

2019

Positive Behaviour Policy



Implemented: February 2019

To be reviewed: February 2020

Review frequency: Annually

Consultation process

Signed

(HT)

(COG)

“In everything we do today, we’re following Jesus and his way.”

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Positive Behaviour Policy

“Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

1. Aims

This policy aims to:

- Reinforce our **positive school ethos** and **Catholic values** reflecting our school motto
“In everything we do today, we’re following Jesus and His way”
- Provide a **consistent approach** to behaviour management
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline **how pupils are expected to behave**
- Outline our system of **rewards and sanctions**
- **Define** what we consider to be unacceptable behaviour, including bullying
- **Promote** self-esteem, self-discipline and **positive relationships**.

2. Principles

At St. George’s we expect all of our pupils to come to school with positive attitudes and high expectations for behaviour. Our high expectations apply to all aspects of school life such as following our Golden Rules and wearing the correct school uniform. We believe that every child and every adult at our school has the right to feel happy and valued and to be treated with respect. As a Catholic community, the ethos at St. George’s is strongly based on Gospel values as we strive to follow our school mission. This permeates everything that we do including the way that we manage behaviour. Promoting the highest standards of behaviour

prepares our children for life beyond school, encouraging the development of confident, complete and loving members of society.

Positive and desirable behaviour is the responsibility of everyone involved in our school. Positive classroom behaviour is as important as positive playground behaviour. At St. George's our aim is to create an environment, physically and emotionally where everyone feels safe and secure, where we can all meet the challenges each new day brings.

Our school rules and procedures are in place to clearly communicate our expectations for behaviour and to ensure that a fair and consistent approach is always used. Children understand that forgiveness is essential and this is very much part of our school ethos based on Gospel values. They find examples of reconciliation in their daily relationships with staff and other pupils.

We work closely with outside agencies including the Behaviour Support Service to offer more support and advice for children with specific difficulties associated with their behaviour. Staff and parents should contact the SENCo if they have particular concerns.

3. Roles and Responsibilities

3.1 The **governing body** will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

3.2 The **Headteacher** is responsible for reviewing this behaviour policy in conjunction with the governing body. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively and consistently with unsatisfactory behaviour.

3.3 The **Assistant Headteacher** is responsible for keeping up to date records of the detention and behaviour logs. Patterns and trends in behaviour are identified and any behaviour that causes concern is then brought to the attention of the Headteacher. The Assistant Headteacher will offer support to staff members when dealing with challenging behaviour.

3.4 The **Senior Leadership Team** are responsible for monitoring the behaviour within their designated phase. Any behaviour log forms that are completed by staff members are signed by the appropriate SLT member and recorded electronically. Concerns about individual pupils are raised and discussed at weekly SLT meetings.

3.5 All members of staff are responsible for implementing the behaviour policy consistently and modelling positive behaviour. They are also sensitive to and responsible for providing a personalised approach to meet the specific needs of particular pupils. Effective communication with parents is an essential part of behaviour management and staff will inform parents/ carers of any concerns relating to a child's behaviour. Class teachers are responsible for adding an electronic note to our school monitoring system if they have a conversation with a parent regarding a child's behaviour. Good behaviour is promoted through both the taught and the hidden school curriculum and is continuously modelled by members of staff.

Members of staff are responsible for recording and reporting serious behaviour incidents (please see appendix 1 for a copy of the behaviour log). Completed behaviour logs are given to the designated Phase Leader to be recorded electronically. This enables senior staff to monitor and track patterns of behaviour and escalate concerns when appropriate. Senior staff will always offer support and advice to colleagues when dealing with challenging behaviour. Strategies for effective behaviour management will also form part of continuous professional development

3.6 Parents play a vital role in ensuring that their child is able to have a successful and positive time at school. Establishing an effective working partnership with parents has a positive impact on the standards of behaviour and achievement at school. Parents must inform their child's teacher of any changes happening at home or any concerns they have relating to their child's behaviour. Parents are expected to support their child in adhering to the Golden Rules and to follow the code of conduct for parents, carers and visitors (appendix 2)

