

# ST. GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL



ACHIEVEMENT RESPECT COMMUNITY VALOUR

## Behaviour Policy

## Table of Contents

Purpose.....	3
Aims.....	3
Protected Characteristics.....	3
The Teacher’s Responsibilities.....	3
The Parents’/Carers’ Responsibilities.....	5
The Child’s Responsibilities.....	6
Reward Systems.....	7
Behaviour Charts.....	7
Sanctions/Support.....	7
Incident Books.....	8
Sanctions.....	9
Exclusions.....	13
Sexualised Behaviour.....	13

## Purpose

It is the right of every child at St. George's CE Primary School to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.

It is the right of every teacher and adult at St. George's to be able to teach without obstruction and to work in a mutually respectful environment.

At St. George's we:

- Teach responsible behaviour to our pupils using a range of strategies.
- Raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct.
- Be explicit about what adults and pupils in the school can expect from each other.
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.

## Aims

- supporting behaviour through the distinctive Christian ethos of the school
- working together to ensure the success of the child
- creating understanding and openness in home/school relationships
- helping parents to play a positive role in supporting the work of the school
- encouraging opportunities for parents and staff to exchange information, ideas and opinions
- involving parents in working out the way for the own child's education
- developing an understanding of achievement
- ensuring all members of school community act as role models for the children at St. George's, including the children themselves

## Protected Characteristics

It is unlawful for the school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender Identity
- Marriage and Civil Partnership
- Pregnancy
- Race
- Religion
- Sexual Orientation

## The Teacher's Responsibilities

This document outlines a hierarchy that will ensure the appropriate degree of seriousness is attached to incidents through the fair and consistent use of both the sanction and the staff members who are involved.

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*All members of staff have a responsibility to proactively ensure adherence to whole school behaviour expectations. To ignore an incident is to condone it.*

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Core strategies for ensuring outstanding behaviour at St. George's are:

**Through implementation of best practice in learning and teaching:**

Quality first teaching (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning.

Marking which provides feedback, achievable targets that encourage positive learning and 'can do' attitudes as well as marking that elicits a response and dialogue between teacher and pupil.

Avoiding an over reliance on 'time out' in other classrooms as this admits a teacher's inability to cope, undermines their authority, severely restricts learning opportunities and quick re-integration and can cause greater disruption to other classes. A class teacher needs to assert initial authority over a situation, setting behaviour expectations to other children. The exceptions to this are Stage 3 behaviours.

**By building positive relationships:**

Rewards – e.g. actively noticing good behaviour, lining up points, class table points/marbles, golden book award, positive messages to parents.

Good relationships with parents built up by being available in the playground at the start & end of the day and by informing them of good behaviour as well as poor behaviour. We will endeavour to communicate key aspects of this policy in the most effective and appropriate way e.g. using translation services or communicating face to face, induction meetings.

Remembering a teacher's own role in the behaviour of a class and being aware of the reason that may lie behind behaviour e.g. through inappropriate activity or timetabling, teacher tiredness, excitement over planned events, breaks in routine, accessibility of resources, building positive & quality relationships.

Balance of reward & sanction – not punishing a whole class for the actions of individuals and knowing that sometimes a telling off is enough.

Knowing the children as individuals. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.

By modelling and teaching learning behaviours

Helping children become independent and active learners, encouraging them to think for themselves, develop their own opinions, and to organise their time and resources effectively, with support from the teacher.

Knowing that humour can be an extremely powerful behaviour management tool.

Teachers giving explicit direction and being clear with reasons for actions and consequences for actions e.g. 'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'

By not engaging children in protracted discussion about incidents but simplifying them in relation to school expectations e.g. 'I understand that you feel something is wrong, but you are disturbing the learning of other children and I cannot allow you to do that' 'You kicked someone and even though you were provoked it is still unacceptable'

To clearly set the expectation that respect means pupils not raising their voice at you or answering back.

By utilising choice direction e.g. 'You can either complete this work now or you can complete it at playtime, it is your choice.'

Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again.

