



St. George's
CE Primary School

Behaviour Policy

Our Vision and Culture Statement

Be brave. Be great. Be you.

We are fun. We are together.

We aim to provide our children with a stimulating learning environment within a Christian ethos that enables each child to develop socially, spiritually and academically to their highest potential and to gain a life-long love of learning.

The implementation of the behaviour policy is fundamental to the process of the community in assisting us to achieve the school's mission statement and the school's aims.

We, at St George's Primary School, want to foster an atmosphere of respect, caring, reflection and understanding between everyone and to develop appropriate patterns of behaviour which help to eliminate unacceptable and anti-social conduct. We aim to develop positive qualities of self-esteem, politeness, self-discipline, co-operation, tolerance and communication, all of which are necessary to enable effective learning.

Fundamental to this policy is the value the school places on the differences of culture, class, religion, race, and sex, physical and intellectual capability. Attitudes and behaviour, which are negative or damaging to these values, will not be tolerated and will always be challenged.

A set of 4 rules were agreed in consultation with children, parents and staff. These rules are displayed throughout the school and are constantly referred to:

We will walk quietly inside the building without disturbing others

We will respect others and use their chosen name.

We will do as we are asked the first time.

We will keep our hands, feet and other objects to ourselves

Social Distancing

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. This means:

- sitting children at desks that are far apart where possible
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times
- putting guidelines on the floor in corridors
- avoiding unnecessary staff gatherings

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our school rules as outlined in **Appendix A**.



We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full in the behaviour policy Sanctions Grid (**Appendix B**).

Physical intervention and restraint (including SEND pupils)

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this policy.

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.



Rewards and Sanctions

We believe that children should be given recognition and praise for their good behaviour. There are several ways in which we do this, e.g.

- verbal praise and encouragement
- class charts
- showing work or achievements to other children or another member of staff
- recording their name in the Golden book to be read out in Friday assembly
- awarding Well Done stickers
- awarding certificates of achievement/ merit badges
- head teacher awards

We aim to give children choices and the opportunity to explain and redeem their behaviour. Children will be given the chance to suggest what the best course of action would be following a misdemeanour or the opportunity to explain how a conflict could have been avoided. We ask the children to think about their choices.

Community service is used to give children a chance to give back to the school community through helping in the hall or playground.

On occasions when sanctions need to be used we recognise the need to be fair and consistent. To enable us to achieve this, within each class and across the school, we have produced a table (see Appendix B) which ranks types of behaviour which will need to be sanctioned. The table divides the types of behaviour into 5 levels and gives examples of the sanctions which are appropriate at each level. This is intended to be guidance for staff.

Staff Responsibilities

The school will aim to:

- treat all children fairly and with respect
- provide an excellent role model at all times
- raise the children's self esteem and develop their full potential as a valued member of the school community
- provide a balanced ,challenging, interesting and relevant curriculum that meets the needs of individual children
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- create a safe, pleasant, well organised and efficient environment
- be open and friendly to form good professional relationships with parents so that all children can see that the key adults in their lives share a common aim
- keep parents informed about general school matters and about their child's progress , in particular
- set and monitor home learning in line with the Home Learning policy



Parents' Responsibilities

- To ensure children arrive at school on time, and attend regularly and are properly equipped (e.g. PE kit, book bag, , homework)
- To contact the school on the first day of absence to explain why your child is not at school.
- To contact the school to inform us about any concerns or problems that might affect your child's work or behaviour
- To support the school's policies and guidelines for behaviour.
- To support your child with home learning activities.
- To dress your child in the school uniform
- To keep the school dress code
- To attend parents' evenings each term and discussions about your child's progress.
- To get to know about your child's life at school, and by reading class letters and school newsletters.

Teaching the Plan

Positive behaviour management underpins everything we do in school. The rules are therefore taught and consolidated regularly. We do this by:

- Explaining why classroom rules are needed
- Teaching the rules
- Checking for understanding
- Discussing and explaining the reward system
- Discussing and explaining the reason for having consequences
- Teaching the consequences
- Checking for understanding

Breaktimes

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly. Rules for playground behaviour follow class rules and are regularly reviewed by pupils through PHSCE and circle time activities.

Pupils are expected to ask permission before they enter the building during breaktimes. After the bell has been rung at breaktime or lunchtime, the children are expected to stand still then they should walk into school in a quiet, orderly manner when asked to do so. Incidents of unacceptable playground behaviour should be dealt with immediately by the staff on duty and reported to the class teacher where appropriate. The Headteacher or Assistant Headteachers should be informed of serious behaviour incidents.

