



# Behaviour Policy

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## Key Document Details

**School Name:** St George's C of E Primary School

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**Author:** Principal

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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.

**All children will be expected to observe The School values of**

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

Be Kind. Be compassionate. Be forgiving.

**Ethos Statement**

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.

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.

**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 training and using restorative language.
- To encourage consistency of response to both positive and negative behavior.
- Recognise that behaviour is a way of communicating a need for some children.
- To acknowledge that some behaviours may result from loss or bereavement
- To promote self-esteem, self-discipline and positive relationships.
- Encourage forgiveness and compassion.
- Recognise that trauma and adversity can have a negative impact on the physical and/or mental wellbeing of a child.

**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.

### ***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 learn to resolve conflict with others
- 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 values;
- To be ready to learn and have equipment needed for lessons.

### ***Responsibilities of Staff:***

- To create a safe and stimulating environment in which pupils can learn;
- To model the values and behaviours we expect to see in children at all times
- To treat pupils with consistency and respect at all times, without regard to race, gender or ability;
- To communicate with parents effectively; 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 have own health and wellbeing needs recognised
- 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 and Procedure is upon expecting, noticing and praising positive behaviour.

## **Rewards**

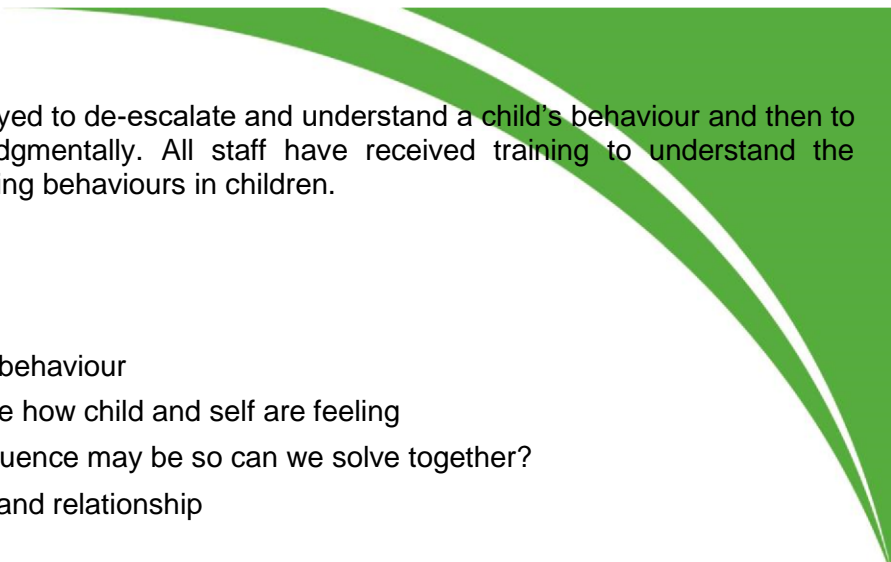
1. Pupils will be praised for following and keeping the school values. Everyone is responsible for praising thoughtful and responsible behaviour.
2. Children are nominated for the Celebration worship or, for continuous good behaviour, for St George's Stunners.
3. Sharing their good behaviour choices with others – pupils, teachers, headteacher.
4. Dialogue with parents – verbally or via Class Dojo
5. House points are awarded for displaying the school values and Christian ethos of the school. They are also awarded for good pieces of work and good learning (There is a running tally of house points and this is shared in celebration worship). Classes can also receive an end of term reward as a class.

<b>Colour</b>	<b>House</b>
<b>Blue</b>	<b>Oceania</b>
<b>Green</b>	<b>Amazonia</b>
<b>Yellow</b>	<b>Solaris</b>
<b>Red</b>	<b>Charizard</b>

6. Celebration class worships.
7. 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.
8. Children in Key Stage 2 will be rewarded by a class and/or group reward system as appropriate. When the target number of points is reached the whole group or class receives a reward.
9. Some classes may use smiley faces/stamps/stickers/charts/dojos/raffle tickets/sun and cloud slides and specific rewards for some children.
10. 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 and role modelled at all times.



