



ST. GEORGE'S
CE First School and Nursery

Behaviour policy



Endeavour
Schools Trust
Inspired to Excel

Approved by:

L Briers

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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Our vision for behaviour at St. George's



We take ownership of our chosen behaviour and actions. We celebrate diversity and support each other to create a caring and happy community where everyone works to be the best they can be!

This vision is underpinned by our Christian values of responsibility, respect, compassion, honesty, and forgiveness.

At St Georges we strive to motivate and inspire ALL children to behave by setting high expectations of behaviour. By working together, we promote positive behaviour in our pupils and create an environment in which this can flourish.

4. Bullying

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

Bullying can include:

TYPE OF BULLYING	EXAMPLES
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	EXAMPLES
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Our school's strategy to prevent bullying from taking place includes:

- Through our PSHE curriculum and collective worship programme we teach our children that they have a right to feel safe and happy, and others do too. We also teach them what to do if anyone or anything is causing them to feel unsafe or unhappy.
- Through the "Zones of regulation" programme, we explicitly teach children how to become aware of their emotions and help them acquire the emotional literacy skills they need to communicate their feelings in 'expected' ways. Therefore, if a child feels that they are being bullied they have the skills to express this to a familiar or known adult.
- If a parent has a concern about their child is being bullied, they should come and speak to the class teacher or a member of the senior leadership team.
- If a member of staff is concerned that a child is being bullied, they discuss this with a member of the senior leadership team.
- If a child discloses that bullying has taken place it will be treated seriously. The pupil will be supported and reassured while the investigation is taking place. Ideally, they will be supported by the person s/he made the disclosure to. During the initial investigation the member of staff dealing with the matter will seek to identify if there were any witnesses or bystanders (either staff or other children).
- The member of staff investigating the matter will speak to the alleged perpetrator to obtain their perspective. The member of staff investigating will also speak to any witnesses or bystanders.
- Any incidents of poor behaviour are recorded on the Arbor system and this is monitored by SLT on a weekly basis.
- Sanction procedures – see section 7 of this policy.

5. Roles and responsibilities

5.1 The governing board

The Local Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour. All adults model positive behaviour in their dealings with children and each other. It is from us that children learn the most. Pupils learn our expectations when they see positive, friendly and respectful relationships between staff, governors, parents and visitors.
- › Getting to know and understand each individual child to establish a caring, respectful and safe environment for all. This means they can provide a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents (see appendix 3 for how to record a behaviour incident on Arbor)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- › Support their child in adhering to the school's expectations of behaviour
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

Examples of behaviours we expect of our children and that we recognise in a positive way or reward:

- Demonstrating all 4 listening rules: Looking at person, listening to all the words, sitting still and staying quiet.

- Pride in presentation
- Holding doors open
- Manners
- Organisation of self
- Caring/kindness to others
- At school on time every day – 2 Golden Tickets for the week rewarded on a Friday.

7. Behaviour management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

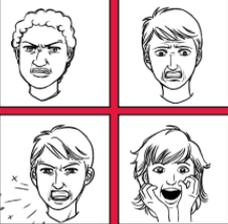
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school behaviour vision statement and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 The Curriculum

At St. George's we recognise that our youngest children need to learn how to recognise a range of emotions and feelings learn how to deal with them in acceptable ways (to self-regulate).

To help them do this successfully we use a programme called 'Zones of Regulation' (Think Socially Publishing 2011). These lessons are taught in key stages 1 and 2 during the first half term/term of each school year.

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

During 'Zones of Regulation' lessons, pupils learn to recognise when they are in different zones and learn strategies to change or stay in the zone they are in (see image on next page for an overview). Children also learn vocabulary to describe their feelings and emotions and learn how to read other people's facial expressions and body language too.

During these lessons the children are taught that everyone experiences all of the zones at one time or another and that the Red and Yellow Zones are not the "bad" or "naughty" zones. All the zones are expected at one time or another.

One of the principles behind 'Zones of Regulation' is that it is neutral and non-judgemental. Through the lessons children are taught to consider how others might see, feel, and react to their own behaviour, gain an understanding of what events might trigger changes of zones or behaviours and learn strategies for calming down or increasing their alertness.

We recognise that when children behave in ways that are not expected they are often letting us know that something is not right in their world. Therefore, we seek to understand the reason(s) behind the behaviour and work proactively with the child and their family to address any factors that might be causing the child distress or identify and address any unmet needs.

7.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8. Rewards and sanctions

Establishing positive relationships with our children is key. Here are some of the ways we build positive praise into our day:

- ✓ We always **meet, greet and correct children at the classroom door** as pupils enter/leave as it brings positivity early in the day and it is the first chance to stamp out untidy uniform, chewing etc: "Excellent uniform ____"; "Great to see you today ____"; "Good start ____";
- ✓ **Smile!** It's infectious! It generates warmth and a positive learning environment.
- ✓ We utilise and develop **non-verbal skills** e.g. using signs or gestures to prompt children to tuck their shirt in, look this way, thumbs up for good. We do this because it keeps a calm environment and does not disrupt the pace of lessons and boosts children's self-esteem. Furthermore, pupils cannot answer back to a non-verbal cue.

