation

We believe that when children feel noticed, valued and celebrated, they flourish. That's why recognition and encouragement are woven throughout every day at St Matthias.

Managing and Modifying Poor Behaviour Choices

We believe in helping children learn to make positive choices about their behaviour. When issues arise, our staff will address them directly and supportively, rather than passing them on to others. We'll follow our behaviour steps to guide children towards better conduct, working with them to understand and improve their actions.

The Reminder to make positve choices

We'll gently remind children about our expectations to be Ready, Respectful and Safe through a quiet, private conversation. The teacher will help them understand how their behaviour is affecting their learning and that of others. This gives the child an opportunity to reflect and choose to make a better decision.

Support to reflect and reset

We'll have a quiet, private conversation with the child to help them understand how their behaviour is affecting their learning and others around them. We'll gently explain what might happen if the behaviour continues, giving them a clear opportunity to make a better choice.

We'll remind them of times when they've shown positive behaviour, reinforcing our confidence that they can make good decisions. At this stage, staff may find it helpful to use a scripted approach, such as the '30 Second Intervention' (see Appendices), to ensure conversations are calm, consistent and supportive.

Time to pause and reflect together

We'll invite the child to have a quiet conversation away from their peers, where we can talk privately and calmly. Together, we'll gently revisit what we expect and help them understand how to move forward positively.

We'll support the child to think about what they'd like to do next, helping them reflect on their choices. We'll remind them of times when they've shown wonderful behaviour, positive attitudes, or engaged brilliantly with their learning – because we know they're capable of making good choices.

This is an opportunity for the child to re-engage with their learning and follow instructions, with our support and encouragement.

Additional support when needed
If a child is still finding it difficult to settle after our conversation, or if they need some space to calm down and refocus, we may gently suggest they work in a quieter area with an adult for a short time. This gives them the opportunity to reset and feel ready to rejoin their class.
Afterwards, we'll arrange a Restorative Meeting between the child and their teacher (see Restorative Meeting in Appendices). This is a supportive conversation where everyone can share their feelings, understand what happened, and agree on positive steps forward together.
Any consequences will always be fair and proportionate, focusing on helping the child remember our school values, understand what we expect, and learn positive ways to behave in future.

Our compassionate approach to consequences
Staff will always approach consequences with calmness, care and kindness. We understand that children are still learning, and our role is to guide and support them.
When we need to monitor a child's behaviour to help them work towards agreed targets, we do this sensitively and discreetly. At St Matthias CE Primary School, we're committed to protecting children's dignity. We don't use coloured reports or cards, we don't share information about behaviour challenges with other children, and we never draw unnecessary attention to those who are finding it harder to meet our expectations. Every child deserves privacy, respect and the chance to improve without feeling embarrassed or singled out.

Supportive Strategies

- Using calm, loving language and tone, affirming each child's worth and uniqueness.
- 'Regulation stations' or 'safe spaces' for children to self-regulate, with affirmations such as: *"You are wonderfully made. Let's find a way to help you feel safe and calm."*
- Predictable routines and visual timetables.
- Individual support plans, recognising and nurturing unique gifts and needs.
- Opportunities for children to share feelings and reflect on their strengths, with trusted adults.
- **Staff will focus on understanding the 'why' behind behaviour** - helping children learn from their choices rather than simply correcting them
- **Children will be supported to develop self-regulation skills** - giving them tools to manage their own behaviour over time
- **Positive behaviour will be actively recognised and celebrated** - creating a culture where children want to meet expectations

Working together: The Partnership Stage

We'll move to the Partnership Stage when we notice a child might need some extra support, or when the strategies we've been using haven't quite helped them make the progress we'd hoped for. This isn't about blame – it's about recognising that every child is unique, and sometimes we need to work more closely together to find what works best.

Starting the conversation
We'll reach out to the child and their parents to arrange a discussion with their teacher. This can be an informal conversation at the end of the school day, or we're happy to arrange a time that works better for the family. We want parents to feel comfortable and supported throughout this process.
We'll keep a brief note of our conversation (on CPOMs) so we can remember what we've agreed and make sure we follow through on any actions together.

Creating a plan together
Working as a team – the child, parents and teacher – we'll create a supportive plan that feels achievable and positive. We'll agree on some goals together and check in regularly to see how things are going.
We'll talk openly about:

- What everyone can do to help the child succeed
- How brilliant things will be for everyone when the child's behaviour improves
- What might happen if things don't improve, so everyone understands and there are no surprises

If we need to adjust our approach
If the plan isn't working as well as we'd hoped, we'll have another conversation with parents. We'll talk about what we've noticed and think together about what else might help. The child will have a fresh opportunity to work towards their goals with renewed support.
Sometimes, despite everyone's best efforts, a child might need additional support beyond what the class teacher can provide. If this happens, we may ask a member of our Senior Leadership Team, including our SENDCO to join our partnership. They can offer additional expertise and ideas to help the child thrive.
Throughout this process we will work together to help the child be their very best version of themselves. This might include developing a School Early Help Assessment with the parents/ Carers, Headteacher (DSL) and SENDCO to offer support through our 'Supporting Children and Families' offer. This type of support outlines things that are working well, things that we are all worried about and any actions for parents, children, outside agencies and school to follow, which is a supportive and non-judgmental plan.

