



STGPS, Camberwell

Behaviour Policy

Approved by:	Governing Body	Date: 07/12/2023
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Contents:

Introduction – Ethos and Values	2
Aims	3
Purpose	3
Legislation, statutory requirements and statutory guidance	3
Roles and responsibilities	4
St George's Behaviour System	6
• Rules	6
• Rewards	7
• Step Plan	7
• Language	7
• Restorative follow up	8
• Reflection Area	8
• Individual behaviour report plan	9
• Physical restraint	9
• Behaviour outside school	9
• Suspension	10
Children with special educational needs and disabled pupils	11
Links with other policies	11
Equality impact assessment	11
Appendix 1: Behaviour and sanctions chart	12
Appendix 2: STGPS Way – behaviour principles	14
Appendix 3: The behaviour curriculum	15
Appendix 4: Early Years Foundation Stage (EYFS)	18
Appendix 5: Playtime behaviour	20

[Introduction – Ethos and Values](#)

At St. George's CE Primary School, we are determined to support all young people to be successful during their time in school and in their life beyond formal education. All our work is underpinned by our school vision and values.

'I can do all things through Christ who strengthens me.'

Sustainability – we are a community that cares for God's creation.

Transformation – we are continually growing as individuals.

Generosity – we are generous in our love and care for each other.

Perseverance – we always strive to do our best.

Stewardship – we care for our resources.

Our young people will be encouraged and given every opportunity to achieve their potential in learning, whilst being responsible for their own conduct and actions. Young people respond positively to meaningful and supportive relationships with a range of teaching and support staff. At times we are required to be creative to meet the specific needs of our learners within the school and working with partners and agencies beyond the school.

Our policy is based on the principles of mutual respect, self-control and proper regard for others. The aim is to create a safe, happy and secure environment in which children learn consideration and respect for others.

We have created this policy using the Five Pillars of Pivotal practice from 'When the Adults Change, Everything Changes' (Paul Dix, 2017)

Consistent &
Calm Adult
Behaviour

Relentless
Routines

First Attention
for Best
Conduct

Scripting
Difficult
Conversations

Restorative
Follow Up

In all of this, strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents as the attitude of parents can have strong influence on the pupil's response to authority and rules in school.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent and calm approach and to celebrate the best behaviours
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination

Purpose

To provide simple, practical procedures for staff and children that:

- Recognises behaviour norms and positively reinforces this behaviour
- Encourages children that they can and should make good choices
- Ensures consistency of expectations across the school
- Builds a community which values kindness, care, good temper and empathy for others
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.

Legislation, statutory requirements and statutory guidance

This policy should be read in conjunction with St. George's CE Safeguarding Policy, St. George's CE Anti-bullying Policy, St George's CE Uniform Policy and St. George's CE Equality Duty Policy.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles and responsibilities

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Head of School
- Monitoring the policy's effectiveness
- Holding head of school to account for its implementation

The Head of School is responsible for:

- Reviewing this policy in conjunction with the governing board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

St George's Behaviour System

St George's recognises and promotes good behaviour and behaviours for learning, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour. It is fundamental to this policy that all staff have a duty to maintain good order and high standards of behaviour at all times, in all parts of the school and with all children.

The School Rules

There are three school rules which all children are expected to adhere to. They are displayed prominently in the school and reinforced positively at every opportunity.



These are underpinned by our behaviour principals 'The STGPS Way' (appendix 2). Each rule has four principals, further complemented by our 'Behaviour Curriculum' (appendix 3)

The STPS Way:

At STGPS we are READY

- We are prepared for what is next
- We show we are ready with our whole body
- We are active learners
- We follow school routines and structures

At STGPS we are RESPECTFUL

- We use a respectful tone
- We show respect by listening
- We are polite
- We look after our equipment and environment

At STGPS we are SAFE

- We keep each other physically safe
- We follow instructions
- We support each other to keep us emotionally safe
- We use equipment safely

As this is a positive behaviour plan we recognise and reward children for positive behaviour choices.



REWARDS



- 'Class Charts' positive praise points
- Individual rewards earned through positive points
- Positive message to parents via Class Charts
- Computing time
- VIC parties/trips/disco
- End of term good behaviour certificates

If a child chooses not to adhere to these rules, there is a 'Step Plan' which the staff will work through with the child.