- By ensuring consistency of expectation from all stakeholders
- All children from Reception to Year 6 are expected to enter and leave assembly and to walk around the school silently in single file with hands by their sides to avoid touching others.
- Ensuring that when a sanction is used it is fair, appropriate, proportionate and reasonable for the action.
- Negotiating class rules with the children at the beginning of a school year.
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to prevent incidents of vandalism and cloakroom theft.
- By active implementation of the systems and procedures outlined in this policy.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.

## The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school.

- Parents can support their child to adhere to the expectations of the school community by:
- Explaining to your child what school is for: a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- Helping your child with his/her learning. This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources (books are expensive and we may have to charge up to £6.00 to replace damaged or lost books) and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- Supporting the school. Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding. We expect that parents/carers actively support and encourage pupils' good behaviour outside of school hours.

- Unacceptable and poor behaviour outside of school hours, but which clearly identifies and/or links a pupil to the school, will be dealt with under our behaviour policy. Serious breaches of this could lead to sanctions and ultimately exclusion for bringing the school into disrepute. This includes inappropriate use of the internet and social media, including: bullying, defamatory comments, cyber messages using any device (please see our online safety/Cyberbullying policy). We also expect parents to understand that where only completely necessary; school staff will employ positive handling techniques that they have been trained in, to ensure the safety of your child and of others. (see Positive Handling Policy)
- Acting on messages from the school. This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- Understanding that children also learn from watching the behaviour and actions of their parents and siblings. If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- Sending your child to school on time, every day when he/she is fit enough to come, to notify school if he/she is not fit enough to come, and to collect him/her if they do not go home on their own.
- Sending your child to school ready to learn. Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- Communicating with the school any special medical needs, or any special circumstances at home that may affect your child's learning.

Please note: During the school day, all parents, carers and visitors must report to the school office before contacting any other member of the staff or children. It is not acceptable for parents to approach staff when they are teaching. Equally, it is inappropriate for parents to approach support staff directly about their child's behaviour without first consulting the class teacher, Deputy or Headteacher. Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

## The Child's Responsibilities

The expectations and rules of St. George's are displayed throughout the school and in the playground. These rules are regularly explained and discussed with children. Examples of the behaviour we require from children at St. George's in and out of the classroom are:

- To co-operate with other pupils and staff
- To take responsibility for their own actions
- To develop self-control
- To be polite and well mannered
- To be honest
- To follow our school and class rules
- To respect the feelings of others, and learn to sort out difficulties without using physical or emotional violence

- To respect other children's and the school's property
- To listen when asked and wait their turn
- To work hard, not waste time and allow other children to do the same
- To try to produce their best in all aspects of school life.

## Reward Systems

The most effective form of behaviour management is one which notices where good behaviour is occurring and promotes it.

Within each classroom there is an expectation that there will be reward systems related to individual, group and whole class achievements including stickers, achievement charts and extra playtime.

## Behaviour Charts

If a chart is considered necessary, members of SLT / Inclusion team will look at all that is known about the child to gain a better understanding of what kind of targets on that chart, would be the most appropriate. We aim to understand the holistic needs of the child. The chart is presented and/or used in response to the needs of the child. It is recommended that the chart be used for a maximum of 4 weeks. The chart is overseen by a member of SLT and will be sent home on a weekly basis to parents/carers. We consider any chart to be part of our Pastoral Support Plan in conjunction with any outside intervention (where necessary). If the chart has been successful, i.e. the child has demonstrated consistent good behaviour; then a letter will be sent home to congratulate the child. At the end of the defined period (4 weeks maximum) the child will either be taken off the behaviour chart and the parent / carer will be informed of this by letter. If the behaviour has not improved, parents will be invited into school for a meeting to discuss next steps and further interventions.

## Sanctions/Support

The grid below outlines a hierarchy of sanctions/support and record keeping to guide teachers in consistency of approach across the school. Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer.

We will make specific searches for MOBILE PHONES and any other electronic devices. This is because we are clear that they must be handed in at the beginning of the school day. If they are not, we see items not handed in as a threat to good order for learning. The confiscated item could be as a result of a search. Any mobile phone or electronic item that is confiscated will be kept in the office in a locked place and returned to the parent only.

List of banned items:

- Mobile phones (unless handed in at the beginning of the day)
- iPods or personal music devices of any kind
- Gaming equipment such as Nintendo DS, or the games themselves
- Jewellery or personal adornments that do not fit with the uniform code e.g. bracelets, chains, earrings that are not studs.
- Football or any kind of trading cards
- Sweets, including chocolate
- Gum of any kind.