Consistent Responses

When behaviour is challenging:

- Staff remain calm and model Christ-like compassion and self-regulation.
- De-escalation strategies are used (offering choices, quiet time, gentle reminders of God's love).
- Consequences are logical and restorative, not punitive, supporting children to understand, reflect, and grow.
- Pupils are supported to repair relationships and reflect on their actions, always reminded of their value and capacity for positive change.

Supporting children with Special Educational Needs

Working together to understand behaviour

When we notice ongoing concerns about a child's behaviour, their class teacher will have a conversation with the Headteacher and SENCO to share their observations and discuss next steps. We see this as an opportunity to work together to understand what the child needs. The SENCO will partner with the class teacher to thoughtfully apply our behaviour policy whilst also creating supportive in-class strategies tailored to help that individual child thrive.

Taking time to understand and support

If a child continues to find things challenging despite our support and interventions, we'll involve the Headteacher and SENCO in a deeper conversation about how we can help. The child may benefit from being added to our Special Educational Needs register, which opens up additional support and resources. We might also reach out to specialist outside agencies who can offer expert guidance based on the specific support the child needs. What's most important to us is understanding the 'why' behind a child's behaviour. We want to make sure we're truly meeting their needs and removing any barriers to their success and wellbeing.

Making thoughtful adjustments for children with identified SEN

For children already identified as having Special Educational Needs, we'll make thoughtful reasonable adjustments (see Appendices) to our behaviour approach. This ensures every child can access learning in a way that works for them, and that our approach is truly inclusive. When outside agencies share advice and strategies with us, we'll do everything we practically can to implement their recommendations. We're committed to doing all we can to support each child's unique needs.

Supporting children with Education, Health and Care Plans

For children with an Education, Health and Care Plan (EHCP), our SENCO will make sure that all the provision outlined in their plan is carefully put in place. We'll also provide staff with relevant training and ongoing support, so everyone feels confident and equipped to help the child flourish. Throughout this process, we'll work closely with parents and carers as partners, keeping them informed and involved in decisions about their child's support.

Fixed-Term Suspensions or Permanent Exclusion

At St Matthias CE Primary School, we believe every child deserves to be in school, learning and thriving alongside their friends. Suspension or exclusion is something we work incredibly hard to avoid, and we only ever consider it as an absolute last resort when we've tried everything else we can think of to support a child.

The many ways we support children before considering suspension or exclusion

Before we would ever reach the point of considering a suspension or exclusion, we explore every possible avenue of support. Our toolkit of support strategies includes:

Tailored interventions and programmes

- Individual or small group behaviour support programmes designed around the child's specific needs which will be supported through a Pastoral Support Plan (PSP)
- Trauma-informed interventions that help children process difficult experiences

- A six-week Behaviour Course at Perryfields PRU, offering specialist support in a different environment

Working in partnership

- Creating action plans together with parents and carers, so we're all working as a team
- Bringing in specialist support from a range of professionals who can offer expert guidance:
    - School Nurse
    - ONSIDE MELO support
    - CAMHS (Child and Adolescent Mental Health Services)
    - Children's Services
    - Educational Psychologist
    - Family Support Workers
    - Complex Communication Team
    - Behaviour Support Team

Adapting our approach

- Modifying the curriculum to make it more accessible and engaging for the child
- Adjusting timetables to better suit the child's needs and help them succeed
- Making any other reasonable adjustments that might help the child feel safe, supported and able to learn

Our promise

We're committed to working creatively and persistently to find solutions that work for each individual child. Every child is unique, and we'll keep trying different approaches until we find what helps them flourish. Our goal is always to keep children learning, growing and feeling valued as part of our school community.

When might a fixed term suspension be considered?

We only consider a suspension in very serious situations, and only after we've tried every other form of support available to us. These serious situations might include:

- **Ongoing challenging behaviour** - when a child continues to struggle despite all the support we've put in place
- **Bullying** - when a child has caused harm to others through repeated unkind behaviour
- **Racist incidents** - when a child has hurt others through racist language or actions
- **Hurtful words** - when a child has caused significant distress through what they've said
- **Physical harm** - when a child has hurt someone physically
- **Damage to property** - when a child has deliberately damaged school or personal belongings

We want to be clear: reaching this point means we've already tried many other approaches to support the child, and we're deeply concerned about their wellbeing and the wellbeing of others in our school community.

