



St Matthew's C of E Primary School



Behaviour Policy

"Let Your Light Shine"

Our Behaviour Principles:

At St Matthew's Primary, our behaviour policy is rooted in our shared belief that every child has the right to feel safe, respected, and valued in school. Guided by our Christian ethos and our motto *"Let your light shine"* (Matthew 5:16), we are committed to creating a nurturing, inclusive environment where all children are respected and can flourish.

As a **Rights Respecting School**, we uphold the UN Convention on the Rights of the Child (UNCRC), which states: *"Education must develop every child's personality, talents and abilities to the full"* (Article 29), with our behaviour policy particularly linking to:

- ★ **Article 2** – Non-discrimination
- ★ **Article 12** – Respect for the views of the child
- ★ **Article 19** – Protection from all forms of violence

Our behaviour policy is based on the **Governors' Statement of Behaviour Principles**: (Appendix 1) and our principles reflect this commitment:

- ★ **Respect for All** – Every member of our community is valued and respected, entitled to dignity and safety, having their rights respected by everyone. We promote the UN Convention on the Rights of the Child in all aspects of school life.
- ★ **Safe & Supportive Environment** - Children have the right to feel safe and supported. Staff model calm, consistent, and compassionate behaviour. Emotional wellbeing is prioritised.
- ★ **Positive Relationships** – We promote kindness, empathy, and cooperation through restorative practices and mutual understanding / respect.
- ★ **High Expectations rooted in Grace** – All pupils are expected to act with respect, responsibility, and resilience, being ready to learn.
- ★ **Celebrating Individual Light** – We value each child's uniqueness and support their growth, encouraging them to *"Let their light shine for others to see"* celebrating their successes.
- ★ **Fair and Inclusive** – Staff are fair and consistent, ensuring children understand the impact and consequences of their actions.

Our Behaviour Expectations:

Guided by our behaviour principles and BRIGHT values (Appendix 2), we uphold high expectations for behaviour across our school. We promote a culture of positive reinforcement, modelled consistently by adults, and supported by restorative practices. This approach nurtures pupils who are respectful, responsible, and ready to learn - demonstrating behaviours that truly let their light shine.

We explicitly teach our behaviour expectations to all pupils. These expectations are consistently modelled by staff and continuously monitored to ensure a unified approach throughout the school. Pupils are supported in understanding what is expected of them through clear instruction, encouragement, and positive reinforcement.

Our approach is rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC). We believe that every child has the right to learn, every teacher has the right to teach, and that all children can succeed in their behaviour when provided with clear boundaries, encouragement, and appropriate support.

All pupils are expected to be:

- ★ **Respectful** – treating others with kindness and fairness, valuing our differences, and upholding the rights of all.
- ★ **Responsible** – owning their actions, making positive, thoughtful decisions and contributing to a safe and happy learning environment.
- ★ **Ready to learn** – being prepared, engage actively in lessons, showing curiosity, a positive attitude and strive to achieve their best

Our behaviour mantra is:

**“I treat others with Respect, act with Responsibility,
so everyone enjoys their rights and is Ready to Learn.”**

(Appendix 6)

Positive Behaviour Recognition:

We promote positive behaviour through a whole-school culture rooted in **respect, responsibility, and readiness to learn**, ensuring pupils feel valued and motivated to thrive. Positive behaviour is consistently recognised, celebrated, and embedded in our everyday school life.

- ★ **Active Recognition:** Staff are encouraged to actively notice and praise pupils who demonstrate respectful, responsible, and ready-to-learn behaviours.
- ★ **Meaningful Praise:** Praise is specific, sincere, and clearly linked to the BRIGHT values and 3 R behaviour expectations, reinforcing what good behaviour looks like.
- ★ **Weekly Celebration – ‘Time to Shine’:** Each week, during our collective worship, we celebrate pupils who go above and beyond, showing exemplary conduct and contribution, respect for others’ rights and living out our BRIGHT values – awarding them with a ‘Time to Shine’ certificate.
- ★ **Class Nominations:** Each class nominates a ‘Star of the Week’ who exemplifies positive behaviour, is identified by their peers as a good role model who contributes positively to the school community.
- ★ **Embedded Recognition:** Positive behaviour is regularly celebrated through verbal praise, certificates, classroom displays, and public recognition in newsletters and collective worship.
- ★ **Culture of Encouragement:** Our whole-school approach encourages kindness, effort and integrity, creating a climate where positive behaviour is the norm, every child is encouraged to shine, and achievements are celebrated through our shared value of togetherness.

