



Behaviour and Relationships policy

Approved by: **David Snell(Chair of Governors)**

Last reviewed on: **September 2026**

Next review due by: **September 2027**

Our vision for behaviour and relationships at St George's

At St George's C of E First School and Nursery, we believe that each child is "fearfully and wonderfully made" (Psalm 139:14). Our school vision, "Wonderfully made, inspired to shape the world," underpins everything we do. We aim to nurture every child's unique talents and aspirations, enabling them to make positive contributions to their community and the wider world. Positive behaviour results from excellent relationships between adults and children and a well planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged. Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community. Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision: Wonderfully made, inspired to shape the world. This policy sets out the high expectations we have for behaviour at St George's, supporting our school vision, ethos, and values. We believe that positive relationships are the foundation for good behaviour and that every member of our school community should feel respected, valued, and safe.

Aims

The aims of our behaviour policy are to:

- Promote a positive, inclusive environment where children feel safe, valued, and respected.
- Foster strong relationships built on trust, mutual respect, and open communication.
- Inspire children to make positive choices, knowing they are "wonderfully made" and empowered to shape the world.

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

Staff Induction on Behaviour Management

All new staff members (including teachers, teaching assistants, and support staff) receive comprehensive induction on our behaviour policy and practices as part of their initial induction process. All new staff receive:

- A copy of the behaviour policy to read and discuss
- Overview of school behaviour expectations and systems (rewards and consequences) - Introduction to key behaviour management strategies used across school
- Information about pupils with specific needs

- Safeguarding procedures related to behaviour, including the importance of listening to the child's voice
- Training on how to record behaviour incidents on CPOMS

Supply teachers and student teachers also receive:

- A copy of the behaviour policy on arrival
- Access to class-specific behaviour information in the supply teacher folder
- Support from the class teacher or senior leader as needed
- Clear guidance on behaviour expectations and procedures

Ongoing Staff Development and Training Annual Safeguarding Training:

All staff receive annual safeguarding training which includes:

- The critical importance of listening to and acting upon the child's voice
- Understanding how behaviour may be a communication of distress or unmet needs
- Recognising when behaviour may indicate safeguarding concerns
- Links between trauma, adverse childhood experiences and behaviour
- How to respond to disclosures and concerns appropriately

Recording and reporting procedures Annual Behaviour Training:

Behaviour expectations and the behaviour policy are reiterated annually with all staff to ensure:

- Consistency in approach across the school
- All staff are aware of any policy updates or changes
- Staff are confident in applying the behaviour policy
- New strategies or approaches are shared
- Staff understand their roles and responsibilities

Additional Training:

Staff receive further training as needed on:

- Specific pupil needs and effective strategies
- De-escalation techniques
- Positive behaviour management approaches
- SEND and behaviour needs
- Mental health and wellbeing support
- Restorative approaches

Mobile Phones and Smart Devices

This section is written in accordance with the DfE guidance 'Mobile Phones in Schools' (February 2024). Our Approach to Mobile Phones St George's C of E First School and Nursery operates a no mobile phone policy for pupils. Given the age of our pupils (Nursery to Year 4), we do not permit children to bring mobile phones or smart devices to school. This policy is in place to:

- Protect children from potential harm and inappropriate content
- Prevent distraction from learning
- Reduce risk of loss, theft or damage
- Promote face-to-face social interaction Support children's wellbeing and mental health
- Ensure safeguarding of all pupils

Prohibited Devices

The following devices are not permitted on school premises:

- Mobile phones
- Smart watches with communication or internet capabilities
- Tablets or iPads (unless specifically required for SEND support and agreed with school)
- Any other internet enabled personal devices

Behaviour Outside of School Premises

This section is written in accordance with Section 89(5) of the Education and Inspections Act 2006. Statutory Power to Discipline The headteacher has the statutory power to discipline pupils for poor behaviour outside of school premises. This power applies when pupils are:

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

The headteacher may also discipline pupils for misbehaviour 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

Examples of Behaviour Outside School That May Be Sanctioned On the way to and from school:

- Fighting, bullying or intimidating behaviour
- Inappropriate language or behaviour
- Vandalism or damage to property
- Behaviour that puts the child or others at risk

On school trips or educational visits:

- Any behaviour that would be sanctioned in school
- Behaviour that puts the child or others at risk
- Behaviour that disrupts the educational activity
- Behaviour that brings the school into disrepute

When wearing school uniform in the community:

- Antisocial behaviour
- Behaviour that could damage the school's reputation
- Behaviour that affects other pupils or members of the public

Online behaviour:

- Cyberbullying of pupils or staff
- Posting inappropriate content that references the school
- Online behaviour that impacts on the school community

Primary School Context Given the age of our pupils (Nursery to Year 4), incidents of poor behaviour outside school are rare. However, we will:

- Work in partnership with parents to address any concerns
- Consider the age and understanding of the child
- Focus on education and restorative approaches
- Apply sanctions proportionate to the behaviour and the child's age
- Involve external agencies where safeguarding concerns arise

Safeguarding and Behaviour

At St George's, we recognise the close link between safeguarding concerns and behaviour. Any behaviour that raises a safeguarding concern must be recorded on our safeguarding system, CPOMS. This ensures that we have a comprehensive and timely understanding of the needs of our children and can take swift action when necessary. All staff members are responsible for logging behaviour incidents that may indicate potential safeguarding concerns, ensuring that we support every child in a holistic and informed manner.

Promoting Positive Behaviour

We believe in promoting and modelling the behaviour we want to see in our children. As Paul Dix states, *"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does."* Our focus is on encouraging positive behaviour through praise, rewards,

and by setting clear expectations. This approach aligns with our vision, where each child is valued and supported to become their best self, shaping their world in a positive way.

Restorative Approaches

When issues arise, we focus on restorative practices that encourage children to reflect on their behaviour and consider its impact on others. This aligns with our belief that everyone is "wonderfully made" and that mistakes are opportunities for growth and learning. We encourage pupils to take responsibility for their actions, repair any harm caused, and work towards reconciliation. This is usually done using a reflection sheet *Appendix 1 for the children to reflect on the following questions:

How do I feel?

How has my behaviour affected others?

Other consequences

Pictorial prompts are available for children with SEND or difficulties accessing the standard reflection sheet *Appendix 2

Non negotiable behaviours

If a child displays a non-negotiable behaviour they will automatically spend lunchtime with SLT. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the deputy in her absence. This may include:

- Sexist / racist / homophobic comments
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Rudeness towards an adult
- Deliberate damage to school property

The member of staff who dealt with this incident is required to log the incident on CPOMs or on a pink form if necessary. SLT will ensure the parents/carers are informed of the incident

Violent behaviours

The following non negotiable behaviour may result in a fixed term or permanent exclusion.

- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour

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 our Child on Child Abuse Policy for details of our school's response and procedures

Prohibited Items in School

In accordance with the DfE guidance 'Behaviour in Schools' (2024), the following items are prohibited on school premises and during school-related activities: Prohibited Items Include:

- Knives or weapons of any kind
- Alcohol, illegal drugs, and substances intended to resemble illegal drugs
- Stolen items
- Tobacco, cigarette papers, e-cigarettes and vaping equipment
- Fireworks or explosive materials
- Pornographic images or materials –

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item which could be used to cause harm or intimidate others

Age-Appropriate Considerations for Primary School:

Given the age of our pupils (Nursery to Year 4), we recognise that prohibited items are rarely brought to school intentionally. However, we will:

- Educate children about safety and appropriate items for school
- Work with parents if any prohibited item is discovered
- Treat each incident individually, considering the child's age and understanding
- Focus on education and safeguarding rather than punishment for younger children .

Procedure if Prohibited Items are Found:

1. The item will be confiscated immediately
2. The headteacher and Designated Safeguarding Lead will be informed
3. Parents/carers will be contacted
4. The item will be stored securely or, if illegal, handed to police
5. A decision will be made regarding disciplinary action, taking into account the child's age and circumstances
6. The incident will be recorded and, where appropriate, reported to relevant authorities

Physical restraint

See Positive Physical Handling Policy.

Recording Behaviour

All significant behaviour incidents are recorded on CPOMS. By significant, we are referring to incidents that have required a child to complete a reflection form. This system enables us to track patterns, identify emerging concerns, and respond effectively to any issues, ensuring that timely support and interventions are in place for the child. Recording behaviour in this way also helps us to maintain a safe and supportive environment where the wellbeing of every child is prioritised.

Rewards and Praise

At St George's, we believe in celebrating positive behaviour and reinforcing our vision through praise and rewards. Our approach to rewards is aligned with our school vision and is designed to motivate and encourage all children to live out our values and make positive choices.