Step Plan




1. Reminder	A reminder of the three simple rules (Ready, Respectful, Safe) delivered in private if possible. Use proximity praise first.
2. Warning	'I've reminded you to be Ready/Respectful/Safe so... This is now a warning that unless you do so, you will miss some of your play'. Speak to the child and give them a final opportunity to engage. Offer a positive choice. Use the '30 second scripted interventions'. Use correcting behaviour language. Give a negative point.
3. Consequence 'Loss of playtime'	'You have continued to...therefore you will miss... minutes of your play' Reflection area outside of the school office.
4. Work in another class	If the unacceptable behaviour continues you will go to another class for up to 15 minutes to refocus and continue your learning.
5. Go to SLT	Meeting with parents and a member of SLT SLT intervention as appropriate.

Language


At St George's we approach behaviour management calmly and consistently at all times. The focus when tackling children's behaviour should be on the following principles:

- Use your voice and facial expressions firmly but calmly
- Listen
- Focus on the 3 school rules by reinforcing them verbally
- Be explicit that any consequence is given for a choice – including what the consequence is for
- We focus on the behaviour not the child

These principles enable children's behaviour to be dealt with calmly and consistently in a way that is safe for all children. When children progress to Step 2 of the plan, we use scripted interventions.



30 Second Intervention Script




- You need to ... (speak to me at the side of the room)
- I need to see you ... (following the agreed routine)
- I expect ... (to see your table tidy in the next two minutes)
- I know that you will... (begin doing your writing)
- Thank you for ... (sitting up straight and not rocking on your chair)
- I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot)
- We will ... (have a better day tomorrow)
- It's time to ... (start your work)
- Remember, the rule is ... (ready, respectful, safe)


Restorative follow up

In order to ensure that all relationships between adults and children are repaired after a child has reached stage 4 or 5 of the 'Step Plan', or been involved in a serious incident, it is necessary that the adult and child/ren involved have a restorative follow-up meeting. These meetings should be seen as priority meetings. They should be conducted in a calm, friendly environment which will encourage good dialogue between the adults and children involved. Younger children may need prompting with some of their answers. The meeting has 3 main elements, listed below:

What happened?	→	Who has been affected by this?	→	What needs to happen now?
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Restorative Follow Up



- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make you feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Reflection Area

The 'Reflection Area' operates on a daily basis at breaktime and lunchtime and is overseen by a member of SLT. Children in the 'Reflection Area' will either catch up on work that they have missed in class or read appropriate books.

Time in Reflection Area KS1 10 minutes - KS2 15 minutes	Entire lunchtime
<ul style="list-style-type: none">● stage 4 or 5 of the 'Step Plan'	<ul style="list-style-type: none">● refusal to move to partner room at stage 4 or 5 of the classroom plan● fighting● threatening behaviour including bullying (persistent and ongoing nature)● theft● prejudicial behaviour (including: racism, sexism, prejudice based on religion, homophobia, etc)● vandalism of school property.

The teacher will log on Class Charts any children attending the 'Reflection Area'. Where possible children will attend the 'Reflection Area' on the same day as their offence, however if the offence is at the end of lunchtime or in the afternoon session then the child will have to attend the reflection area the following day.

If a pupil refuses to go to the 'Reflection Area', parents should be contacted and asked to come to school for an immediate meeting with SLT. The pupil will have to attend the Reflection area the following lunchtime.

When serious misbehaviour and incidents arise we recognise it needs to be responded accordingly with a clear message that it is not tolerated at our school. Please see the behaviour and sanctions chart in appendix ____

Individual behaviour report plan

Some children may find it difficult to follow the school rules and be disruptive in class or in the playground. If a child's behaviour is disruptive on a regular basis, the class teacher should raise this with a member of SLT. SLT may decide that the child should be placed on an Individual Behaviour Plan (IBP). A meeting should be convened and attended by: teacher, TA, parents, SLT and child.

At the meeting, targets are agreed and an IBP form is completed. IBP should be reviewed on a regular basis (3-4 weeks) or at least on a half termly basis. Any child who is on an IBP will need to have an ABC Behaviour Log that is completed for any incidents of negative behaviour. Children on an IBP will usually have a daily or weekly target sheet that needs to be completed by all adults working with that child.

Physical restraint

Very occasionally a member of staff may need to physically intervene to control or restrain a pupil, using reasonable force. Please see our 'Positive Handling Policy' for further details.