School Behaviour System

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe.

Our “**Good to be Green**” School Behaviour System is used consistently across the school, to highlight, praise and reward:

- ★ behaviours which meet or exceed our school expectations
- ★ excellent learning / work
- ★ pupils who live out our BRIGHT school values
- ★ pupils who are great role models for respecting children’s rights (UNCRC)

These pupils are upgraded and rewarded with stickers / certificates for their excellent behaviours and learning (*refer to Appendix 3*).

Responding to Challenges:

We maintain a **zero-tolerance approach** to bullying, prejudice and discrimination of any kind.

Our “**Good to be Green**” School Behaviour System, has a clear step by step approach for addressing inappropriate behaviours (*refer to Appendix 3*) and follow up responses. All incidents are addressed promptly with appropriate support, restorative discussions and clear consequences overseen by SLT.

Pupils are downgraded for not showing respect, taking responsibility or being ready to learn (*refer to Appendix 3*). In addition to this, other actions required may include:

- **Investigative discussions** about RED behaviour NOT occurring whilst child is present
- Calm, **restorative conversations** to understand and resolve issues and learn suitable lessons
- **Informing pupils’ parents** about relevant consequences and restorative justice lessons to be learnt
- SLT or classteacher to decide on the ‘Yellow to Red situation’ (if it’s a build up) – NOT support staff
- Some behaviour may warrant an instant Yellow / Red – but we aim not to give repetitive downgrades to result in a red
- **Reflection** sheets to be completed when pupil is on a Red (*EY & KS1 Reflection – Appendix 4*) OR (*KS2 Reflection – Appendix 5*)
- **Support plans** for pupils who require additional help to manage their behaviour.
- Involvement of external agencies when needed.

Our approach aims to promote education, dignity, respect, and the right of every child to be valued and heard within a consistent, fair and safe environment. By embedding UNCRC principles into daily routines, St Matthew’s ensure discipline is not about control, but about empowerment. Pupils learn to self-regulate, respect others, and uphold rights, **creating a school culture where every child’s light can truly shine.**

Restorative Pathway:

Our approach to behaviour management includes restorative justice practices, which encourage pupils to:

- reflect on their actions in the context of the UNCRC,
- how they can repair harm by addressing what has happened,
- identify the impact it had,
- recognise what needs to be done to repair and restore relationships.

This empowers the children to take responsibility for their actions and understand their impact on others. Our approach aligns restorative discussions with the UNCRC, in order to support the development of pupils as empathetic problem solvers, as well as taking responsibility and showing respect.

Restorative Actions:

1. Caution or address situation in private
2. Reflection Sheet
3. SLT Restorative discussion
4. Repair & Restore

Restorative Outcomes:

1. To ensure all pupils’ have a positive outcome with lessons learnt, following any conflict.
2. To inform relevant staff and pupil’s parents of incident, restorative pathway and outcomes.

Essential Implementation:

The behaviour of the adults in school is a significant factor in creating success for our children. Thus, being a positive role model, behaving in the way we would like our children to behave and ensuring consistency, is central to effective and shows our expectations in actions and words

Staff at St Matthews model expected behaviours and support pupils in meeting these standards.