Golden Tickets

Golden Tickets are given to children who actively live out our vision of being "wonderfully made, inspired to shape the world." These tickets serve as an explicit example to other children of what is expected in terms of behaviour and attitudes. Children collect their Golden Tickets in a class pot. Each week, children's names are drawn at random from each class's pot to receive a prize. The weekly prize draw encourages children to consistently live by our vision, and has been developed in consultation with the children as a motivating reward.

Early Years Foundation Stage (EYFS) Rewards

In the EYFS, rewards are personalised to the children's age and developmental stage. Every child has a reward sticker chart, allowing them to work towards individual milestones and achievements. This approach recognises that all children are "wonderfully made" and nurtures their personal growth.

Whole Class Rewards

Whole class rewards are decided in collaboration between staff and children. This promotes a sense of community and shared responsibility, aligning with our vision of shaping the world together. Children are encouraged to contribute ideas for class rewards, ensuring that the rewards are meaningful and motivating for the group.

Additional Rewards

In addition to Golden Tickets, children may receive certificates, stickers, and verbal praise for their contributions in lessons, effort, and excellent work. These acknowledgements help to build children's confidence and reinforce the behaviours we want to see across the school.

Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored by senior leaders, ensuring it remains aligned with our school vision. Behaviour data from CPOMS will be analysed to identify trends and inform future actions. Regular feedback from staff, pupils, and parents will be sought to ensure that our approach to behaviour continues to meet the needs of our school community.

Conclusion

At St George's C of E First School and Nursery, we believe that every child is unique and valuable, created "wonderfully" in God's image. Our behaviour and relationships policy is designed to nurture this belief, supporting children to grow into confident, responsible individuals who are inspired to shape the world. Through positive relationships, clear expectations, and a commitment to our values, we strive to create a school environment where everyone can flourish. This policy reflects our deep commitment to creating a positive, inclusive, and nurturing learning environment, where every child is valued and encouraged to live out our school vision daily

Appendices



Behaviour Reflection

Reasons for my behaviour

Consequences of my behaviour

Name:
Date:

Description of behaviour

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Plan for improvement:

Pupil
Teacher
Parent.....

The form is a 'Behaviour Reflection' sheet. It features a central box for 'Description of behaviour'. To its left are two boxes for 'Reasons for my behaviour'. To its right are three boxes for 'Consequences of my behaviour', with the first asking 'How do I feel?', the second 'How has my behaviour affected others?', and the third 'Other consequence(s)'. Below the central box is a section for 'Plan for improvement' with four horizontal lines. At the bottom right, a box contains lines for 'Pupil', 'Teacher', and 'Parent' signatures.

Behaviour reflection

Pupil.....
 Teacher
 Parent.....

What were you thinking or feeling?

worried	fidgety	confused	angry	excited
scared				distracted
silly				not okay
frustrated	tired	giggly	fizzy	out of control

What happened?

scribbled on work	scribbled on work	scribbled on work	scribbled on work	scribbled on work
threw something	threw something	threw something	threw something	threw something
spat at someone	spat at someone	spat at someone	spat at someone	spat at someone
pushed someone	pushed someone	pushed someone	pushed someone	pushed someone
shouted at someone	shouted at someone	shouted at someone	shouted at someone	shouted at someone
rude to someone	rude to someone	rude to someone	rude to someone	rude to someone
walked off	walked off	walked off	walked off	walked off
ripped my work	ripped my work	ripped my work	ripped my work	ripped my work
broke something	broke something	broke something	broke something	broke something
unkind to someone	unkind to someone	unkind to someone	unkind to someone	unkind to someone
kicked someone	kicked someone	kicked someone	kicked someone	kicked someone
hurt someone	hurt someone	hurt someone	hurt someone	hurt someone
something else	something else	something else	something else	something else

Who has been affected?

me	me	me	me	me
my mum	my mum	my mum	my mum	my mum
my dad	my dad	my dad	my dad	my dad
my family	my family	my family	my family	my family
my friend	my friend	my friend	my friend	my friend
my teacher	my teacher	my teacher	my teacher	my teacher
another child	another child	another child	another child	another child
my TA	my TA	my TA	my TA	my TA
a group	a group	a group	a group	a group
middy supervisor	middy supervisor	middy supervisor	middy supervisor	middy supervisor
someone else	someone else	someone else	someone else	someone else

What are you thinking or feeling now?