Behaviour outside school

A child's behaviour outside school on school business e.g. on school trips or at sports fixtures, is subject to the school's behaviour policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school.

For behaviour outside the school, not on school business, the Head of School may suspend a child if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school. If a child has to be returned to school / home as a result of their poor behaviour during a school organised activity, parents will forfeit the cost of the trip.

Suspension

Children who do not respond to the behaviour management approach adopted by the school may eventually face suspension; indeed, occasionally the behaviour of a child will be such that suspension will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour. A decision to suspend a pupil, either for seclusion, a fixed term suspension or permanently, is seen as a last resort by the school. Please see the exclusion and suspension policy for further details.

Reasons for suspension

- Serious breach of the school's rules or policies;
- Risk of harm to the education or welfare of the child or others in the school;
- Breakdown of the relationship between the school and parents;

Any Suspension will be at the recommendation of the Headteacher and in consultation with Governors as appropriate.

Fixed term suspension

A fixed term suspension should be for the shortest time necessary; Ofsted evidence suggests that 1- 3 days is usually enough to secure benefits without adverse educational consequences.

Single incident

A fixed term suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head of School will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head of School will check whether the incident may have been provoked, for example by bullying or racial/prejudicial harassment.

Permanent suspension

A permanent suspension is a very serious decision and the Headteacher will consult with the Chair of Governors before enforcing it. As with a fixed term suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a criminal or disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Carrying an offensive weapon;
- Persistent bullying;
- Racial / prejudicial harassment.

Decision to temporarily or permanently suspend

If the Head of School decides to suspend a child they will:

- Ensure that there is sufficient recorded evidence to support the decision;
- Explain the decision to the child;
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the suspension, whether it is a permanent or temporary Suspension, the length of the Suspension and any terms or conditions agreed for the child's return;
- In cases of more than a day's Suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- Plan how to address the child's needs on his/her return;
- Plan a meeting with parents and child on his/her return.

Suspension should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

Internal	Internal	Internal	External	External	External	PERMANENT
St. George's	St. George's	St. George's	At home	At home	At home	
1 day	3 days	5 days	3 days	5 days	3-45 days	
Present code in register. Not counted or reported.			Where safeguarding issues are known, Code E in register. Counted and reported.		Code E. Counted and reported	

Children with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to suspend a child. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled children by excluding them from school for behaviour related to their disability. The Head should ensure that reasonable steps have been taken by the school to respond to a child's disability so the child is not treated less favourably for reasons related to the disability. 'Reasonable steps' could include:

- differentiation / personalisation of the school's behaviour policy;
- developing strategies to prevent any negative aspects of the child's behaviour;
- requesting external help to support the child;
- additional / specific staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a child's needs and to avoid the necessity for Suspension as far as possible, Suspension may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive handling policy
- Mobile phone policy
- Equality policy
- Uniform policy

Equality Impact Assessment:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Appendix 1: Behaviour and sanctions chart

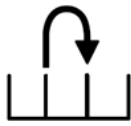
At St. George's CE Primary School our goal is positive behaviour established through consistency, clear systems, routines and high expectations. When serious misbehaviour and incidents arise we recognise it needs to be responded accordingly with a clear message that it is not tolerated at our school. The wider context including the circumstances of the incident, the child's contextual factors, including age and stage, and any special educational needs or disabilities are always considered alongside any decision making using this framework.