To achieve high expectations of behaviour across the school daily, consistent implementation of the following is key:

- ★ **Adults model exemplar behaviours:** Staff consistently demonstrate respectful, responsible, and ready-to-learn behaviours in both actions and language, reinforcing expectations through everyday interactions, aligned with our BRIGHT values.
- ★ **Explicit teaching of behaviours:** Behaviour expectations are taught and regularly reminded by all adults through daily interactions, collective worship, discussions, and storytelling; ensuring these expected behaviours become embedded into daily routines.
- ★ **Consistent staff approach:** Staff collaborate to ensure a unified and consistent approach across the school. All staff use shared language and strategies to maintain consistency and provide immediate feedback to guide and correct behaviour constructively.
- ★ **Positive Behaviour Recognition:** Good behaviour is acknowledged and celebrated through verbal praise, certificates, and public recognition (*incl. Time to Shine/ newsletters*), aligned with our BRIGHT values, the behaviour mantra and the UNCRC.
- ★ **Restorative Practice:** Staff use restorative conversations to help pupils reflect, take responsibility, and repair relationships. Restorative conversations help pupils understand the impact of their actions, take responsibility, and learn from experiences. Focus is on repairing relationships and restoring a positive learning environment.
- ★ **Staff Training & Development:** Ongoing training equips staff with inclusive, trauma-informed practice; rights-respecting behaviour management and strategies for calm, constructive and supportive responses to misbehaviour. Training ensures staff are equipped to support all pupils effectively.
- ★ **Monitoring and Feedback:** Behaviour is monitored daily through observations and informal feedback. Staff share insights collaboratively, to help identify and address behaviour patterns / concerns early and to support consistency and improvement.
- ★ **Emotional Support:** Pupils are supported to feel safe, regulate emotions, and express themselves in healthy ways e.g., through reflection spaces, emotion check-ins and wellbeing club. These support systems are in place to help children manage their behaviour positively.
- ★ **Inclusive Adjustments:** Behaviour expectation adjustments are made where necessary to meet pupils' additional needs, supporting individual development and wellbeing, and ensuring fairness and accessibility for all pupils.

Other Support:

We take an **attachment-aware and trauma-informed approach**, understanding that all behaviour is communication and there can be complex factors underlying behaviours. Staff are trained to understand behaviour in context, considering the impact of attachment difficulties, SEND, and mental health. Staff are taught to respond with empathy - using consistent relationships and key adult support, to prevent triggers. In line with the UNCRC, we uphold every child's right to care (*Article 3*), inclusion (*Article 23*), and access to **expert-informed support** (*Article 24*), working closely with professionals such as Educational Psychologists, MYME and SWERRL.

Physical restraint is only used when necessary to prevent harm or serious disruption, in line with the Education Act and DfE guidance, and must never be used as punishment. COSI trained staff follow safe

practices, and parents are informed if restraint is used. **Exclusions** are an absolute last resort, decided by the Headteacher. We work closely with families to avoid them—upholding children’s rights to dignity, protection and education (*UNCRC Articles 3, 19, and 28*).

Searching & Screening:

The school follows the DfE’s *Searching, Screening and Confiscation Advice for Schools* (July 2022), ensuring all actions are lawful, proportionate, and respectful of children’s rights. Searches may be carried out to maintain safety and wellbeing, with staff considering pupils’ rights to privacy, protection, and participation under the UNCRC. Headteachers and authorised staff may search pupils or their possessions for prohibited items such as stolen property, treating all children with fairness, dignity, and care.

Mobile Phones: In line with Enfield LA mobile phone guidance, pupils are not permitted to bring smart phones to school for wellbeing reasons. Only children in Years 5 and 6 who travel independently may bring a basic mobile phone, which must be handed in on arrival and collected at the end of the day. A mobile phone agreement must be completed by each child bringing a phone to school and signed by their parents (*Refer to our Online Safety Policy*)

The school takes all reports of **child-on-child** sexual violence or harassment very seriously, following *Keeping Children Safe in Education* (KCSIE 2025) and safeguarding principles. Each case is handled by the Designated Safeguarding Lead / team with care and fairness, recognising children’s rights to protection (*Article 19*), privacy (*Article 16*), and to be heard (*Article 12*) under the UNCRC. Sexual harassment is never tolerated or dismissed as ‘banter’, and staff consistently model respectful, dignified relationships.

