



Behaviour Procedures

Key Document Details

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**St George's C. of E. Primary School - supporting each other to
courageously flourish, within our community, armed with our shield of
Christian values.**

Be Kind. Be compassionate. Be forgiving.

Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in its partnership with the church at Parish and Diocesan level.

The schools aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all pupils.

Aims

We believe that our behaviour policy should

- Reflect the Vision and Values and ethos statement of the school.
- Promote high standards of behaviour throughout the schools.
- Help children to understand that the purpose of the rules is to enable members of the school community to live and work in peaceful cooperation.
- Enable us to work in partnership with parents and carers so that together we can encourage appropriate behaviour.
- Establish strategies to enable all children to behave appropriately.
- Encourage children to resolve difficulties in positive and peaceful ways through restorative justice.
- To encourage consistency of response to both positive and negative behavior.
- To promote self-esteem, self-discipline and positive relationships.
- Encourage forgiveness

Rationale

If children are to achieve their personal best and become responsible and confident members of the community, they need to feel safe and secure in an ordered environment. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

Responsibilities of Pupils:

- To learn to treat others with consideration and respect;
- To listen when others are speaking;

- To follow instructions from teachers and other members of staff;
- To sort out difficulties without making matters worse;
- To ask for help when needed;
- To do one's best;
- To let others learn;
- To observe school rules;
- To be ready for lessons and to have the equipment that they need.

Responsibilities of Staff:

- To create a safe and stimulating environment in which pupils can learn;
- To treat pupils with consistency and respect at all times, without regard to race, gender or ability;
- To communicate with parents informally and formally.

Responsibilities of Parents:

- To support school rules and guidelines;
- To encourage their child to treat others with respect and model good behaviour themselves;
- To ensure that children attend school regularly;
- To ensure that children arrive at school on time;
- To ensure that their child has the equipment that they need at school, e.g. P.E. kit;
- To tell the school if they have any concerns about their child.

Rights of all members of our school community:

- To be treated with consideration and respect;
- To know what is expected;
- To feel safe;
- To be treated fairly.

Rights of Pupils:

- To be able to learn to the best of their ability;
- To be listened to by adults in school.

Rights of all our school Staff

- To be treated with respect by pupils, parents and colleagues;
- To be able to teach without unnecessary interruption.

Rights of Parents

- To know that their children are safe;
- To feel comfortable speaking to class teachers about their children
- To be sure that their children are treated fairly and with respect;
- To know that their children are given the opportunity to learn at school;
- To be able to raise concerns with staff and to be informed about their child's progress.

Organisation

Praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe and they need to have a sense of self worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our policy. The major emphasis in our Behaviour Policy is upon expecting, noticing and praising positive behaviour.

All children will be expected to observe The School Values of

- **Courage**
- **Forgiveness**
- **Friendship**
- **Honesty**
- **Kindness**
- **Respect**

Rewards

1. Pupils will be praised for following and keeping the school values. Everyone is responsible for praising thoughtful and responsible behaviour.
2. Children are nominated for the special celebration worship on a Friday afternoon.
3. Sharing their good behaviour choices with others – pupils, teachers, headteacher.
4. Dialogue with parents.
5. Team points are awarded and the winning team is announced in the celebration worship.
6. Children in Key Stage 1 are rewarded for good behaviour by a session of Golden Time at the end of the week. Children may choose the activities that they do during this time.
7. Children in Key Stage 2 will be rewarded by a class and/or group reward system as appropriate. When the target number of credits is reached the whole group or class receives a reward.
8. Some classes may use smiley faces/stamps/stickers/charts.
9. We may target specific behaviours for a limited time. This will be discussed with the children at the beginning of the period with the reasons for this emphasis. Praise and rewards may be given throughout the period in order to reinforce the desired behaviour.

Behaviour Management Strategies

For effective learning to take place, a quiet yet firm insistence on high standards of behaviour needs to be established at all times.

Restorative justice is employed to help get to the bottom of relevant issues and to resolve them non judgmentally. All staff have received training and have prompt questions on lanyards to help resolve issues between children.

The school has developed a list of levelled negative behaviours to help children and staff have an agreed understanding of the varying degrees of severity and how to respond to them. This helps ensure a fair approach to all children from all staff.

Should a child not follow the school values, a number of sanctions can be employed. The teacher will always start with the least intrusive, only moving towards more intrusive interventions if the behaviour does not improve:

- Planned ignoring
- Naming the child
- Praising other children with the desired behaviour;
- Showing displeasure through a glance, gesture or expression;
- Defusing the situation by humour or affection;
- Stimulating a new interest or activity;
- Suggesting a move of place;
- Providing support from TA or teacher;
- Positive intervention, by anticipating places where the child may get stuck or situations which they may find problematic;
- Appropriate praise will be given for returning to acceptable behaviour.

