



St George's C of E Primary School

Behaviour Policy

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

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 1) 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 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-termly 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)

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