Overview:

We aspire for every child to be BRIGHT, knowing their light shines brightest when their rights are known, upheld, and celebrated. By fostering a community where pupils protect one another’s rights, act responsibly, and are ready to learn, we support their growth into compassionate, confident individuals. At St Matthew’s, this shared commitment to our behaviour principles, values and respect creates a culture where positive behaviour flourishes, supporting both personal development and collective wellbeing of all pupils.

Monitoring and Evaluation:

- The headteacher is responsible for implementing and maintaining the behaviour policy, ensuring it aligns with the school’s culture and safeguarding duties.
- Behaviour is monitored through regular observations and feedback from staff.
- SLT monitor behaviour records / reflection sheets each week.
- Data on behaviour incidents is reviewed to identify patterns and inform interventions.
- Pupil voice is gathered to ensure the policy remains effective and inclusive.
- Behaviour data & updates shared with Governors in Headteacher’s Report termly.
- Annual review of the Governors Behaviour Principles & School Behaviour Policy in autumn term FGB meeting.

Ratified by Governors: 22nd October 2025

To be reviewed every year or sooner if required

St Matthew's C of E Primary School *Appendix 1*

Governors' Statement of Behaviour Principles

Our Values in Action:

We are guided by our six core values which shape our expectations of behaviour and help every child to shine:

Bravery: We encourage children to be courageous in making the right choices, speaking up for justice, and trying again after mistakes.

Respect: Every member of our school community is treated with kindness, fairness, and dignity. We celebrate diversity and uphold the rights of all.

Inspirational: We foster an environment where children inspire one another through positive actions, leadership, and creativity.

Gratitude: We promote thankfulness in our relationships and daily interactions, recognising the contributions of others.

Honesty: Truthfulness and integrity are central to our behaviour expectations. We support children in owning their actions and learning from them.

Togetherness: We build a strong, inclusive community where collaboration, empathy, and reconciliation are key.

Principles of Behaviour:

Respect for All

Every child and adult are valued and respected. Discrimination, bullying, and harassment are not tolerated. Our behaviour policy reflects our commitment to children's rights being respected.

Safe and Supportive Environment

Children have the right to feel safe and supported. Staff model calm, consistent, and compassionate behaviour. Emotional wellbeing is prioritised.

Positive Relationships

Relationships are built on kindness, forgiveness, and reconciliation. Restorative approaches are used to resolve conflict and repair harm.

High Expectations Rooted in Grace

We expect high standards of behaviour, recognising that mistakes are part of learning. Children are supported to take responsibility and grow from their experiences.

Celebrating Individual Light

Positive behaviour is recognised and celebrated. Every child is encouraged to let their light shine through their actions, words, and choices.

Fair and Inclusive

Behaviour policies are inclusive and sensitive to individual needs. Sanctions are proportionate, fair, and used as opportunities for reflection and growth.

Governance and Oversight

Governors expect regular updates on behaviour trends and interventions. The Headteacher is responsible for implementing behaviour policies in line with these principles.

Our Behaviour Principles

Appendix 2

At our school, we believe everyone is special and has a light inside them.

We want everyone to feel happy, safe, and ready to shine!

Our School Values

- **Bravery:** We are brave and try our best, even when things are tricky.
- **Respect:** We treat everyone kindly and listen to each other.
- **Inspirational:** We inspire others by doing the right thing and being creative.
- **Gratitude:** We say thank you and appreciate what others do for us.
- **Honesty:** We tell the truth and take responsibility for our actions.
- **Togetherness:** We work as a team and help each other.

How We Behave

- **Respect for All:** We respect everyone's rights and make sure no one feels left out.
- **Safe and Supportive:** We help each other feel safe and happy at school.
- **Positive Relationships:** We are forgiving, say sorry, and make friends again.
- **High Expectations:** We try our best and learn from our mistakes.
- **Celebrating Our Light:** We celebrate good choices and let our light shine!
- **Fair and Inclusive:** We are fair and understand that everyone is different.
- **Working Together:** Our teachers and governors help us make good choices.