Lunchtime

Pupils are expected to be polite and cooperative with one another and with the lunchtime supervisors and catering staff. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the pupils should be well mannered and ensure that they have finished the food in their mouth before putting their hand up to request that they can leave the lunch hall. They are expected to keep the conversation to their own table and to clear away their trays etc. on leaving the table.



Wet Playtimes

Pupils are expected to engage in a quiet activity (wet play book at morning play and lunchtime games are available in each classroom). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area.

- Pupils should remain in their own classroom area (unless in a split class)
- Pupils should remain seated as much as possible. Movement around the classroom should be calm and orderly to collect games etc.
- No scissors, tools or glue should be used
- Pupils should not write on the board
- Pupils should not use any ICT equipment
- Pupils should clear away when asked to do so by staff

Behaviour outside school

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos. In a child-friendly and age appropriate way, risk assessments should be shared with pupils prior to undertaking a trip. Before setting out on a trip, pupils should be reminded to:

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

Parents' Role

Promoting good behaviour and discipline in the school is a partnership between the home and school. We believe parents play a vital role in fostering good behaviour and parental influence is critical in shaping our pupils' attitude to their work and their behaviour whilst in school. It is important that there is a shared understanding of the responsibilities of all involved so that parents understand the school's responsibilities towards its pupils, and what the school sees as the responsibilities of the parents.

The Home School Agreement

A Home School Agreement has been drawn up, in consultation with Parents and Governors and this forms a contract for the School, the parents and the pupils to work together. This agreement outlines as clearly and specifically, as possible the school's, the parents' and the pupils' responsibilities. These responsibilities are outlined in greater detail in this policy. It is expected that all parents and children will receive a copy of the contract to keep at home and also a copy to be signed and returned to the school.

Special Educational Needs

Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases we follow the SEND Code of Practice.

We receive support from outside agencies, e.g. an Educational Psychologist and the Behaviour Support Team when appropriate.

These children may need individualised programmes of support and different reward systems.



Race Equality and Equal Opportunities

We believe that it is important to prepare our children for life as citizens in a multiethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be reported to the Head teacher.

Monitoring and Evaluating

The Headteacher/Assistant Headteachers record any serious incidents in the Behaviour book and logs are kept for each class to ensure consistency and highlight any difficulties to key me members of staff.

We will regularly monitor our behaviour system for rules /rewards and consequences.

Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent to the Headteacher
- Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

Our policy and practice are regularly reviewed by staff as outlined above and by our Governors' Committee.

Guidance for Behaviour

These are the procedures that have been drawn up to ensure we can support our principles of safety, respect and caring for each other. We have kept them to a minimum.

General

- There should be no name calling or aggressive behaviour, either verbal or physical. Everyone must be addressed by their chosen name.
- No forms of abuse, on the grounds of race, gender, religion, disability etc will be tolerated under any circumstances.
- No sweets/chewing gum should be brought into school.
- Toys are not to be brought to school.



In the playground

- No physical violence; this includes play fighting.
- No child should be carried in any way, by another child.
- No dragging on clothes.
- Only equipment provided by the school may be used at playtimes. This should be carefully looked after and used sensibly.
- Children should only come back into school with permission.
- Children must not climb on any walls or fences (other than the designated climbing wall) and should respect the trees and flower beds.
- No child should ever go out of the gate unless with an authorised adult.

In the hall and movement around the school

- On entering the school building please use the door mats to wipe your feet.
- At all times including assembly, PE, class lessons enter the hall silently, calmly and walk in a single line.
- Sit quietly and listen in the hall. PE and games lesson should be done quietly. Discussion should be done quietly and cheering / chanting is not appropriate in any PE or games session or after school club.
- When moving around the school building move quietly.

In the teaching area

- Specific class rules will be drawn up at the beginning of the school year between the pupils and the class teacher and displayed in the classroom. They will be revisited at least half-terminly during the year.
- Children will be expected to stay in at playtime/lunchtime to complete their work if they have been uncompliant in the lesson.
- If a child needs to leave the teaching area for any reason they must ask permission, or indicate through pre-arranged strategies (behaviour/time out request cards)
- Children are expected to go to the lavatory at break time and should only, therefore, need to interrupt lessons very occasionally. Where a child has a medical condition, staff should be informed as soon as possible so that they may adjust their expectations. This will always be managed discreetly.