3.7 Pupils are expected to:

- Follow the Golden Rules
- Behave in an orderly and self-controlled way and reflect upon the consequences of the choices they make
- Show respect to members of staff, visitors and each other
- Ensure the safety of themselves and others
- Ensure that all pupils are able to learn in an environment free from distraction and disruption
- Accept sanctions when given
- Move around the school quietly and line up sensibly
- Take pride in wearing the correct school uniform every day
- Treat the school buildings and property with respect
- Refrain from behaviour in a way that brings the school into disrepute, including when outside school

4. Golden Rules (Rewards and Sanctions)

Our Golden Rules help all pupils to understand our expectations for acceptable behaviour. The rules were devised in consultation with the School Council. The Golden Rules are displayed in every classroom and at other noticeable points around the school and should be reinforced regularly. The rules are as follows:

1. In everything we do today, we're following Jesus and His way

2. We listen to all adults

We do what they ask us to do and we don't interrupt or answer back.

3. We walk around the school quietly and sensibly

We walk on the left hand side of the corridors. We don't come into the building at break time or lunchtime unless we have permission from an adult.

4. We work hard and try our best

We don't distract others.

5. We are gentle

We keep our hands and feet to ourselves.

6. We are kind and respectful

We treat others how we wish to be treated. We choose our words carefully and we always say sorry and forgive one another. We always tell the truth.

7. We are kind and respectful

We let others join in our games. We don't leave anyone out.

The rules apply to children of all ages, with simplified language for pupils in EYFS and KS1 and for those with SEN (appendix 3). Every class has a behaviour chart with names of individual children on. Every child starts the day on the green section and then moves up/down the chart over the course of the day (appendix 4).

When **any** adult sees a child following the Golden Rules they ask them to move their name up a step on the behaviour chart. If a child does not follow one of the rules they move down a step. Staff should carefully link any reward or sanction back to one of the rules so that the child is very clear about which rule they have followed/ broken. Rewards and sanctions are given immediately and are completely consistent. This system is clear and ensures that every child is treated fairly.

Every day is a new start, however, repetitive or continuous inappropriate behaviour will be monitored and referred to senior members of staff. If a child moves down to the red section on more than three occasions, their parents will be contacted by a member of senior staff. Any incidents of physical aggression, racist, homophobic or sexual remarks, bad language or bullying **must** be recorded on a behaviour log (appendix 1) and reported to the designated Phase Leader.

In addition to the rewards given to children following the Golden Rules (appendix 4) merit stickers are awarded for good manners, politeness and exceptional pieces of work – these are issued during our weekly merit assembly and reported to parents via a text message and notice in the weekly newsletter. Sanctions can also be applied where a child has misbehaved off site, for example on an educational visit.

5. Behaviour Management

5.1 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 children to be engaged
- Display the Golden Rules in a prominent place in the classroom
- Develop a positive relationship with children, which may include:
 - ❖ Greeting children in the morning/ at the start of lessons
 - ❖ Establishing clear classroom routines
 - ❖ Highlighting and promoting good behaviour and using positive reinforcement
 - ❖ Concluding the day positively and starting the next day afresh

5.2 Detention

If a child's behaviour has not improved during the school day and they have moved through the sanctions on the behaviour chart then they will attend a lunchtime detention (1pm-1:30pm). The teacher on duty will support the child in filling in a Behaviour Reflection sheet (see appendix 5). The Behaviour Reflection sheet is signed by the teacher on duty and kept in the detention folder, which is stored in the School Office. The Assistant Headteacher monitors the detention folder on a weekly basis. Parents will be contacted and a formal meeting will be arranged if a child is in detention on more than three occasions.

5.3 Exclusion

For behaviour that is so serious it falls outside the scope of this behaviour policy, a child can be excluded. This can be in the form of an internal exclusion where a child is sent to work in another class or in another location in school, a lunchtime exclusion, where a parent is asked to take the pupil from the school premises for the duration of the lunchtime, a fixed term exclusion or a permanent exclusion. If an exclusion is deemed appropriate, advice will always be sought and school will always follow the procedures outlined in 'Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion.' (DfE September 2017)

5.4 Physical restraint

There may be circumstances where staff are required to use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 5)

Several members of staff are fully trained in the **Approach Technique** and can be called upon if physical restraint is required. This qualification is updated annually. A list of Approach trained staff is displayed in the staffroom.

5.5 Pupil Support Systems

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 individual pupil.