Electronic items or any item of value will be stored in a locked cupboard, any food items will be disposed of.

The wearing of inappropriate clothing or shoes as outlined in St. George's dress code will result in a letter home, or the child being sent home with the parent to change unless previous arrangements have been made. Repeated uniform violations will require the involvement of the Headteacher/Deputies.

Repeated absence or lateness as recorded by school systems will trigger interventions by the Attendance lead together with the Educational Welfare Officer (where appropriate).

## Incident Books

The books are kept by the school and do not form part of the child's official school record.

A child who has been recorded in these books numerous times will have other interventions so it is important to share the main behavioural concerns with anyone who is involved in supporting the child.

It is expected that any more serious incident has been shared with parents and carers in a timely manner. For more serious behaviour, parents will be sent home a *Poor Behaviour Choice Notice* to sign.



## Sanctions

	Behaviour	Appropriate Sanctions	Comments
Stage 1 (Aggravations)	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Wandering about classroom</li> <li>• Running in the school building</li> <li>• Not putting hand up to talk</li> <li>• Interrupting other pupils</li> <li>• Ignoring minor instructions</li> <li>• Silly noises/Minor Annoyances</li> <li>• Pushing in the line</li> <li>• Talking during silent work</li> <li>• Minor Playground Incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Reminders</li> <li>• Verbal telling off</li> <li>• Statement of inappropriate behaviour and consequences for repeating it</li> <li>• Change of seating</li> <li>• Name written on board</li> <li>• 5-minute playground cool down period</li> <li>• Tactically ignore</li> </ul>	<ul style="list-style-type: none"> <li>• Not recorded.</li> <li>• No other staff members involved.</li> <li>• TA &amp; Teachers on duty deal with playground incidents</li> <li>• After 3 repetitions within a small time frame then move to stage 2</li> </ul>
Stage 2 (Less Serious)	<ul style="list-style-type: none"> <li>• Repeated stage 1 behaviour</li> <li>• Eating sweets in school</li> <li>• Refusal to work/Unacceptable output</li> <li>• Deliberate disruption</li> <li>• Accidental damage through carelessness</li> <li>• Cheek, off-hand comments</li> <li>• Minor challenge to authority</li> <li>• Minor, non-directed swearing</li> <li>• Repeatedly annoying other children</li> <li>• Playground skirmish</li> <li>• Being in a building unauthorised</li> <li>• Spitting</li> <li>• Wearing of non-uniform jewellery</li> <li>• Bringing in inappropriate toys etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Separation from the rest of the class within classroom</li> <li>• Writing a letter of apology during playtime/breaktime</li> <li>• Child to stand apart from class group</li> <li>• 5 - 20 minute Lunchtime/playtime detentions to complete unfinished work/complete pupil behaviour frame</li> <li>• Repair/clean up of damage.</li> <li>• Sweets or foodstuffs will be confiscated and disposed of.</li> <li>• Jewellery, toys, cards etc. will be confiscated and returned to pupil in an envelope at the end of the day.</li> <li>• Consider a chart – according to the child's needs.</li> </ul>	<ul style="list-style-type: none"> <li>• TA/Teacher on duty to report playground incident in incident book</li> <li>• Repeated incidents within a short time frame to be reported to appropriate senior member of staff on site (if on site) or other appropriate senior member of staff.</li> <li>• Repeated incidences in the playground – consider sending inside.</li> <li>• Repeated incidences in general – refer to SENCo for discussion</li> </ul>

