

St George's C. E. Primary School



Behaviour Policy

Date Approved: January 2024

Approved by: Full Governing Body

**Reviewed and agreed by governors: 25th September
2024**

Review date: September 2025

St George's C.E. Primary School

Behaviour Policy



Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other as equal human beings and celebrating our differences.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'
Mother Teresa.

1. Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To promote the emotional health and wellbeing of the children in our care.
- To ensure that the school's expectations and strategies are widely known and understood, including expectations around high attendance.
- To encourage the collaborative involvement of both home and school in the implementation of this policy.

2. Policy Statement and School Ethos

At St George's we recognise that children display a variety of behaviours for a variety of reasons. For example, it may be that the child is in distress and needs support and time to regulate themselves or it may be that a child is making a poor behaviour choice and needs help to make a better decision. For the purpose of this policy, we will use the term 'inappropriate behaviour' to cover all types of behaviour that children need support with.

At St George's we believe that good behaviour is fundamental to good learning. We have achieved the 'Attachment Research Community Gold Award for Attachment Aware and Trauma Informed Practice' from Telford and Wrekin. An Attachment Aware school promotes positive behaviour through excellent relationships, positive role models, resilience, development of emotional literacy and effective reward systems.

Behaviour curriculum

Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others. We expect high standards of behaviour from our pupils and we are committed to supporting our children to reach these through the strategies outlined in this document. Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance, forgiveness and responsibility, embedding these within everyday life at school. The school values are taught throughout PSHEE lessons as well as visited in assemblies. Many of our restorative conversations reflect on the school values.

3. Roles and Responsibilities

At St George's we act as a whole school community and all work together – parents/carers/staff/child alike -to ensure that the school environment is a safe, happy and calm place of learning.

Within this whole school responsibility there are different roles to be undertaken;

- **Class Teacher** – primary responsibility for general behaviour management and immediate response to any incidents which occur on a day-to-day basis.
- **Senior Middle Leaders** – may become involved if class teacher recognises recurring issues regarding behaviour.
- **Inclusion team** – becomes involved with strategic interventions should behavioural patterns be persistently inappropriate.
- **Assistant Head/ Deputy Head/Head Teacher** – high-risk and/or persistent inappropriate behaviour will result in the SLT taking necessary actions in line with the consequences available within this policy.

4. Standards of Behaviour

- **Appropriate Behaviour** – Appropriate standards of behaviour are those which reflect our school values. At St George's we reward children's behaviour where they are :

- Always trying their hardest and persevering
- Accepting responsibility for the things they do
- Being kind, thoughtful and polite
- Being respectful of other people and their possessions
- Being helpful
- Communicating their emotions with us or their needs
- Displaying our school values- respect, kindness, responsibility, happiness, honesty, perseverance, forgiveness and friendship.

- **Inappropriate Behaviour** – Inappropriate standards of behaviour are those which do not reflect our school values. At St George's we do not condone:

- Lack of respect
- Violence and aggressive behaviour
- Sexual violence and sexual harassment
- Threatening behaviour
- Bullying, including but not limited to racial, homophobic and online
- Discrimination

5. Embedding Standards of Behaviour

We will embed these standards by ensuring:

- The school's expectations and strategies are widely known and understood through the dissemination of this policy throughout the school community.
- All staff are working with and alongside school policy.

- Staff establish clear and consistent routines so that all pupils are supported in knowing what appropriate behaviour looks like.
- Children are aware of school's expectations through positive role modelling, consistent and standard application of policy and endorsement through class-based reward schemes.
- Completion, when necessary, of behaviour logs via CPOMs
- We identify any underlying reasons why inappropriate behaviour has occurred, for example, in relation to a child's mental health and well-being.
- That under no circumstances will staff give or threaten corporal punishment to any child.
- Staff recognise that some children need personalised pathways of support.
- A commitment to ongoing staff CPD and support regarding the positive behaviour curriculum, including emotion coaching, attachment theory and SEATs training.

6. Rewards

Our emphasis is on rewards to reinforce behaviour that reflects our school values. We know that rewards have a motivational role, helping children to see that appropriate behaviour is valued. The most common and effective reward is praise, informal and formal, public and private, to individuals and groups. It is earned by displaying our school values and behaviour that goes 'above and beyond'. Rates of praise for behaviour and effort should be as high as for work quality.

Public recognition of the above are presented during assembly:

- Class star of week
- Reward stickers for achievements
- Certificates
- Mentions certificates
- Class attendance awards

Classroom recognition is recognised by:

- In class rewards system- 'Behaviour Stars'. Classes work collaboratively to earn rewards based on the number of good behaviour stars they collect. Classes choose suitable rewards/treats for when they reach a given target. The whole-class scores are recorded on Class Dojo. However, individual scores are not shown.
- Class star of week
- Postcards/texts sent home to celebrate success with parents/carers.
- Values Awards
- Wanted – Praise on Sight poster
- Reader of the week
- Being sent to SLT
- 'We can do it' board...

7. Consequences

School values: kindness, honesty, perseverance, responsibility, friendship, happiness, respect and forgiveness.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to enable children to feel safe, learn boundaries, take ownership of their mistakes and learn from them. They are also there to protect the security and stability of the school community

The use of consequences should be characterised by certain features:

- The use of consequences must be consistent.
- It must be clear why the consequence is being applied.
- Consequences must be meaningful and designed to promote reflection on behaviours to support change or repair any ruptures to relationships/harms caused.
- It must be made clear what changes in behaviour are required to avoid future consequences. We use the school values to support this conversation with the child.
- The emphasis should be on the behaviour rather than the person.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences, within the classroom. However more major incidents or repeated/persistent inappropriate behaviour may require out of classroom strategies. It is important that the consequence is proportionate to the behaviour.