The SENCo will work with a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are currently not being met. Support and advice will be sought from specialist teachers, an Educational Psychologist, medical practitioners and/ or others to identify and support specific needs. An individual support plan will be compiled in consultation with the parents and reviewed on a regular basis.

To ensure that behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred between relevant members of staff when necessary. This is particularly important at the start of a new academic year. Pupils meet with their new teacher/ TA to ensure a smooth transition. Some children also benefit from a personalised transition booklet. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

6. Bullying

Full details of our school's approach to preventing and addressing bullying are clearly set out in our 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

Bullying can include:

Type of bullying	Definition
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 orientation or gender, 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

Bullying is a form of antisocial behaviour and will not will tolerated at St George's. It is up to all members of staff to take bullying seriously.

7. Links with other policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Exclusions policy
- Child Protection policy
- Safeguarding policy
- SEND policy
- Internet safety/ cyber bullying policies

Appendix 1

Behaviour Log

- Bullying
 - Assault against staff
 - Assault against another child
 - Aggressive/threatening/abusive language
 - Physical restraint required (Approach)
- (Please note that a separate Approach log will need to be attached to this form)

- Online/cyber bullying
- Racism
- Radicalisation
- Homophobic language
- Other _____

Name of child:

Class:

Date:

Where did the incident take place?

Names of any other children involved:

Details of incident:

What happened before the incident? Were there any obvious triggers/ previous incidents?

On a scale of 0-10 how serious was this incident?

0= extremely serious

10= not serious at all

0	1	2	3	4	5	6	7	8	9	10
Red		Amber		Yellow		Green				

Dealt with by:

Action taken/ Outcome:

Details of parental involvement:

Name of person completing form: _____ Signature: _____

Signature of Phase Leader _____ Notes and conduct added to Scholar Pack

Appendix 2

St. George's Catholic Primary School

Code of Conduct for Parents, Carers & Visitors

At St George's Catholic Primary School we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, governors, class teachers and the school and parish community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this document is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding and respect.

Guidance

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:

- Respect the Catholic ethos of our school
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Approach the school to help you resolve any issues of concern by speaking to the class teacher in the first instance, following the school procedures.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct own child's behaviour where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Avoid using staff as threats to admonish children's behaviour.
- Walk to school whenever possible, but park with consideration to our local residents if driving to and from school.
- Recognise that we are a nut free school and refrain from bringing any products containing nuts onto the school premises.

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Using loud, offensive, inappropriate or discriminatory language, swearing, cursing, using profane language or displaying temper.
- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Damaging or destroying school property.
- Threatening to harm to a member of school staff, visitor, fellow parent/carers or student regardless of whether or not the behaviour constitutes a criminal offence.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of their actions towards your own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Abusive or threatening e-mails or text/ voicemail/ phone messages or other written communication.
- Defamation of the school's or staff character on any form of social media.
- Sharing photos of children at school events on any form of social media.
- Smoking and consumption of alcohol or other drugs. Any parent suspected of being intoxicated will be reported to the police.
- Allowing cycling or scooting on school premises.
- Allowing children to play on school equipment.
- Bringing dogs on to school premises.

Should **any** of the above behaviour occur, the school may feel it is necessary to ask the adult to leave the school premises, contact the appropriate authorities and, if necessary, even ban the offending adult from entering the school grounds. We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

Appendix 3

Golden Rules for EYFS/ KS1 and SEN pupils

1. *In everything we do today, we're following Jesus and His way*
2. *We listen to all adults*
3. *We walk around the school*
4. *We work hard*
5. *We are gentle*
6. *We are kind*
7. *We play nicely*

Appendix 4

Behaviour Chart

Going for Gold!

Rewards	Certificate and raffle ticket for prize box	GOLD
	Sticker	YELLOW
	Team point/ Table point	ORANGE
	Well done	LIGHT GREEN
		GREEN
Sanctions	Warning	LIGHT BLUE
	Moved to another place in the classroom	BLUE
	Sent to another class to complete a behaviour reflection sheet	PURPLE
	Lunchtime detention	RED

Appendix 5

Behaviour Reflection Sheet EYFS/ KS1

Behaviour Reflection Sheet

Name _____ Location _____

Date _____ Time _____

What went wrong today?

How upset did I get?