Our Behaviour Mantra

"I treat others with Respect, act with Responsibility, so everyone enjoys their rights and is Ready to Learn."

Be Respectful	Be Responsible	Be Ready to Learn
<ul style="list-style-type: none">➤ Speak politely to everyone➤ Say good morning / afternoon to others➤ Hold doors open for adults➤ Treat each other as you wish to be treated➤ Take turns➤ Listen - only one person should be talking at a time➤ Show that you are listening by looking at the person who is talking➤ Look after school property➤ Be kind➤ Celebrate others' successes	<ul style="list-style-type: none">➤ Walking not talking around the school➤ Always tell the truth➤ Tidy up after yourself➤ Completing homework on time➤ Accepting responsibility if you make a mistake and saying sorry➤ Recognising when to ask for help➤ Be a positive role model➤ Complete your school monitor roles to the best of your ability (service)➤ Look after school property & equipment➤ Follow our school rules	<ul style="list-style-type: none">➤ Be in the right place at the right time➤ Have your equipment ready➤ Listen carefully to the adult who is speaking➤ Look at the teacher when they are talking➤ Not talking when the teacher is talking➤ Being ready to learn (breakfast, water, uniform, toilet)➤ Always try your best➤ Learn from your mistakes➤ Ask for help➤ Have a growth mindset

St Matthew's School Behaviour System

Responses to exceptional behaviours	+ Step 3: Gold - achievement recognised & celebrated in class & sent to SLT to receive a gold sticker at the end of the school day	<ul style="list-style-type: none"> ● Kindness and consideration ● Helping/respecting each other ● Being honest/telling the truth ● Taking responsibility to help others ● Exemplary attitude to school and their work ● Being consistently polite and respectful ● Showing initiative ● Supporting peers and being sensitive to others needs ● Exceptional effort (<i>beyond the expected</i>) ● Good teamwork ● Significant effort/progress in work
	3 Golds in 1 term = Gold Reward with Headteacher	
	+ Step 2: Silver – achievement recognised & celebrated in class with a silver sticker at the end of the school day	
	+ Step 1: Bronze – achievement recognised & celebrated in class at the end of the school day	<p><i>NOTE: Children will not be upgraded for: monitor jobs, doing what they are asked to do, tidying or putting equipment away, sitting nicely, being quiet, good work, asking to be upgraded.</i></p>

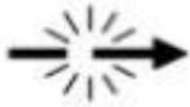
It's Good to be GREEN

Responses to challenging or inappropriate behaviours	- Step 1: Verbal warning given (<i>privately</i>) as a reminder about how to behave appropriately	
	Repetition of behaviour = BLUE	
	-Step 2: Continued disruption = YELLOW = time out in link class (5 minutes with sand timer) Teacher to inform parent	
	- Step 3: Continued disruptive or extreme behaviour = RED = loss of break & lunch break over 24 hr period, including Reflection with SLT & restorative discussion + SLT call home	

St Matthew's EY & KS1 Reflection Sheet *Appendix 4*

Name:

Date:



What happened?



How were you feeling?



Who has been affected?



How can we make this right?



What have we learned from this?

Discussed with member of SLT

Actions

St Matthew's KS2 Reflection Sheet *Appendix 5*

Name:		Date:
Who else was involved?		Which adult did you tell?
This is a time for you to reflect upon your actions. In each box please describe or draw your answer.		
Situation	What happened?	
	What were you thinking and feeling at the time?	
Reflecting	Who has been affected by what happened?	
	How do you think the other person/people felt?	
	Which rights did you disrespect?	
Taking Responsibility	Why do you think you behaved this way?	
	What will you do next time to make sure that you respect others' rights?	
Making things right	What can you do to make things right?	
	How can you prevent this from happening again?	
Help	Who can you ask to help you make better choices in the future?	
Discussed with member of SLT:		
Actions:		

**“I treat others with Respect,
act with Responsibility,
so everyone enjoys their
rights and is
Ready to Learn.”**