A neurosequential model (B.Perry) is employed to de-escalate and understand a child's behaviour and then to collaboratively resolve a situation non judgmentally. All staff have received training to understand the neuroscience of the brain and links to resulting behaviours in children.

The model uses 4 actions:

Regulate – risk assess and de-escalate the behaviour

Relate – connect with child and acknowledge how child and self are feeling

Reflect – define behaviour and what consequence may be so can we solve together?

Repair – re-connect with child, restore trust and relationship

The school has developed a list of levelled behaviours (in appendix) which school would like to discourage in children 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 to regulate, only moving towards more intrusive interventions if the behaviour does not improve:

- Acknowledge child's behaviour through a non-verbal means
- Naming the child
- Praising other children with the desired behaviour;
- Showing displeasure through a glance, gesture or expression;
- Stimulating a new interest or activity
- Defusing the situation by humour or affection;
- Providing support from TA or teacher;
- Suggesting a move of place;
- 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 behaviour persists:

### **EY/KS1**

- A verbal warning
- Use of a reward chart
- Children will lose part of their break time if their behaviour has not changed by the end of the day. The lost time is broken down into intervals of five minutes (one minute for the youngest children).
- Parents are contacted if this has resulted in lost break time on the gate or by phone call
- Behaviour is logged on CPOMS to track and alert SLT

### **KS2**

- The child will be given a first verbal warning
- 2<sup>nd</sup> verbal warning
- Name on the board and loss of breaktime, free time
- Child sent to another class, then to SLT
- Parents are contacted if this has resulted in lost break time on the gate or by phone call
- Behaviour is logged on CPOMS to track and alert SLT



## **Whole school**

- For all classes, repeated level 1 behaviours and level 2 / 3 behaviours will be recorded on CPOMs. The Principal and class teacher will monitor this system and review management systems as necessary. Logged behaviour will result in parents being called in for a meeting. Level 3 behaviours will always result in parents being contacted immediately.
- 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. CPOMs will be used to monitor behaviour.
- For children with particular behaviour needs an Individual Behaviour/Support Plan or Risk Assessment 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 and a Risk Assessment and/or Positive Handling Plan will be written. At times it may be easier to remove the rest of the class to the hall/playground while the event is de-escalated.
- 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/Support 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. Staff will be trained in 'Team Teach' strategies as good practise where necessary. 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 any incidents of child on child abuse, including 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 Principal; true incidents of bullying will be logged on CPOMs.

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;

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- **Victims and witnesses will be encouraged to tell someone and this will be reinforced during PSHE sessions;**
- **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 (Naomi Grist)**

### **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 on CPOMs and tagged as a Racist incident.**

### **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 do are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils (See DFE Guidance, 'use of reasonable force' 2013)

### **Supporting Literature**

- **Exclusions Policy**
- **Policy and Guidance on the Use of Physical Restraint in Schools**

- **Racial Incidents Policy**
- **Anti Bullying Policy**
- **Safeguarding and Child Protection Policy**

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



**Reviewed: Sept 22**

**Next Review Date: July 23**



### Behaviour Log

Please record any behaviour that you feel is worthy of note on CPOMS or on an ABC log. For example, level 2 or level 3 behaviour or repeated level 1 (on average 3 times a week). This is a general policy for the majority of children. Consequences of Level 3 behaviour will be taken on a case-by-case basis, taking into consideration the child's SEMH needs.

<b>Level 1 - Low level behaviour</b>	<b>Level 2 – moderately serious levels of behaviour</b>	<b>Level 3 – very serious and unacceptable behaviour</b>
Accidental damage to property - ruler being broken by fiddling - puncturing football	Accidental damage to property (after warning or of increased severity) - breakages from using equipment inappropriately (using ruler as catapult)	Deliberate damage to property - vandalism / Graffiti - bending ruler to breaking point
Unkindness - laughing at someone's mistake - excluding people from games - telling tales unnecessarily	Unkindness (after warning or of increased severity) - spoiling other children's games - one off insults/name calling	
		Bullying* - repeated deliberate unkind behaviour
	Discrimination in ignorance - repeating words/actions without knowing the meaning	Premeditated discrimination - racial abuse* - gender, religion,
Rudeness – interrupting anyone when they're speaking - during teacher input carrying on with own conversation/action - pushing into line	Rudeness (after warning or of increased severity) - arguing back	Rudeness - swearing - blasphemy (What the hell, OMG) - purposeful Lying
Unkind action - overly rough play - accidental injury in games - damage to animals, insects or nature		Unkind action - hurting – premeditated (choking, kicking, punching, throwing objects) - spitting
Encouraging negative behaviour - dares - passing on negative comments to hurt	Encouraging negative behaviour (after warning or of increased severity) - encouraging violence or other inappropriate physicality	
Disturbing other children - chatting to partner when not directed to - clowning around	Disturbing other children (after warning or of increased severity) - continued talking - excessive tapping/fiddling	Disturbing other children - sustained and frequent attempts to hamper the teaching and learning
Inappropriate noise level - not silent when lining up / walking between rooms. - loud chat on lunch tables	Inappropriate noise level (after warning or of increased severity)	

<p>Avoiding work</p> <ul style="list-style-type: none"> <li>- excessive sharpening pencil</li> <li>- multiple toilet trips</li> <li>- requiring many reminders to start work</li> </ul>	<p>Repeated disobedience</p> <ul style="list-style-type: none"> <li>- not following instructions/</li> <li>questioning instructions</li> </ul>	<p>Total refusal to follow instructions - running out of school to avoid</p>
	<p>Borrowing without asking</p> <ul style="list-style-type: none"> <li>- items from school or other children</li> </ul>	<p>Theft</p> <ul style="list-style-type: none"> <li>- items from school or other children</li> </ul>

## **Consequences**

Consequences for behaviour will vary dependent on age and SEMH needs but in general the below applies. Teachers will communicate to the class/other children that the behaviour has been dealt with.

### **EYFS/KS1**

Level 1 – Verbal warning

Level 2 – Loss of breaktime, free time parents spoken to

Level 3 – Parents spoken to, loss of privileges, seek external outreach professional advice, isolation away from class for a duration of time, potential fixed term exclusion,

### **KS2**

Level 1 – Verbal warning

Level 2 – 5 minutes missed of play, parents spoken to.

Level 3 – Parents spoken to, loss of privileges, seek external outreach professional advice, isolation away from class for a duration of time, potential fixed term exclusion,

## Behaviour Log

Please record any behaviour that you feel is worthy of note i.e. level 2 or level 3 behaviour or repeated level 1.

After completing, please ask the relevant children to hand it to the head teacher.

Examples of levels of behaviour.

Level 1 Low level behaviour	Level 2 – moderately serious levels of behaviour	Level 3 – very serious and unacceptable behaviour
Accidental damage to property	Damage to property through being silly	Deliberate damage to property - Vandalism / Graffiti
Hindering other children	Repeatedly disturbing the class	Sustained and frequent attempts to hamper the teaching and learning
Teasing / name calling	Discrimination (based on ignorance)	Discrimination
Pushing in	Theft (unauthorised borrowing)	Theft
Interrupting staff member	Swearing at another child	Swearing at an adult
Playfighting	Hitting / kicking back out of frustration	Hurting - premeditated
Spoiling other children's games	Spitting at a child	Spitting at an adult
Avoiding work	Arguing back	Running out of school
Being Noisy	Repeated disobedience	Total refusal to follow instructions
Clowning around	Rudeness to other pupils	<b>Bullying*</b>
		<b>Racial abuse*</b>
		Peer on Peer abuse

\* Please see the separate policy detailing how to deal with these incidents.