If problem persists:

KS1

- A verbal warning
- Name on the board
- Children will lose part of their Golden Time if their behaviour is not redeemed by the end of the day. The lost time is broken down into intervals of five minutes (one minute for the youngest children).

KS2

- The child will be given a verbal warning
- Second verbal warning and a Yellow Card plus missing some or most of playtime.

Whole school

- For all classes, repeated level 1 behaviours and level 2 / 3 behaviours will be recorded on the log and the child/ren will bring this record to the head teacher. This will be discussed further and then filed in the behaviour folder. Three times of logged behaviour will result in parents being called in for a meeting. Level 3 behaviours will always result in parents being contacted.
- If the disruptive behaviour continues, the class teacher may suggest a more individual way of dealing with the behaviour. The child may be monitored with a behaviour/sticker chart etc. An ABC Book based in the classroom will also be used to monitor behaviour patterns.
- For children with particular behaviour needs an Individual Behaviour Plan may be set up in consultation with the child, the parents and the class teacher.
- Children who present a Health and Safety risk to themselves or others will be removed from the situation immediately.
- Serious misbehaviour may result in exclusion (see Exclusion Policy).

Special Areas of Concern

Difficult behaviour may be linked with Special Educational Needs and may constitute a Special Need in itself. Children in this situation may have an Individual Behaviour Plan drawn up in consultation with the child, class teacher, Special Educational Needs Coordinator and parents. This may lead to the involvement of outside agencies, e.g. Educational Psychologist, Behaviour Support Team.

Physical restraint will only be used if a child is a danger to themselves, others or if there is serious threat to property. The method of restraint used will use minimum force for minimum time, will be recorded on an Incident Form and will follow Wiltshire County Council Policy and Guidance on the Use of Physical Restraint in Schools. (Red Book kept in the main school office)

Bullying

The definition of bullying that has been adopted by Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group is:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

'Bullying is the physical or verbal abuse of another individual so that their safety, confidence and happiness are diminished.'

St George's School makes a clear statement that bullying is unacceptable. We deal with bullying swiftly and effectively. This includes bullying based on a pupil's special needs, race or gender. We encourage parents and children to alert us to bullying if and when it occurs.

Reports of bullying will be investigated by the Headteacher; true incidents of bullying will be logged in the bullying log.

All members of the school community will be made aware that bullying is unacceptable at all times;

Bullying includes physical assault such as intentional or continuous hitting or kicking or non-physical behaviour such as name calling, taunting, threats, being excluded from groups, etc. Occasional unkind behaviour will not be regarded as bullying and will be subject to the normal sanctions for misbehaviour;

- Victims and witnesses will be encouraged to tell someone and this will be reinforced during Circle Time;
- All children involved in an incident of bullying will be asked to describe the incident in their own words as soon as possible after it happens and notes will be taken;
- If the incident is proven to be bullying the Headteacher will inform the parents of all concerned, invite them into school for a discussion of the situation, inform them of what is to be done about the incident, offer help, support and feedback and record the incident in an Incident File;
- Our school has an Anti-Bullying policy and it will be reviewed bi annually
- Our school will hold a biannual Anti Bullying Week in conjunction with the national anti bullying campaign
- Serious incidents will be discussed with the Child Protection Link Governor (Sharon Adams)

Racist Behaviour

'Racism means to us any type of abuse, which is inspired by prejudice based on culture, race or belief. Our School will actively seek to counter it, if and when it occurs. We teach positively about other races and

faiths and encourage children and parents to challenge racism whenever we see it.'

This school does not discriminate children or staff on the basis of gender, sexual orientation, race, colour or religion.

We offer the same encouragement, support, consideration and care to all, and adapt experiences of teaching and learning to each, according to their needs.

(See separate Race Equality Policy)

- Any racist behaviour, including racist name-calling or racist comments, is unacceptable at all times and will be dealt with severely. In the event of a racist incident the Headteacher will inform the parents of all concerned, invite them into school for a discussion of the situation and record the incident in the Racist Incident Log.

Equal Opportunities

- As a school, we will work to ensure that all pupils have access to all activities and support that the school has to offer. We will ensure that action is immediately taken if this is not the case for any member of our school community, because of the behaviour of another person.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DCSF. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using circle time approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Risk assessments and positive handling for

individual pupils (See DCSF Guidance, The use of force to control and restrain children)

Supporting Literature

- Exclusions Policy
- Policy and Guidance on the Use of Physical Restraint in Schools
- Racial Incidents Policy
- Anti Bullying Policy

This policy was agreed by the governors of St George's Church of England Primary School