Sexual Behaviour

Government guidance (Sexual Violence and Harassment between children in schools published December 2017) should be referred to. We adopt a whole school approach that recognises all sexual misconduct is unacceptable, rather than viewed as 'banter' or an 'inevitable part of growing up'. The guidance is clear that victims and alleged perpetrators can be kept apart in classrooms and other shared spaces, and that consideration should be given about travel to and from school. Victims will be offered support in conjunction with the permission of the parents. Incidents and additional actions will be discussed fully with the parents at all points.

We consider and apply appropriate and proportional consequences, after having completed a risk assessment. Where appropriate, the perpetrator will be offered support also.

All incidents, across the spectrum, are recorded so that the school can understand the scale of the problem and make plans for how to reduce it.



The Dress Code

- No jewellery should be worn except for stud earrings or very small sleepers. Watches are worn at the child's own risk. Teachers cannot be held responsible for the safekeeping of children's property nor can the school be responsible for injuries that occur due to earrings being pulled out. If children come to school in earrings which are unsuitable for school they will be asked to take them out.
- No make-up, lip gloss or nail varnish should be worn in school. Likewise no headbands or hair slides with large flowers/ or diamanté as they are not part of our St George's school uniform.
- Appropriate footwear and clothing should be worn at all times. Clothing should all be clearly labelled with name and class.
- For swimming lessons girls should wear one piece swimming costume and boys should wear swimming trunks or swimming shorts, which do not go below the knee. (The swimming instructors at the pool will not allow children to join the lesson if they are not appropriately dressed). Children with long hair should wear it tied back.
- For PE children should have a change of shorts and T shirt. For outdoor PE they should also have plimsolls or trainers. The school keeps clean, spare PE kits, in case children forget their kit. Children will not be excused from PE because they have forgotten their kit.
- Children are expected to wear school uniform (list in school office)

Reviewed: May 2020

Next Review: May 2021

**All pupils are expected to:**

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- be clear of rules about coughing or spitting at or towards any other person
- avoid touching their mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- adhere to rules about sharing any equipment or other items
- amend expectations about breaks or play times, including where they may or may not play
- adhere to reward and sanction systems where appropriate

Behaviour Policy

APPENDIX B

St George's Primary School Sanctions Grids

Level	Behaviour	Sanctions	Comments
1	Telling tales*; poking and pinching; commandeering; play fighting; interrupting teacher; persistently not taking turns; withholding attention; chewing gum; setting own agenda; being contrary; silly noises; pushing in line; calling out; wandering about.	- Verbal reminders - Eye contact - Moving child (e.g. away from incident near to teacher). - Non-verbal gesture	- If repeated (eg. 3 times in one morning) give warning that next occasion level 2 sanction will apply.
2	Lying; flouting rules; deliberately winding up other pupils; name calling; ignoring adults; accidental damage through carelessness; cheek, off-hand comments; swearing; abuse of equipment.	- Up to 5 minutes loss of Playtime - Completing work which is unfinished because of time-wasting at playtime or at home.	- If repeated (eg. 3 times in one day) give warning that next occasion level 3 sanction will apply.
3	Threatening others; tripping, slapping; deliberate breakage; leaving class without permission; continued or more serious aspects of level 1 or 2; refusing to carry out request.	- Up to loss of whole Playtime - Contact parents informally - Send to paired class with work - Send to Assistant Heads/Inclusion Manager with work.	- Handwritten note - Set time limit - If been to paired class 3 times. - Persistent, repeated occurrence will move to Level 4
4	Stealing; attacking another child; punching; abuse on the grounds of race, gender religion, etc.; intentional physical harm and fighting; verbal abuse to staff; throwing large dangerous objects; vandalism; bullying.	- Inform Headteacher - Inform Parents - Sent to Assistant Heads/Inclusion Manager with work.	Contact parents - by slip - by letter or phone - Persistent, repeated occurrence will move to Level 5 at Headteacher's discretion.
5	Deliberately harming an adult; extreme danger or violence; running out of school.	- Meeting with Headteacher and Parents. - Exclusion.	

*i.e. deliberately getting other children into trouble for something minor (does not include reporting incidents of bullying, fighting, abuse, deliberate damage etc.).

This grid is intended to be guidance for staff. In any given situation, if the information they have about the incident justifies their action, staff may use their discretion to adjust the sanction used.

We have introduced a colour coded system to enable recipient teachers of pupils sent out of class to know the response needed. We also have a 'Paired Class' system in place:-

Green card either time out to calm down/Not in P.E. due to a medical reason/No P.E.kit (come with work)

Yellow card 10mins time out and come with work

Red card children are disrupting learning persistently and need to work in this class to allow others to learn, come with work