What happens if a fixed term suspension is necessary?

If we do need to suspend a child, we'll communicate with parents straight away. We'll:

- **Send a letter explaining clearly** what happened and why we've made this difficult decision
- **Provide a helpful information leaflet** that explains the process step-by-step and signposts where families can get additional advice and support
- **Stay in touch throughout** - the suspension period is not a time when we stop caring or supporting the child and family

Supporting the child's return

When a child returns to school after a suspension, we want to help them make a fresh start and feel welcomed back into our school community. We may create a **Pastoral Support Plan (PSP)** together with the child and their family.

This plan will:

- Outline the caring support and interventions we'll put in place
- Set out clear, achievable goals that we'll work towards together
- Include an action plan to help the child settle back in successfully and feel confident
- Be reviewed regularly so we can celebrate progress and adjust support as needed

Our commitment

Throughout this process, we're committed to understanding what's behind the behaviour, supporting the child's needs, and working in partnership with families. We believe every child deserves support, understanding, and the opportunity to learn and grow from their mistakes.

Permanent Exclusion: A Decision We Take with the Utmost Seriousness

Our approach to this most difficult decision

The decision to permanently exclude a child is one of the most serious and difficult decisions we ever have to make. It's something we approach with great care, deep thought, and heavy hearts. Our governors are kept fully informed throughout any process that might lead to this point, as we value their wisdom and oversight in such important matters.

Permanent exclusion is almost never our first step. Typically, we would only reach this point after we've tried fixed term suspensions and many other forms of support without success. However, we recognise that in very rare and extreme circumstances – where there is serious risk to the safety of others – permanent exclusion might need to be considered more quickly. In all cases, the Headteacher will inform the Governing Body about any permanent exclusion decision.

Extra care for our most vulnerable children

We take particular care with children who may be especially vulnerable:
For children who are Looked After If a Looked After child is at risk of suspension, we'll reach out to the Virtual School for Looked-After Children before making any decision. Their expertise and support help us explore every possible alternative and ensure we're doing everything we can for the child.

For children with an Education, Health and Care Plan (EHCP) If a child with an EHCP is at risk of permanent exclusion, we'll call an Emergency Interim Review immediately. This urgent meeting allows us to:

- Review all the support and provision currently in place
- Carefully assess whether our school can truly meet the needs identified in their EHCP
- Explore what additional support or different approaches might help
- Consider whether a different educational setting might better serve the child's needs

Our decision-making process

We follow the Department for Education's statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' to ensure we meet all our legal responsibilities.

The Headteacher, working closely with the Deputy Headteacher, SENDCO and in thoughtful consultation with other members of staff who know and work with the child, will carefully consider all the circumstances before making any decision about exclusion. This collaborative approach ensures we have a full picture of the child, their needs, their challenges, and everything we've tried to support them.

Our commitment

Even when we reach this most difficult point, we remain committed to:

- Acting in the child's best interests
- Ensuring the decision is lawful, fair and proportionate
- Supporting the child and family through this challenging process
- Working with other agencies to help the child find the right educational placement for their needs

We understand that permanent exclusion has a profound and lasting impact on children and families. It's never a decision we make lightly, and we recognise the pain and disruption it causes. Even when we believe it's the right decision for the safety and wellbeing of our whole school community, we approach it with compassion and a commitment to supporting everyone affected.

Appendices

30 Second Intervention

a. Gentle approach, personal, non-threatening, side on, eye-level or lower.
b. Quietly state the behaviour that was observed and which rule/expectation/routine it contravenes.
c. Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
d. Walk away from the child; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Restorative Meeting

Restorative meetings at St. Matthias CE Primary School are a core part of repairing damage to trust between staff and children. Our restorative meetings are structured in 5 steps:

What happened? Drawing out each person's story one at a time.

What do you think and feel about that? What each person was thinking at the time, before and since.

Who has been affected and how? Who has been harmed/affected as a result of the incident.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What behaviours will each of us show next time? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? *Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.*

Staff at St. Matthias CE Primary School will take responsibility for leading restorative meetings - Senior Leaders will support when requested.

Reasonable Adjustments

- small, carefully thought-out group settings or one-to-one working
- alternative break / lunchtime provision
- quiet area / separate work station
- altered start/finish times to avoid busy entrance hall / corridors
- sensory support (ear defenders, fiddle toy, different uniform)
- support with assemblies, school plays, sports days
- visual supports
- ICT support e.g. software / hardware to support learning
- use of Teaching Assistant support (or key workers or equivalent)
- careful monitoring and targeting
- structured routine
- individual provision map (IPM)
- clear guidelines
- involving and working closely with parents and the child
- differentiated work tailored to learning need
- rewarding and reinforcing positive behaviour
- enhanced personal social and health education programmes
- behaviour intervention programmes
- Trauma Informed interventions