8.1 Rewards

We praise and award Golden Tickets to children who demonstrate our school values of respect, honesty, responsibility and compassion. This makes it explicit to other children what is expected. Golden tickets may be awarded to children who demonstrate these values consistently, who show an improvement in the way they demonstrate these values or are making a particular effort to demonstrate these values. Certificate, stickers and verbal praise is also given for contributions in lessons, effort and good work.

Children collect their Golden Tickets and save them in an individual, named pot within the classroom. They can then swap them for a prize from the St Georges Shop which will be available on a Friday afternoon. The prize list is updated regularly and is distributed to all classes. This means the children have the opportunity to look at the prizes and they know what they are working towards!

8.2 Behaviour we consider unacceptable and the consequences:

Behaviours that are not acceptable	Consequences for unacceptable behaviour
<ul style="list-style-type: none"> • Anything that stops children learning for example not engaging in their leaning, disturbing others, attention seeking, calling out, shouting, not using resources appropriately. <p>In the first instance these strategies are used: Ignore bad behaviour and focus on good behaviour: "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for your maturity" etc</p> <p>Non-confrontational techniques: "Is everything alright there ____?" for unfocussed pupils. "How can I help you ____?" for pupils off task. Stand next to a disruptive pupil</p>	<ol style="list-style-type: none"> 1. Verbal warning and given opportunity to correct behaviour. 2. Child to be taken to a classroom or space to access low level distraction environment to complete their work. On completion/after the time decided by the class teacher the child is to return to the classroom. 3. Persistent disruption will result in discussion with parents.

Behaviours that are not acceptable	Consequences for unacceptable behaviour
<ul style="list-style-type: none"> Unkind or disrespectful behaviour towards others for example defiance, refusal, rudeness, leaving the classroom, answering back and retaliation (this includes online behaviour). 	<ol style="list-style-type: none"> Adult to address the behaviour and gather information from all involved. Those who displayed unacceptable behavior are to reflect on their behavior and complete reflection activity at the earliest opportunity outside of lesson time and by the end of the day. A sincere apology must be given to all involved. Parents to be informed by the class teacher.
<ul style="list-style-type: none"> Theft or vandalism for example damaging things that don't belong to them. 	<ol style="list-style-type: none"> Children are expected to be honest first time. Their 'free' time is missed to solve incident. Theft - Children will be expected to return the property with an apology following the reflection activity. Vandalism – children will be expected to clean/correct the property vandalized with an apology following the reflection activity. Deliberate breakages must be paid for or replaced. Parents to be informed by the class teacher.
<ul style="list-style-type: none"> Behaviour or language (English/home) that offends others because of their race, gender, religion or individuality (this includes online behaviour). Aggressive behaviour which threatens the safety of the child itself, other children or adults within the school. Any physical action with the intent to harm others for example pushing, kicking, biting, throwing objects. 	<ol style="list-style-type: none"> These are serious incidents and the child will be sent directly to a member of SLT. The child will complete school service at the next playtime (litter picking for example). Parents will be informed by the class teacher or depending on the severity by a member of SLT.

We may use the internal exclusion in response to serious or persistent breaches of this policy (see Exclusions Policy for more details). Pupils may be sent to a different room within the school with a member of the senior leadership team during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Alternatively, they may be expected to complete work in their own time, at breaktime, lunchtime or at home.

On a Friday afternoon or a Monday morning, a member of SLT will meet with all the children who have completed reflection sheets, either on an individual or group basis to motivate and inspire them to avoid the behaviours that led to them receiving behaviour reflection sheets in that/the previous week.

8.3 Physical restraint

See Positive Physical Handling Policy.

8.4 Confiscation

Any prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

See the school's Peer on Peer Abuse Policy for details of the school's response and procedures.

8.6 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

8.7 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy. There is a standalone policy for managing allegations of abuse against staff which can be found here:
<https://endeavourschools.sharepoint.com/Shared Documents/Forms/AllItems.aspx?id=%2FShared Documents%2FPolicies%2FSafeguarding%2FManaging Allegations of Abuse against Teachers and Other Staff%2Epdf&parent=%2FShared Documents%2FPolicies%2FSafeguarding>

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

Some pupils may require additional support in order for transition from one class to another or one school to another is successful. This may involve additional visits to their new classroom or school, additional time with the new teacher(s)/teaching assistants, the provision of a transition book/social story that they can refer to on an ongoing basis, an extra/early welcome back visit before the other children return to school to offer reassurance and support.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including where appropriate the proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Governing Board bi-annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Positive Physical Handling Policy
- Child protection and safeguarding policy
- Peer on Peer Abuse Policy
- Managing allegations of abuse against staff Policy

Appendix 1: written statement of behaviour principles

The following principles are suggestions only. Adapt this statement to suit your school's circumstances.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: How to log a behaviour incident on Arbor

To log an incident:

1. sign into Arbor
2. Log behaviour incident (tab is found under 'take attendance')
3. enter information
4. - begin to type child's name and it will come up.
5. - behaviour links to the unacceptable behaviours at ST. George's.
6. - assign it to the class teacher (they will then be notified when next on arbor)
7. - summarise incident - What did they do? Why (if known) and What was done about it/consequence.
8. - location

If several children were involved, one incident form can be completed. Make sure you enter all the children's names and then tick the box on the bottom which says, 'create as separate incidents'.

Appendix 3: Behaviour Reflection Sheet



Reasons for my behaviour

Plan for improvement:

Behaviour Reflection

Name:

Date:

Description of behaviour

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Pupil

Teacher

Parent.....