Very upset



Quite upset



A bit upset



Not upset at all

Did I stay calm?



Yes



No

Which rule did I break?

How do I think my teacher feels about this behaviour?

What can I do now to make things better?

Which adults can help me to do this?

How do I feel now?



Very upset



Quite upset



A bit upset



Not upset at all

What can I do to stop this happening again?

Appendix 6

Behaviour Reflection Sheet KS2

A serious incident had been reported. We need to know what has happened and what may have caused it. We require this so that we can help you and others to learn from the situation. Please fill in this form. You can do it by yourself or ask an adult to help you. Think carefully about it and only write the truth.

Name Location

Class Date Time

Describe what happened:			
Who saw the incident?			
How upset did you get? (please tick)			
Very, very upset	Quite upset	A bit upset	Not upset at all
How well did you control yourself? (please tick)			
Very well	Quite well	Not very well	Very badly
How have your actions affected others?			

How do you think your teacher/teaching assistant feels about it?			
How did you break the Golden Rules?			
What I could do to make things better: How are you going to apologise? (if required)			
What I could do differently next time:			
What adults could do to help me:			
Staff signature		Date	
Pupils signature		Date	
Filed into Behaviour Reflection folder	tick	If 3 Behaviour Reflection sheets are completed in one term. (Please tick below).	
		Copy to teacher	Contact parents if appropriate
		Copy to head teacher	

Appendix 7

Record of Physical Intervention

APPROACH - THE ENFIELD COURSE BOOKLET

Appendix C

BEHAVIOUR SUPPORT SERVICE Serious Incident Report

Name of Pupil:

Group:

Date:

Time:

Duration:

Location(s) of incident:

No. of incidents this half term

The nature of the serious incident included: *(please tick one or more relevant boxes and delete as appropriate)*

Physically hurting / threatening to hurt peer adult

Incident of bullying *Make corresponding record in racist monitoring file*

Extreme verbal aggression / sexualised language directed at peer adult

Damage to property / potential damage to property

Racism *Make corresponding record in racist monitoring file*

Theft Spitting

Flagrant disregard for the health and safety of themselves or others

Refusing to return to class or Unit premises

Details of the Incident:

Identifiable Trigger? Possibly holding onto a disagreement from earlier in the day

Additional Information Attached
(Please List e.g. return to class agreement)

Action Taken: *(SLT Called / Separation / Outcome / Consequence)*

Injury to peer Injury to staff Damage to property

Physical Intervention used Parents / carers contacted

APPROACH - THE ENFIELD COURSE BOOKLET

If ticked then complete relevant report. If none ticked then sign below and pass to SLT:

Signed: _____ Name: _____ Date: _____

SLT: _____ Name: _____ Date: _____

BEHAVIOUR SUPPORT SERVICE
Serious Incident Report
Record of Communication with parents / carers

Communication Between: _____

Date: _____ Time: _____

Communication in brief:
(Ensure that parents are aware of any injuries to their child, to others, any physical intervention used, any damage to property)

Agreed Actions / Ways Forward:

Signed:

Attach to Serious Incident Record and file in Behaviour Profile File

BEHAVIOUR SUPPORT SERVICE
Serious Incident Report – Additional Report Information

Record of Physical Intervention: *Tick relevant box and complete any additional information*

Bar Over Hold (Standing) (Sitting)	<input type="checkbox"/>	Bar Over Hold (Sitting)	<input type="checkbox"/>	Lean Forward hold
Wrap Over Hold (Sitting) (Sitting)	<input type="checkbox"/>	Harness Hold (Sitting)	<input type="checkbox"/>	Pupil Hand to Knee

Other...*please specify details*

APPROACH - THE ENFIELD COURSE BOOKLET

Staff Members Involved	Approach Trained (tick if yes)

Approximate duration of hold Observers

Pupil response (include additional behaviours if appropriate)

Any strategies used to give back control to the pupil / other strategies / by who (Describe)

Record of Injury: Complete for staff and pupils

WHO	DESCRIBE INJURY	WHERE RECORDED?

Record of Damage to Property: Complete and then refer to damages file in main office. Attach copies of letters home to this report.

DESCRIBE DAMAGE	CONTRIBUTION (y/n)	COST	LETTER SENT (y/n)

Signed _____ Name _____