Stage 3 (More Serious)	<ul style="list-style-type: none"> <li>• Repeated Stage 2 Behaviour</li> <li>• Deliberately throwing small objects with intention of harming or breaking them.</li> <li>• Harming someone</li> <li>• Damage to school/pupil property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do set tasks</li> <li>• Deliberate rudeness to adults</li> <li>• Harmful/offensive name calling/Directed swearing at another child</li> <li>• Bullying</li> <li>• Less serious playground incidents/play-fighting</li> <li>• Not handing in mobile phones or other electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Informal contact with parents by class teacher</li> <li>• Separation from the rest of the class - external from classroom</li> <li>• Writing a letter of apology during playtime/breaktime</li> <li>• A behaviour chart monitored by appropriate senior member of staff on site, copy sent home at end of week to parent</li> <li>• Internal exclusion/Playground exclusion/ complete pupil behaviour frame</li> <li>• Withdrawal from whole school events e.g. trips</li> <li>• Confiscation possibly as a result of a search</li> </ul>	<ul style="list-style-type: none"> <li>• Parental contact via Poor Behaviour Choice Forms (kept on file)</li> <li>• Reported to appropriate senior member of staff on site. Repeated incidents within a short time frame to be reported to appropriate senior member of staff on site</li> <li>• Item that has been confiscated to be kept locked in the office and returned to the parent only, unless where we have stated it will be disposed of.</li> <li>• Repeated incidences refer to SENCo</li> </ul>
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Stage 4 (Very Serious)	<ul style="list-style-type: none"> <li>• Repeated Stage 3 Behaviour</li> <li>• Repeatedly leaving the classroom without permission</li> <li>• Fighting in the classroom</li> <li>• More serious playground incidents/fighting</li> <li>• Serious fighting &amp; intentional physical harm to other children</li> <li>• Throwing large dangerous objects</li> <li>• Serious challenge to authority</li> <li>• Verbal abuse/swearing to any staff or parent</li> <li>• Bringing the school into disrepute e.g. on public transport, road.</li> <li>• Vandalism/Graffiti</li> <li>• Stealing</li> <li>• Persistent bullying</li> <li>• Racist incidents (1 day internal usually)</li> <li>• Truancy</li> <li>• Malicious or inappropriate use of new technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Formal telephone call/contact/ letter/ meeting with parents by above.</li> <li>• Possible recompense for damaged/stolen property from parent</li> <li>• School 'community service'</li> <li>• A behaviour chart monitored by appropriate senior member of staff on site copy sent home at end of week to parent</li> <li>• Daily home school behaviour book</li> <li>• Possible denial of technology access rights</li> <li>• Possible fixed term exclusion up to 15 days/Permanent exclusion</li> <li>• Exclusion from site at lunchtimes</li> <li>• After school/weekend detentions</li> <li>• Withdrawal from whole school events e.g. trips</li> <li>• Internal exclusions on site for a period of 3 or 5 days</li> </ul>	<ul style="list-style-type: none"> <li>• Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</li> <li>• If persistent, liaison with school SENCo to identify whether behaviours being displayed reflect an underlying emotional, social or mental need for which a child needs additional support. In these cases, child to be placed on SEN register and to access additional support, such as a mentor, and, where appropriate, CAF to be completed to access additional services e.g. CAMHS.'</li> <li>• Incidents recorded (to be kept on file)</li> <li>• Parental contact recorded circulated</li> <li>• Repeated exclusions should be brought to SMT to think about Managed Move.</li> <li>• Persistent stage 3/stage 4 behaviours – SLT complete a chronology (interventions, meetings, incidents) for child to ascertain what other support must be put in place urgently to avoid exclusions. Children placed on the 'at risk of exclusion register'</li> </ul>
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Stage 5 (Extremely Serious)	<ul style="list-style-type: none"> <li>• Repeated Stage 4 Behaviour</li> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority</li> <li>• Verbal physical abuse to any staff</li> <li>• Running out of school</li> <li>• Possession of a weapon considered to be dangerous by an adult at St. George's.</li> <li>• Possession of illegal drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate Exclusion, internal, fixed term or permanent. (see below)</li> </ul>	<ul style="list-style-type: none"> <li>• Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</li> <li>• Parallel Procedures for official out of school activities (PRU)</li> <li>• Could also be managed move depending on context.</li> </ul>
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## Exclusions

Exclusions are used as a last resort after many other behaviour strategies have been tried.

An Internal Exclusion requires a student to be excluded from all contact with classmates during the school day including break times & assemblies and to be supervised by DH/HT with the parent or carer formally informed of actions.

During an internal exclusion on the home site – the class teacher is responsible for providing work for the child that they can complete independently. No use of technology is allowed as this is viewed as a reward by some children. The work will be marked and given back to the child.

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	

## Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform designated Child Protection teachers (Head/Deputies).

If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection teacher immediately.

Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies.