



ST. GEORGE'S C of E SCHOOL

BEHAVIOUR POLICY

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BEHAVIOUR POLICY

PRINCIPLES

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built upon the British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2023) 'Working together to safeguard children'

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy



- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

It also complies with our funding agreement and articles of association.

DEFINITIONS

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

For the purpose of this policy, the term ‘children’ or ‘child’ includes anyone under the age of 18, emphasising the prominence of exploitation, adultification and teenage relationship abuse.



VALUES

Our Christian ethos is supported by our vision and living values of:

With God's guidance, we nurture our St George's Family to have a passion for learning and give them the strength to face challenges, so that they succeed and flourish in life's journey.

FORGIVENESS

COURAGE COMPASSION

THANKFULNESS TRUST TRUTHFULNESS

Following our values in school helps create a respectful and conducive atmosphere to enable children to make the right choices. We encourage children to have a growth mindset towards everything they undertake at St George's, resilience and the courage to have a go are important qualities we instil across the curriculum. This also allows children to understand that they can make mistakes and this is all part of the learning process. This approach is also encouraged in relation to how we behave in school and how our actions affect others.

As part of the Black Pear Trust, we also have 4 core values:

- **Proud to be me**
- **Enjoy learning**
- **Achieve Success**
- **Respect for the world**

These are embedded throughout the curriculum and form the foundation of the education of our pupils. Through these values, our aim is to develop well-rounded individuals who will have the skills and aptitude to become successful members of British society and the world-wide community. They can be seen in the daily life of our schools:

- Celebration of success in assemblies
- Work showcased around the school
- Learning which stimulates children's interests and is clearly enjoyable
- Short term targets are set which mean children understand the steps they need to make to progress in their learning
- A curriculum which draws on the richness of society and encourages respect for all and for the environment

OUR ETHOS AND VISION

The school has five school rules to promote respectful relationships, so that people can work and play together in a supportive manner. We encourage positive praise and through this our House System has been developed where children can get awarded House Behaviour Points and learning behaviours.

Our five school rules are:

- 1. We follow instructions the first time of asking**
- 2. We work and play without hurting or disturbing others**
- 3. We listen without interruption, respecting others, their values and opinions**
- 4. We look after our school environment and everyone's property**



5. We move around school safely and stay in safe places

Staff and pupils understand both helpful and hurtful behaviours and how we could avoid the latter. This policy supports the school community by aiming to allow everyone to work together in an effective and considerate way, to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We treat all children fairly and apply this behaviour policy in a consistent way, it is vital that children understand these rules and that we apply them consistently. Children must be given clear warnings and reminded that they need to be responsible for their own choices and actions. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Local statistics indicate that some of our children can be exposed to anti-social behaviour, within our school community and is a focus within our curriculum. The policy is also designed to promote our living values, so that children are taught key skills for life.

THE RESTORATIVE APPROACH

At St George's C of E School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. This approach is called the 'Restorative Approach'. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and pupils know that issues will be dealt with fairly with a 'no blame' approach.

When there have been negative behaviours exhibited, a Restorative approach is used where key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

1. **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
2. **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
3. **Who has been affected and how?** Who has been harmed/affected and how? Older pupils are encouraged to think about the wider implications of who has been affected e.g. families.
4. **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
5. **What do you think needs to happen next to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The pupils can refer to the zone boards to consider how they can make appropriate amends with the high-expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement



we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

We also encourage children to have a growth mindset towards everything they undertake at St George's, resilience and the courage to have a go are important qualities we instil across the curriculum. This also allows children to understand that they can make mistakes and this is all part of the learning process. This approach is also encouraged in relation to how we behave in school and how our actions affect others.

At St George's C of E School, we recognise that all pupils are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy. This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Pupils identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

At St George's C of E School, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying potentially at-risk pupils. Teachers and support staff will receive training on the behaviour policy as part of their new starter induction. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of reasonable force in schools (2013). Staff only intervene physically to restrain pupils or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.

POSITIVE SCHOOL BEHAVIOUR STRATEGIES

THE ZONE BOARD AND HOUSE BEHAVIOUR POINTS

The zone board contains 5 coloured sections. At the start of both morning and afternoon sessions children's names are returned to green, if a child's name remains on green for the entire session, it indicates that their behaviour has been on task. Children move up the zone board for both good behaviour and good work. The two sections above green are silver and gold.

Children move to amber if their behaviour has been inappropriate and one verbal 'time to change' warning has been given. The idea of this section is to indicate to children that they must change their inappropriate behaviour urgently in order to avoid a sanction. If a child's behaviour improves, they should be moved back up to green – this is an important strategy in the use of the zone board; children should understand that they can change their behaviour pattern and still work up the zone board. Any sanctions incurred still stand but rewards can also be given when behaviour changes. If inappropriate



behaviour persists, they will be moved to red. Please note that the amber and red zones of the zone board will not display the children's names but will be logged at the teacher's desk.

Zone	What does it look like?	Logging	How do we celebrate/sanction the behaviour?
Gold	<ul style="list-style-type: none"> Exceptional achievement (work, play, behaviour) Consistently good behaviour 	2 house behaviour points on Scholar	<ul style="list-style-type: none"> Celebrate with 2 house behaviour points on Scholar. Teacher's personal choice reward e.g. sticker, lucky dip Name is moved up to the 'Gold' on the class zone board. At the end of the day/week a communication home via conversation/text/email or phone call is made to celebrate.
Silver	<ul style="list-style-type: none"> A super effort all of the time Being kind and considerate to others Doing voluntary jobs Being polite and well mannered 	1 house behaviour point on Scholar	<ul style="list-style-type: none"> Celebrate with 1 house behaviour point on Scholar Teacher's personal choice reward e.g. sticker/postcard Name is moved up to the 'Silver' on the class zone board.
Green	<ul style="list-style-type: none"> Follow instructions the first time of asking Work and play without hurting or disturbing others Listen without interruption, respecting others, their values and opinions Look after our school environment and everyone's property Move around school safely and stay in safe places 	None required	<ul style="list-style-type: none"> Consistently reinforce 'green' behaviours and celebrate not moving down on the zone board.
Amber	<ul style="list-style-type: none"> Frequently calling out Answering back / poor attitude Low level disruptions Unkind words (unless racist or bullying – repeated and targeted) Deliberate running in school Inappropriate shouting Not following instructions first time Not staying in safe/appropriate place at break/lunchtimes 	None required	<ul style="list-style-type: none"> 1 x time to change warning in class. If behaviour continues, the child is given an amber warning. Class teacher to have a restorative conversation with child about how to put things right at the time or after the behaviour. Be proactive in looking for the child making the 'right' choice.



			<ul style="list-style-type: none"> • In Year 2 and KS2, social time (break/time) removed (5 minutes at break or lunch). • In EYFS and Year 1, a 3-minute immediate time out (using a timer) is completed followed by a for a restorative discussion.
Red	<ul style="list-style-type: none"> • Swearing • Walking out of class/lesson • Refusing to complete work • Defiance (any) • Throwing • Physical violence • Purposeful vandalism • Online incidents • Homophobic language • Racial language 	Log behaviour incident onto CPOMS	<ul style="list-style-type: none"> • Child given a 'Red' by the teacher for persistent difficult behaviour, repeated ambers and/or serious incidents. • The class teacher/KS Lead/SLT may skip the Amber zone for serious incidents. • Communication to be made to parent/carers by relevant member of staff at the end of the day. • In Year 2 and KS2, social time (break/time) removed (10 minutes at break or lunch) for a restorative conversation. • In EYFS and Year 1, a 5-minute immediate sanction on the thinking chair (using a timer) is completed followed by a for a restorative conversation. • Consequences are completed by the class teacher and followed up by SLT, where needed. • Behaviour recorded on CPOMS by class teacher. Viewed and picked up by SLT. Discussed at SLT meetings regarding next steps, if necessary. • Behaviour escalation chart followed- see appendix 1

Across the school, the teacher should display House Points on a chart so that the children can visually see how many points they have. This can be done using stamps or stickers. It is the child's responsibility to collect their house points if awarded to them. It is the teacher's responsibility to ensure that the house points are logged onto Scholar for further analysis by SLT or key stage leads.

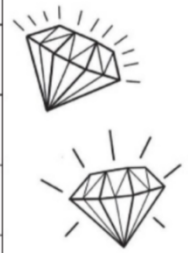


During a celebration assembly, the weekly house behaviour points for each house will be shared with the children. At the end of each half term, the house with the most points will benefit from an extra-playtime. At the end of the school year, the winning house will get an award e.g. ice cream afternoon.

As a reward for house behaviour points, the children will receive gemstone badges for the number of house points they acquire- as shown across:

Please note, as stated in the table, the children can be rewarded immediately for positive behaviour through teacher rewards as well as the relevant house points.

House Points and Gem Stone Award	Date achieved
10: Amber	
20: Amethyst	
50: Sapphire	
100: Ruby	
150: Emerald	
200+: Diamond	



VISIBLE CONSISTENCIES (SHOW ME 5)

When children are displaying the characteristics of the school's visible consistencies (rapid readiness, lovely listening, marvellous manners, pride and presentation and wonderful walking) the children will receive a sticker showing the particular visible consistency they have demonstrated.



Pride and Presentation Penny



- We wear the correct school uniform including our PE kit
- We have respect and show that we can look after ourselves by washing our hands, brushing our hair and teeth
- We try our best and present our work the best we possibly can
- We show that we can sit in our chair correctly and present ourselves well in class
- We represent St George's with pride when we are on school trips or outside of school
- We are proud of our positive behaviour choices and making sensible decisions when we are faced with problems
- We are proud that we are different
- We are proud that we respect everyone



Marvellous Manners Mo



- We use please and thank you
- We show respect to children, adults and visitors
- Our teachers model expectations and we model expectations to other children
- We like look at the person when they are talking
- We like to share and take turns
- We like to listen carefully to every word



Rapid Readiness Ralph



- We are always ready to learn
- We know the routines of school and in the classroom
- We show the adults that we are ready by using the listening rules
- We have everything we need to help us learn
- We always put down our equipment when we are ready
- We always underline our date and title
- We always draw the margins in Maths





Wonderful Walking Will



- We walk around the school quietly and sensibly
- We walk around the school on the left side of the corridor
- We stay in the line if we are walking to worship
- We walk with our hands by our side and always pay attention
- We hold items safely when walking
- We have line leaders who model the expectation
- We show good personal space when we are walking
- We always walk sensibly in the corridor, the classroom, the hall and after break/lunch



Lovely Listening Lily



- We look at the speaker
- We sit still and show super sitting
- We stay quiet and put our hands up or wait to get asked a question
- We listen to all the words
- We show active listening by answering questions
- We use turn taking in conversations
- We show respectful listening
- We use 'my turn, your turn'
- Our adults listen to us
- We use silent signals



CERTIFICATES

Each week the school holds a Super Successful Learner assembly when children are given certificates for having an outstanding attitude towards learning and show our school visible consistencies. **We invite parents into school to watch their child receive their certificate.** As a school we acknowledge the efforts and achievements of children out of school in our weekly assemblies.

POSITIVE POSTCARDS

All members of staff are able to send positive postcards home to all pupils. These may be sent home for outstanding effort or acts of kindness, civility or helpfulness within school and the local community.

ATTENDANCE AWARDS

Good class attendance is celebrated weekly and classes receiving a certificate should display them in their classroom. The class that consistently portrays good attendance is rewarded half termly with a special event/visit. 100% attendance is celebrated termly and children will receive a certificate and an attendance badge. 100% attendance for the year is rewarded with a prize.

GREEN CATCH-ME CARDS

As a way to develop positive learning behaviours and for those children who are at risk of red behaviours, a green catch me good card is used. The card requires the children to collect 5 stickers each day for positive behaviours. If the children obtain all 5 stickers, they receive an immediate reward on the day. The cards are monitored by the Deputy Headteachers daily. Please see an example of the catch me card in appendix 3.

SANCTIONS FOR NEGATIVE BEHAVIOUR

ZONE BOARD

Good behaviour is an expectation at all times within our school. However, when required the school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All children will receive a verbal reminder before a sanction is given. At a time when a child is making a poor choice, they will be reminded of the school rules (displayed in each classroom) and if appropriate, asked to reflect on their behaviour and how they can follow our school values. Teachers should, when appropriate, provide time for the child to think about their actions and to respond responsibly. If a child continues to display inappropriate behaviour they are given the warning in relation not to the relevant zone on the zone board.



Staff will use the following phrases (these should be displayed in the classroom to ensure that all staff are aware of what to say):

“(Name) this is your time to change warning, if you continue to (state unwanted behaviour) you will be moved down to amber on the zone board.”

“(Name) you have continued to/chosen to (chosen behaviour), so this is/means that you are now moved down to amber/red and have a 5/10-minute consequence at break/lunch!”

Where appropriate, through prior pastoral discussions this may be replaced or supported by a visual sign. The school sanctions use the Zone board procedure. If after one 'time to change' warnings the child continues their poor choice of behaviour, the child will move into amber on the zone board, resulting in losing 5- minutes of play in Year 2 and KS2, or an immediate 3-minute thinking time consequence on the thinking chair (using a timer) in EYFS and Year 1. SLT expect all teachers to monitor the level and type of low-level disruption within the class ensuring the school can investigate and act on the causes of the child's behaviour thus maintaining high standards and a positive climate for learning. If there is low level disruption from a child on a regular basis, support and advice from SLT and the SENDCo may be required.

For serious breaches of behaviour or if poor behaviour persists following an amber sanction, children will be moved to red and incur a detention resulting in the child missing 10 minutes of their break time or an immediate 5-minute thinking time consequence on the thinking time chair (using a timer) in EYFS and Year 1. All red behaviour consequences will be completed by the class teacher and followed up by SLT. During the time spent as part of the consequence, the child will be asked to reflect on their poor behaviour choice using a restorative conversation, the consequences of their actions and what they and the school can do to help them make the right choices.

Following repeated disruptive behaviour resulting in the child being put in the red zone three times, parents will be contacted and will be expected to work in partnership with the school. The child will be put onto a **behaviour tracker** (see appendix 2). If this is ineffective, an internal isolation and Pastoral Support Plan will be put in place. If the child requires a Pastoral Support Plan it will be discussed and written with parents and children at a mutually convenient time. These plans will be reviewed regularly (usually fortnightly). At this stage, the school may need to seek support and advice from outside agencies e.g. Behavioural Specialists and other agencies within Children's Services. The safety of the children is paramount in all situations. After three internal isolations, a fixed-term suspension can be explored.

See the behaviour escalation procedures in Appendix 1.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding concerns. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

REGULATION STATIONS

Each classroom will be equipped with a regulation station that includes the school rules and values. This is where a child can access independently or at the request of the teacher so that they can regulate their own behaviour before it escalates to an amber or red. At this station, the child can reflect on their actions by using our school values and rules to support their regulation. This strategy should be closely monitored by the class teacher so that it is not used for work avoidance.

DE-ESCALATION AND LOW-LEVEL BEHAVIOUR STRATEGIES IN THE CLASSROOM



Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation and reduce low-level behaviours. The teaching and learning policy sets out strategies for this. Some of these include:

- Appearing calm and using a modulated, low tone of voice
- Positive praise and framing
- Non-verbal reinforcement or private words
- Clear whole class choice and consequence
- Signal, pause, insist
- Routines and reminders- pupil responsibility
- Establish high expectations- front-load
- Using simple, direct language
- Be assertive and insistent, if appropriate
- Move learning on and divert/distract
- Use live demonstrations and clear modelling
- Stagger/chunk transitions
- Adapt seating plans to address relationships and any issues
- Model the mindset e.g. model the use of manners, learning from mistakes etc.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"
- Change of face

POSITIVE HANDLING

Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom- please see the positive handling policy for more information.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether positive handling is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parent will be contacted and strategies put in place to support the child. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the school's suspension and exclusions policy. Where a suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

If a member of staff requires assistance, a red triangle will be sent by another adult or a responsible child to the nearest class. A member of SLT will be informed immediately.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.



When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

After all incidents of positive handling the bound and numbered book will be filled in by the involved adults.

ISOLATION

The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as isolation.

The school will only move pupils to isolation where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in isolation, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in isolation will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

LUNCHTIME BEHAVIOUR

In order to support recording and monitoring of behaviour, a lunchtime behaviour log is used to record incidents and given to the class teacher to upload to CPOMS. This log informs the teacher of the behaviour and consequence plus any other follow up actions needed for the specific behaviour.

SPECIFIC BEHAVIOURS

SEXUAL ABUSE AND DISCRIMINATION

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

SMOKING AND CONTROLLED SUBSTANCES

The school will follow the procedures outlined in the Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.



The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION

Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (See School Anti-bullying Policy).

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school does not tolerate bullying – including cyber-bullying - of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. (Keeping Children Safe in Education 2021).

Bullying can include:

Type of bullying	Definition
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Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Underlying Principles: each bullying and prejudice related incident, holds unique and distinctive features, which need to be considered. St George's C of E School's responses should be informed by the principles below if we are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all our pupils.

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination
- Prejudice related bullying could prevent pupils from learning and be a significant barrier to their achievement
- Prejudice related bullying impacts on a pupil's social and emotional wellbeing
- All staff, pupils, parents, carers and governors should be aware of the school's policy and procedures for dealing with prejudice related incidents
- All allegations of prejudice related bullying should be taken seriously and investigated thoroughly
- St George's C of E School will keep parents, carers and pupils informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand

Definition of Prejudice Related Incidents

- A racist incident is any incident which is perceived to be racist by the victim or any other person.



- A disability related incident is any incident which is perceived to be so by the victim or any other person.
- A homophobic related incident is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

At St George's C of E School, we strive to create an atmosphere in school where all members of the school community respect each other – ensuring that all are listened to, always. The school ensures that there is:

- Direct teaching of PSHCE (personal, social, health and citizenship education)
- Learning of life skills; themed National events - such as Anti-Bullying Week; and restorative, informal discussions take place throughout the day, where appropriate
- Pupils feel valued, by means of teaching through the curriculum and displays show: recognition of achievement; rewards and celebrating our diversity
- Through monitoring reviews, the School Council and regular pupil surveys, our pupils feel they have a voice and that their opinion matters
- We ensure that consistent behaviour management and high-quality activities are available at playtimes and lunchtimes
- We share information with parents and work closely with them when/if incidents of bullying /prejudice occur. All members of the school community follow this policy consistently

If an incident(s) occurs, St George's C of E School will support both the victim and the perpetrator by various means. This will include:

Support for the victim:

- Time with an adult to help build self-esteem/peer support
- Lunchtime staff are fully aware of the issues and can offer support
- Regular home-school contact between parents and teachers
- "Open-door" policy for parents with class teacher and senior leaders
- Possible access to nurture group facilities

Support for the perpetrator may include:

- 1:1 time with an adult to help build self-esteem and social skills
- Social skills group work, peer support
- Lunchtime staff are fully aware of the issues and is able to rapidly intervene in any incident
- Regular home-school contact between parents and teachers
- "Open-door" policy for parents with class teacher and senior leaders
- Pastoral support programme and the possible involvement of external agencies

KCSIE uses the term 'victim' to refer to those who have been subjected to abuse. But recognises that not every victim will view themselves as such. The document also uses the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s).' Though they caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

ROLES AND RESPONSIBILITIES

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner throughout the whole of the school at all times. Class



teachers must have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability at all times. Class teachers are responsible for monitoring persistent low-level behaviour and informing SLT, if relevant. They are also required to ensure that the consequence is in place for red behaviours. The class teacher must treat each child fairly and enforce the behaviour policy consistently. The teacher must treat all children in their class with respect and understanding. The class teacher should discuss the needs of a child with the Parents/carers and liaise and work with the SENDCo, SLT and Behaviour Support Services. They must follow the advice provided to support and guide the progress of each child. The class teacher should contact a parent if there are concerns about the behaviour or welfare of a child.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher, delegates to the Pastoral Lead and staff who keep records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour- see section below.

THE ROLE OF THE MENTAL HEALTH LEAD

It is the responsibility that they oversee the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties. They will support behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

THE ROLE OF THE SENDCO

It is the role of the SENDCO to collaborate with the Governing Board, Headteacher and the Mental Health Lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school. Also, they should, undertake day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. They should support teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

THE ROLE OF THE PUPILS

Pupils are responsible for their own behaviour both inside school and out in the wider community. They should also report any unacceptable behaviour to a member of staff.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules on school newsletters and the school website and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child it expects parents to support these. If parents have any concern about the



way that their child has been treated, they should follow the school complaints policy. An initial meeting with the class teacher may take place followed by support from the SENDCo and SLT.

THE ROLE OF GOVERNORS

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

THE ROLE OF ALL STAFF AND VOLUNTEERS

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Headteacher
 - Subject leader
- As authorised by the Headteacher disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.
- members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.
- The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

SUSPENSIONS AND PERMANENT EXCLUSIONS

The school follows the statutory guidance from the DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' This guide relates to the following principal legislation:



- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

In exceptional circumstances or where there is continuation of bad behaviour or lack of co-operation in improvement the school may exclude the pupil. Exclusions can be a fixed-term suspension or permanent.

The DfE (2017) guidance states that: Only the Headteacher (or the acting Headteacher) has the power to exclude or suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a fixed-period suspension may in effect be 'extended' by issuing a further fixed-period suspension to begin immediately after the first period ends; or 'converted' by issuing a permanent exclusion to begin immediately after the end of the fixed-period. A decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy and, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Headteacher excludes or suspends a pupil, s/he informs the parents immediately, giving reasons for the exclusion/suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The Governing Body itself cannot either exclude/suspend a pupil or extend the exclusion/suspension period made by the Headteacher. The Headteacher must, without delay, notify the Governing Body and the local authority of:

- any permanent exclusion (including where a fixed-period suspension is followed by a decision to permanently exclude the pupil);
- any suspension which would result in the pupil being suspended for a total of more than five school days (or more than ten lunchtimes) in a term;
- any suspension which would result in the pupil missing a public examination national curriculum test.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion/suspension appeals on behalf of the governors. When an appeals panel meets to consider an exclusion/suspension, they consider the circumstances in which the pupil was excluded/suspended, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

For further information fixed term suspensions and permanent exclusions please refer to the Trust's exclusions policy.



BEHAVIOUR OUTSIDE OF SCHOOL

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on its effectiveness. SLT monitors behaviour incidents regularly. It is the responsibility of the Governing Body to monitor the rate of fixed term suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed half termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

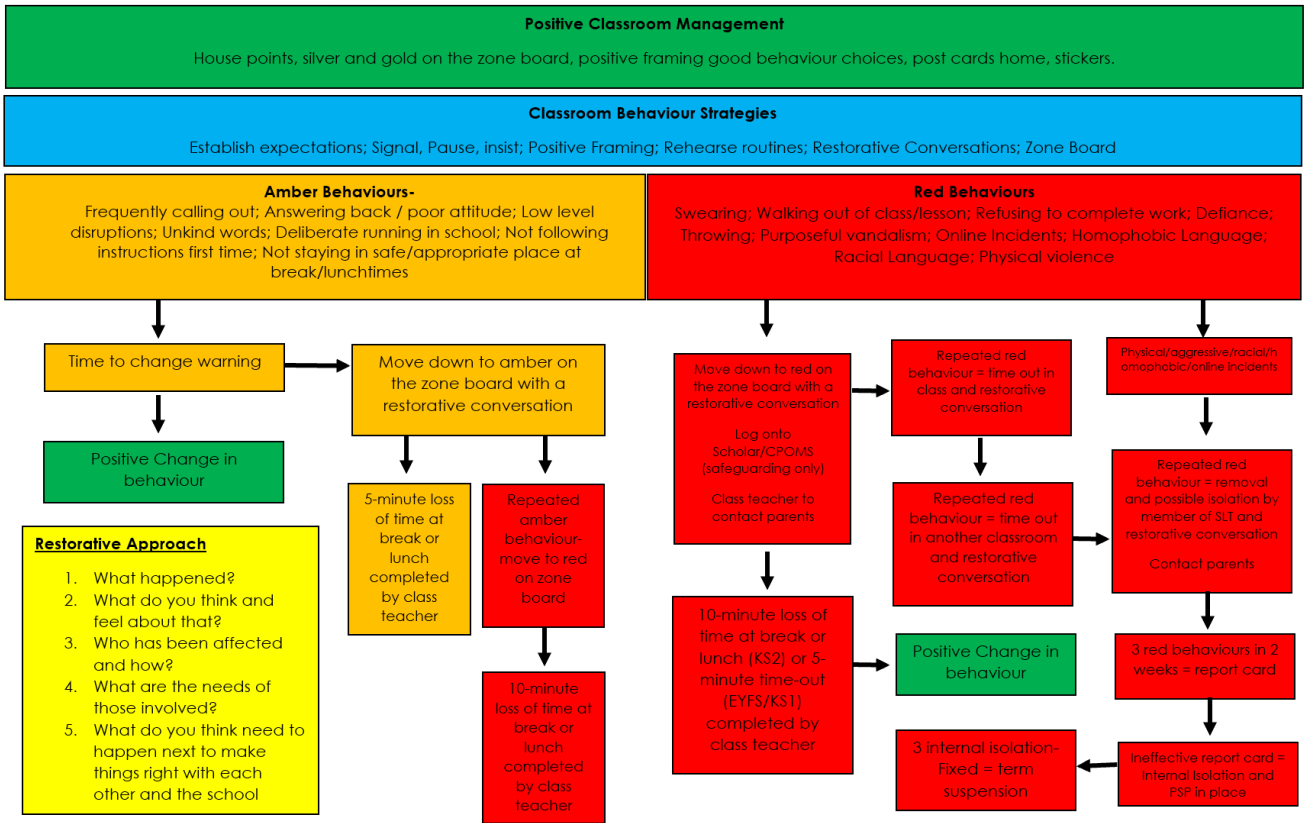


APPENDICES

APPENDIX 1



Behaviour Escalation



APPENDIX 2



TBB Primary Behaviour Tracker Week 1 Date:

Behaviour in class Target/s	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1)																									
2)																									
3)																									
4)																									

Behaviour in playground Target/s	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	BREAKS			BREAKS			BREAKS			BREAKS			BREAKS		
	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM	AM	LT	PM
1)															
2)															
3)															



APPENDIX 3

St George's C of E School
Catch Me Being Good



NURTURE LEARN SUCCEED

	Session 1	Playtime	Session 2	Lunch	Session 3	SLT Comment
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Pupil Voice						

Name _____

Class _____

Week Beginning _____

During Worship every day, you must show your card to Mr Modley who will check the card. If you have got your 5 ticks/stickers/stamps every day, then you will gain a reward at the time!