better	better	better	better	better
sad	sad	sad	sad	sad
sorry	sorry	sorry	sorry	sorry
guilty	guilty	guilty	guilty	guilty
stressed	stressed	stressed	stressed	stressed
ashamed	ashamed	ashamed	ashamed	ashamed
not okay	not okay	not okay	not okay	not okay
okay	okay	okay	okay	okay
calm	calm	calm	calm	calm
mad	mad	mad	mad	mad
scared	scared	scared	scared	scared
unsure	unsure	unsure	unsure	unsure
fizzy	fizzy	fizzy	fizzy	fizzy
something else	something else	something else	something else	something else

Next time I could...

talk to a teacher	talk to a teacher	talk to a teacher	talk to a teacher	talk to a teacher
ask for quiet time	ask for quiet time	ask for quiet time	ask for quiet time	ask for quiet time
fiddle with something	fiddle with something	fiddle with something	fiddle with something	fiddle with something
talk to someone	talk to someone	talk to someone	talk to someone	talk to someone
walk away	walk away	walk away	walk away	walk away
play with someone else	play with someone else	play with someone else	play with someone else	play with someone else
count to 10	count to 10	count to 10	count to 10	count to 10
take deep breaths	take deep breaths	take deep breaths	take deep breaths	take deep breaths
sit near someone else	sit near someone else	sit near someone else	sit near someone else	sit near someone else
something else	something else	something else	something else	something else

Type of behaviour	What that behaviour looks like	Consequence	What staff need to do
Disruptive behaviour	<p>Calling/shouting out</p> <p>Out of seat/wandering around</p> <p>Not following instructions</p> <p>Refusal to work / Not ready to learn</p> <p>Using unkind/impolite words</p> <p>Disrespectful use of equipment</p>	<ol style="list-style-type: none"> 1. Verbal warning 2. Yellow warning 3. Red card – automatic reflection sheet at breaktime. <p>EYFS:</p> <ol style="list-style-type: none"> 1. Verbal warning 2. Time out 3. Parents informed and CPOMS updated 	<p>Yellow card – record name on board. Wipe off at the end of the lesson for a fresh start.</p> <p>Red card – record name on board. Child to complete a reflection sheet which must be signed by parents and uploaded onto CPOMS. Name is wiped off board once consequence completed.</p>
Persistent	Continued incidents of disruptive behaviour	<p>Class teacher to arrange a meeting with parents and a member of SLT. Cause for concern form filled in.</p> <p>Reasonable adjustments discussed with SENDCO.</p>	<p>Arrange the meeting and make contact with parents.</p> <p>Complete cause for concern form.</p> <p>Discuss with SENDCO as part of stage 1 of our *St George's 5 stage process</p>
Stealing		<p>DSL spoken to. Once any safeguarding concerns have been addressed, appropriate consequences may include:</p> <ul style="list-style-type: none"> • A reflection sheet to help the child understand the impact of their behaviour and identify better choices in the future. • Returning the stolen property (if possible) to the rightful owner. • A sincere apology to those affected. 	<p>Stealing may also point to safeguarding concerns, particularly if food is involved, which could highlight wider safeguarding concerns. Therefore, before any consequences are applied, a discussion will take place with the Designated Safeguarding Lead (DSL) to assess any potential underlying welfare issues.</p>
Serious	<p>Unsafe behaviour in or out of class</p> <p>Hurting another child</p> <p>Aggressive or intimidating behaviour</p> <p>Using inappropriate or discriminatory language</p> <p>Leaving the classroom without permission</p> <p>Damage school property</p> <p>Reckless/dangerous play</p> <p>Swearing</p> <p>Fighting or hurting another child with intent</p>	<p>An internal exclusion with SLT.</p> <p>Reflection sheet completed.</p> <p>Parents informed and called in for a meeting that day.</p>	<p>A full account of the incident must be recorded on CPOMS.</p>

	Serious disruption of the class, including tipping tables and throwing items		
Extremely serious	<p>Violence or abuse to staff and children</p> <p>Continued disruption to the class or the running of the school</p> <p>Bringing prohibited items into school</p> <p>Sexual harassment including language or inappropriate touching</p> <p>Racist or bullying behaviour</p> <p>Deliberately spitting on another person</p>	<p>At the headteacher's discretion the following sanctions may be applied:</p> <p>Internal exclusion</p> <p>Suspension Permanent exclusion</p>	<p>SLT immediately informed</p> <p>Use Brook Traffic Light tool before deciding next steps.</p> <p>Read child on child policy to ensure all actions followed.</p>