We encourage the use of restorative conversations to enable children to learn from their behaviour, and for staff to gain a greater understanding of the reasoning and emotional needs behind the behaviour.

Consequences Procedures

The school has a clear, predictable, consistent and systematic approach to responding to behaviour. This includes behaviour that shows aggression or physical violence towards children, parents/carers or staff.

Any low-level disruption will be responded to by the class teacher in the first instance through verbal warnings and reminders of rules and the child's strengths. This includes behaviour at lunchtimes, in line with our Happy Lunchtime project.

Low level disruption will be responded to immediately and effectively, and any persistent inappropriate behaviour will quickly be escalated to level 1.

Level 1

- Repeated/persistent examples of low level inappropriate behaviour.

Action

- Time to reflect with a trusted adult outside of the classroom environment to enable restorative conversations to occur in a safe and calm manner e.g. 'Time in, not time out'.

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- Warning of possible intervention during golden time or break times.
- At St. George's, we give every child every chance to earn the rewards at this point and we will talk to the child about our school values and making the right choices.
- Parents will be informed verbally.
- Behaviour support may include a Behaviour Support Plan to recognise positive behaviour. This Behaviour Support Plan will be written by all parties (child, teacher, parents, inclusion team and/or SLT) and will be monitored on a regular basis by a senior member of staff.
- An Early Help Plan may be considered.

Level 2

More support will be given for serious incidents or continued persistent examples of inappropriate behaviour.

Action

- SLT will be involved with any child at level 2.
- A Team Pupil meeting will take place between SLT, the SENDCo and Inclusion Lead.
- Planned school interventions between class teacher and inclusion leaders if classroom strategies and prior strategies are unproductive.
- Behaviour Support Advisory Teacher (BSAT) or EP involvement if limited progress following interventions at level 1.
- Suspensions will be considered for level 2 consequences to allow time for a reparatory reset.

Level 3

- Enhanced support is provided following numerous, significant and persistent occasions of inappropriate behaviour; or incidents of physical aggression towards staff or children.

Action

Additional support and actions will happen at this stage. We are likely to be working with external agencies e.g. Fair Access Panel (FAP).

- Possible Alternative Provision (following LA guidelines)
- Possible Managed Move to alternative school (following LA guidelines)
- Possible Suspension (following LA guidelines).
- Possible Permanent Exclusion (following LA guidelines)

Given its devastating impact on children's lives consideration of permanent exclusion will try to be avoided and will only be taken if the child is not responsive to the support programme given.

Special Educational Needs and/or Disabilities (SEND)

We recognise that pupils' behaviour may be impacted by a special educational need or disability. When incidents arise, we will consider them in relation to the pupil's SEND; although we recognise that not every incident will be connected to their SEND.

When dealing with inappropriate behaviour from pupils with SEND, especially where their SEND indirectly or directly affects their behaviour, we will take this into account when enforcing our behaviour policy and whether there needs to be reasonable adjustments made to the consequence to allow space in the system for the child to learn the appropriate behaviours.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in St George's C.E. Primary School and Nursery to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means us 'using no more than is needed'. Our use of force might involve 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 the classroom.

We will always follow the advice for schools on the Use of [Reasonable Force in Schools](#).

St George's C.E. Primary School and Nursery believe that the adoption of a 'no contact' policy at our school could leave staff unable to fully support and protect our pupils and students. We will adopt a sensible approach allowing staff to make safe and appropriate physical contact. The decision on whether to use or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions, we will consider the risks carefully because we recognise the additional vulnerability of these groups. We will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

St George's C.E. Primary School and Nursery will plan positive and proactive behaviour support, for instance through drawing up individual behaviour support plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. We will only use reasonable force where de-escalation processes have failed and the child's behaviour is unsafe to themselves or others.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMs and reported to parents.

Where it is possible, staff who are CPI trained should work together to restrain a child. However, we recognise that this will not always be appropriate if an issue needs addressing as a matter of urgency. If this is the case, any member of staff can restrain a child but only if it is deemed necessary.

Please note, St. George's believe that every effort will be made to de-escalate a situation before physical restraint is used.

CPI trained staff (2024):

Sally Sixsmith

Kathryn Watts

Sarah Foxley

Abbi Jervis

Emma German

Vicky Mackeen

Jill Hough

Carly Burton

8. Communication and Parent/Carer Partnership

We give high priority to clear communication within the school and to a positive partnership with families since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare and wellbeing. Early warning of

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concerns should be communicated to the pastoral, inclusions leaders or SLT. This is so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with families is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Family participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which families are more likely to be responsive if the school requires their support in dealing with difficult issues of inappropriate behaviour.

Where behaviour is causing concern, families will be informed at an early stage, and given an opportunity to discuss the situation. Family support will be sought in devising a plan of action within this policy, and any further action deemed necessary will always be discussed with the family.

Policy Review

This policy will be reviewed and updated every year (September).

Reviewed and updated by Holly Evans and Clare Holt in consultation with Senior and Middle Leaders

Date: 25.01.2024

This policy will be continuously reviewed and updated during the school year 2023/24 as part of a whole school project.