	Behaviour	Adult	Actions and Sanctions	Class Chart Record
Low Level	Low level disruptions: <ul style="list-style-type: none"> · Out of seat · Calling out · Silly noises/ faces · Using equipment intentionally inappropriately/ incorrectly (e.g. rocking on chair) · Interrupting · Unwanted touching · Running inside the building · Fidgeting · Not following instructions · Turning around and looking the wrong · Intentionally not being on task (e.g. not completing learning, loitering at the pegs) · Not being respectful (e.g. negative body language) 	Class Teacher	Step Plan	Completed by class teacher at Step Three
Tier 1	Challenging negative behaviour: <ul style="list-style-type: none"> · Pushing in line · Low level name calling · Play fighting · Refusal to complete work or follow instructions · Deliberately breaking schools or others' property · Negative verbal or physical response · Inappropriate language including swearing · Unintentionally hurting someone as a result of another negative action/behaviour · Spitting 	Class teacher/ Support staff	An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour <ul style="list-style-type: none"> · Step 3: Miss 5 minutes of break time · Step 3: Reflection sheet and restorative conversation · Step 3: Discreet discussion with parent/ phone call home from class teacher · Step 4: Time in another classroom to continue learning/ reflection sheet · Right the wrong e.g. Apology letter 	Completed by class teacher
Tier 2	Serious and deliberate behavior: <ul style="list-style-type: none"> · Persistent challenging negative behaviour · Persistent or serious rudeness/ name calling · Swearing at someone · Graffiti/ vandalism · Stealing · Intentionally hurting someone · Verbal or physical threat · Spitting at someone 	SLT	An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behavior. Musts: <ul style="list-style-type: none"> · Step 5: Sent to SLT or time in the reflection area outside the head's office · Discreet discussion with parent/ phone call home from teacher · Reflection sheet and restorative conversation (suggestion first 10 minutes of lunch play) 	Completed by class teacher SLT add action where appropriate

	<ul style="list-style-type: none"> · Inappropriate online behaviour 		<ul style="list-style-type: none"> · It's the teacher's responsibility to "investigate" the behaviour through questioning those involved. Only when it is determined to be serious and deliberate should SLT be involved. <p>Consequence toolkit:</p> <ul style="list-style-type: none"> · Miss whole of break time · Right the wrong e.g. clean up graffiti · STGPS Repair (community service) e.g. picking up rubbish, supporting chef or PE teacher · SLT meeting with parent · Removal of a privilege (this cannot affect their access to a full curriculum. Examples might include sports team training session, music club, attendance at year group events and whole school events) <p>Support toolkit:</p> <ul style="list-style-type: none"> · TAC · Cause for Concern · Individual Behaviour Plan 	
Tier 3	<p>Extremely serious</p> <ul style="list-style-type: none"> · Bullying including online · Discrimination (including all protected characteristics) and oppressive behaviour · Sexual harassment and sexual violence · Very serious challenge to adult · Intentionally seriously hurting someone · Persistent serious and deliberate behaviour · Serious inappropriate online behaviour · Possession of any prohibited items · Fighting · Any activity that makes other children feel unsafe 	SLT	<p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behavior.</p> <p>Musts:</p> <ul style="list-style-type: none"> · Blue Card to SLT for serious behaviour disrupting lesson OR a safety situation · Escalation to SLT at most appropriate time (out of lesson time if possible) · Meeting with parent <p>Consequence toolkit:</p> <ul style="list-style-type: none"> · Removal of a privilege (this cannot affect their access to a full curriculum) · STGPS Repair (community service) e.g. picking up rubbish, supporting chef · Fixed term internal suspension (work to be planned by class teacher) · Fixed term external suspension (work to be planned by class teacher) · Permanent suspension (work to be planned by class teacher) <p>Support toolkit:</p> <ul style="list-style-type: none"> · TAC · Cause for Concern · SEMH intervention programme · Reintegration support and meeting (if suspended) · SEMH intervention programme 	Completed by SLT

Appendix 2: STGPS Way – Behaviour Principles

The STGPS Way



We are prepared for what is next.



We show we are ready with our whole body.

At STGPS we are:



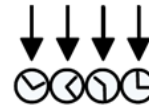
READY



STGPS, Camberwell



We are active learners.



We follow school routines and structures.

The STGPS Way



We use a respectful tone.



We show respect by listening.

At STGPS we are:



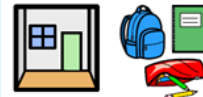
RESPECTFUL



STGPS, Camberwell



We are polite.



We look after our equipment and environment.

The STGPS Way



We keep each other physically safe.



We follow instructions.

At STGPS we are:



SAFE



STGPS, Camberwell


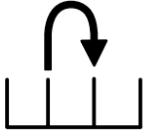
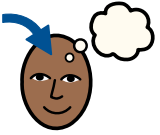

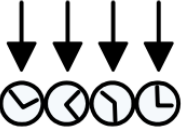


We support each other to keep us emotionally safe.



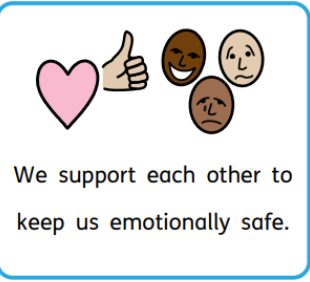
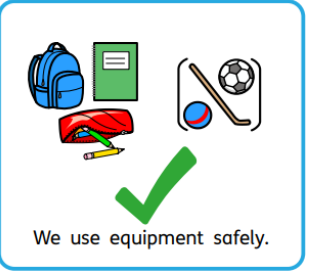
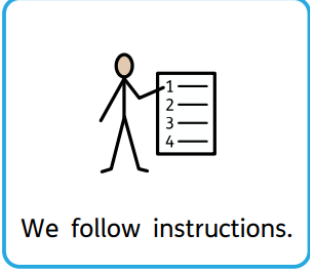


We use equipment safely.

Appendix 3: The behaviour curriculum

Our school rules...	Our behaviour principles...	'What Makes Good?' What does it look like? How do I know how to be successful?
<div data-bbox="92 1052 395 1299"> <p>At STGPS we are:</p>  <p>READY</p> </div>	 <p>We are prepared for what is next.</p>	<p>We will listen to instructions so we know what to do next. We will use the visual timetable to help us know what is next. We will ask for more information or for the information again if we are unsure. We will calmly transition to our next learning. We have everything we need for what is next or ask for it. We will keep our learning space tidy and organised. We will think about what is coming next so we are ready and prepared. We will drink water and go to the toilet at sensible times so as not to disturb the learning. We will be helpful around the class in preparing for what is next. We will help others be prepared too</p>
	 <p>We are active learners.</p>	<p>We approach things with energy and enthusiasm. We are willing to have a go. We engage in class discussions and ask the teacher and other children questions. We share our prior knowledge and experiences. We take pride in our learning and progress. We reflect on our achievements and progress. We recognise our barriers and ask for help when we don't understand. We use the STGPS hand gestures to participate.</p>
	 <p>We show we are ready with our whole body.</p>	<p>We look and listen to the speaker. We come to class with a positive mental attitude. We make sure we are ready by taking care of our physical needs to make us prepared. We are comfortable in our body. We use positive body language. We are where we are supposed to be. We ask for or use a strategy to be ready. We wear our school uniform proudly</p>
	 <p>We follow school routines and structures.</p>	<p>We walk proudly on the left in single file. We meet and greet those around me. All our belongings are on our labelled pegs. If we notice someone else's belongings on the floor we will pick them up and re-hang them. We go straight to where we need to go. We use our manners and hold doors open for others. We line up in a straight and quiet line. We take part in giving and receiving compliments of the day. We transition to and from the carpet 1,2,3 or in maths this might be chanting. We use the water bottle box and jumper box for our belongings. We go to the toilet or have a drink at a 'sensible time'. We carry out our class monitor jobs if we have one to the best of our ability. We sit or stand in our carpet/table spot or line order.</p>

Our school rules...	Our behaviour principles...	'What Makes Good?' What does it look like? How do I know how to be successful?
<div data-bbox="92 952 376 1184" data-label="Image"> </div>	<div data-bbox="419 237 743 524" data-label="Image"> </div>	<p>We speak in an appropriate tone. We speak at an appropriate volume. We use a kind and polite tone. We greet each other respectfully. We greet respectfully. We use appropriate language (words) for school. We use people's names when we are talking to them. We face the person we are listening to or talking to. We always respond respectfully and take the time we need to be able to do this successfully.</p>
	<div data-bbox="419 624 743 911" data-label="Image"> </div>	<p>We look at the person talking. We wait for the person who is speaking to finish before using agree and disagree hand gestures. We engage in the conversation by asking and answering relevant questions. We listen to everyone respectfully. We build on and respond to what others have said verbally and using STGPS hand gestures. We show we are listening with my body. We allow others the opportunity to speak and listen to them. We communicate respectfully if we are not ready to listen, and act when we are ready. We know that only one person should talk at a time.</p>
	<div data-bbox="419 1146 724 1413" data-label="Image"> </div>	<p>We greet people when we meet them. We say excuse me or pardon if we didn't hear what was said. We hold open doors for people – we will say thank you and please. We help others and ask others if they need help. We use cutlery in the lunch hall. We take turns and share resources and equipment. We allow others to go before me. We apologise sincerely. We use eye contact when we speak with someone. We listen when others are talking and giving their ideas. We use kind words at school. We consider and be aware of the differences of others and their needs. We ask questions of others and show interest in them.</p>
	<div data-bbox="419 1688 735 1968" data-label="Image"> </div>	<p>We proudly wear our uniform every day and take responsibility for it. We are proud of our school and look after it. We understand the importance and value of equipment and look after it. We use all areas of the school sensibly including the toilets. We respect the nature and the plants in side our school and in the school grounds. We keep the outdoor environment tidy by picking up litter and using the bins. We tell an adult if something is broken so it can be fixed. We help put things away. We look after our own equipment and possessions.</p>

Our school rules...	Our behaviour principles...	'What Makes Good?' What does it look like? How do I know how to be successful?
<div data-bbox="81 929 384 1178"> <p>At STGPS we are:</p>  <p>SAFE</p> </div>	 <p>We keep each other physically safe.</p>	<p>We keep our hands and feet to ourselves. We check on other children if they appear hurt. We use equipment and resources correctly and sensibly. We walk calmly and sensibly inside of school. We move safely outside of the school. We manage our own physical risks. We ask an adult for help if someone feels physically unsafe. We keep our 'Hands off,' others. We keep our 'Feet off,' others.</p>
	 <p>We support each other to keep us emotionally safe.</p>	<p>We ask others how they are. We notice if others need support and offer kindness and support when it's needed. We compliment others. We know strategies we can use if we feel uncomfortable. We are aware of the different ways people communicate, when happy or sad. We understand and respect that everyone is different. We ask permission before asking personal questions and will respect the privacy of others. We respect others' boundaries and sensitivities. We know we can say if we are uncomfortable.</p>
	 <p>We use equipment safely.</p>	<p>We leave the environment how we would like to find it. We pick things up off the floor and keep things tidy. We use scissors safely and appropriately. We use equipment and resources in areas it is safe to use them. We sharpen my pencil at a sensible time. We tuck in my chair. We use the internet safely and know who to ask if we feel uncomfortable. We take pride in the book corner and look after the books in the school.</p>
	 <p>We follow instructions.</p>	<p>We listen and respond promptly. We respect adult instructions. We ask for an explanation if we have misunderstood or we are confused in a respectful way. We know there are different types of instructions to follow. We listen to instructions fully. We use other resources (such as the slides or the working walls) if we are not sure before asking for help.</p>

Appendix 4: Early Years Foundation Stage (EYFS)

At STGPS we believe our children are unique individuals. They have the right to a safe, challenging learning environment that inspires curiosity and is tailored to their interests. We aim to nurture self-belief, provide an individualised curriculum and have high expectations for all learners. By working together, we will develop strong foundations for future learning.

We follow the whole school principals and teach the children that we are ready, respectful and safe. Throughout the principals we are also encouraging the children to do the following:

1. We use kind words- we tell the truth and say nice things to each other.
2. We are helpful and kind- we tidy up and take turns.
3. We listen to each other and work together to solve problems
4. We look after our toys, the books and the environment.
5. We try new things.

How we encourage positive behaviour:

- Clear Routines – visual timetables are displayed in every classroom, children are familiar with the routines and made aware of any changes.
- Support at Tidy Up time – children are encouraged to help, children are praised.
- Carpet Times- resources are prepared, visual aids encourage good listening, good looking.
- Lining Up- children are met at the door by an adult to be brought inside. Children walk when in a line.
- Practitioners use positive, specific praise e.g. “Thank you for giving the toy to your friend, you have been kind”.
- There are enough resources, equipment and materials.
- Stories are read that highlight caring, consequences and feelings.
- Children with behavioural needs have individualised strategies; social stories, learning mentoring, plans.
- Adults in the EYFS recognise that they are role models for good behaviour.
- Positive relationships are built between parents/carers, the child and key person – home visits, entry profiles, parent’s meetings, soft starts.
- Limit Setting- we have age appropriate limitations and expectations for the child’s development.

Approaches for negative behaviour:

- Use a calm, firm, controlled voice.
- Use Makaton and visual cards.
- Get down to eye level and insist on eye contact if appropriate.
- Deals with behaviour immediately; don’t prolong or give unnecessary attention.
- Label the behaviour rather than the child e.g. “that was unkind” rather than “you are unkind”.
- Praise positive behaviour.
- Offer a choice.
- Redirect children to a more appropriate activity.
- Children are encouraged to express their feelings and are praised for doing so.
- Rules are explained to children.
- Teach children to negotiate; say “no”, say “stop I don’t like it” or seek an adult if they need help.

Approaches when child is breaking the rules or putting themselves at risk:

1. Intervene in a calm manner.
2. Tell them to ‘Stop’ or ‘No’ – use Makaton or a visual card if needed.
3. Bend, kneel or sit down so you are at their eye level.
4. Tell the child calmly and clearly what they have done and that you do not want it to happen again.
5. Offer an explanation or alternative to the child- work with them to negotiate or find a solution.
6. Use the consequences of their actions to help them learn.

Conflict resolution:

1. Approach the child/children at eye level in a calm manner.

2. Acknowledge their feelings- use visuals.
3. Gather information – from all children.
4. Restate the problem.
5. Facilitate them to find a solution or give them choices e.g. comforting the child, fetching tissues.
6. Support children as they rejoin play- follow up support needed.

Consequences and actions - as a last resort:

If the behaviour continues or in cases where the child is a danger to themselves or others they will be removed from the situation and will spend time with a member of SLT. The child will be supported by an adult when being reintroduced to their play after clear behaviour expectations have been discussed.

Parental Involvement:

In all cases of negative behaviour a conversation will be had with the child's parents or guardians. This may be at the door in the morning or afterschool, or a phone call if your child attends breakfast and afterschool club. Sometimes a phone call or meeting may also be requested if the behaviour is more serious and a longer discussion needs to take place.

Appendix 5: Playtime behaviour

When there is negative behaviour the following procedures will apply:

If the behaviour is low level, such as intentionally not using equipment correctly, then the step system will be used in the same way as the classroom and they be redirected with their play.

- Step One – Reminder of the expected behaviour “This is a reminder that at STGPS we are Ready/Respectful/Safe so Thank you.”
- Step Two – Verbal warning - “I’ve reminded you to be Ready/Respectful/Safe so This is now a warning that unless you do so, you will have to play (with) something different.”
- Step Three – Consequence - The child will be redirected in their play e.g. “You have continued to use the equipment incorrectly therefore you will need to choose another piece of equipment to play with.” This must be followed through. This then marks a ‘clean slate’.
- Step Four/ Five – If the low level disruption continues the child will be sent to SLT.

If there is a dispute between children then the following approaches will be used:

1. Adult led restorative discussion
2. Peer mediation

If the incident is more serious, for example a child intentionally seriously hurting another child, then the staff member will take the following steps:

1. The staff will ask the child to move away from the situation into an area of playground which is quieter and away from their peers.
2. The staff will move down to the level of the child and adopt open neutral body language (e.g. not folding arms or putting hands on hips), standing at a respectful distance to the child to initiate a discussion.
3. Regardless of the child’s actions, the member of staff will remain calm and use a talking voice to speak to this child using the language of Ready/ Respectful/ Safe. Shouting is never acceptable.
4. If the child is unable to respond to the adult, the adult will give the child an appropriate amount of time (e.g. a few minutes) to cool down until they are already to articulate what happened.
5. The member of staff will listen to the child and will not jump to conclusions.
6. If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them. As above, the adult will not use emotive language to describe what happened but rather stick to the facts.
7. Where appropriate, the staff will use an approach to address the situation e.g. “right a wrong”, restorative approach, redirection of play. At the end of playtime, following resolving the situation, the staff will report any serious incidents or recurrent incidents to SLT so they can be recorded on Class Charts and followed up where necessary.
8. However, if a situation is serious the staff will involve the SLT in resolving the situation. The child may be asked to miss some of their lunchtime by spending time in the SLT offices and recorded on Class Charts.
9. Any negative behaviour will be reported the class teacher at the end of the playtime.

Managing serious incidents whilst on the playground:

If there is a physical fight or a child who is dysregulated and is putting themselves or others at risk:

1. Send a child to SLT.
2. Remove the other children calmly.
3. Speak calmly and with authority to the child in need:
 - ✓ STOP
 - ✓ YOU NEED TO BE READY/ RESPECTFUL/ SAFE
 - ✓ LET ME HELP YOU
 - ✓ FOLLOW ME
 - ✓ EVERYTHING WILL BE FINE – when appropriate to the context/incident

Repeat this sequence to calm the situation - particularly the last three statements. Senior staff will arrive to help.