

St George's C of E Primary School
Behaviour Policy

School Ethos

'Care, Respect, and a Commitment to High Standards'

St George's CE Primary School and Nursery, aims to serve its community; by providing an education of the highest quality, within the context of Christian belief and practice. Above all, our aim is to make St George's a happy place, where children want to be, where their personal strengths and weaknesses are recognised, and work is tailored to reflect their individual needs.

Policy aim:

The aim of this policy is to ensure respect and consideration for self and others by modifying and dealing with inappropriate behaviours.

1. To maintain a consistent whole school approach to teaching good behaviour.
2. To encourage all staff to adopt effective classroom organisation and teaching styles in order to promote good behaviour.
3. To provide a structured curriculum framework, this allows better continuity and progression of skills.
4. For staff to set a good example in the way they behave with each other.
5. For staff to use a consistent and fair approach to the way they manage and deal with behaviour.
6. To provide a support system for staff for dealing with challenging behaviour in a positive and constructive way for everyone involved.
7. To guide personal development and attitudes so that core skills can be introduced or developed.
8. All staff are responsible for Promoting Yearning for Learning.

Core skills:

During their time at St George's, the following attitudes are to be worked on:

Independence, organisational skills, a realistic self-image, respect of self and property, a positive self-image, empathy, feelings of others, motivation, reflection, self-control, conflict resolution, listening skills, honesty and justice, accepting consequences and autonomy.

During this time, teachers and children will work on the following values to develop relationships and improve each individual's abilities to cope better in adult life.

Co-operation, collaboration, teamwork, assertiveness, sociability, friendships, empathy, conflict resolution and family break-up.

Responsibilities:

All members of the schools community are expected to work towards the school's policy and follow the procedures by:

- Actively developing the self-esteem of all pupils.
- Developing an atmosphere of safety and confidence, this will help promote mutual respect and consistency.
- Using PHSE, Collective Worship, Drama, Circle-time, Critical Skills and Philosophy for Children to develop skills and attributes.
- Focusing on good or improved behaviour in class using praise, rewards, privileges etc. and celebrate at the weekly Good Work Assembly and Reward Club.
- Following the school's approach to challenging behaviour by the use of Behaviour Management - non-verbal warning, cooling off period in class allocated place, support from other staff including Lead Behaviour Professional/removal to Headteacher. Trained members of staff will use the TEAM TEACH approach, if the safety of any child or staff member is questioned (only as a last resort). All staff are expected to follow the same approach, but may wish to ask for support from teaching staff, especially in challenging circumstances.
- By informing the Lead Behaviour Professional (STA Behaviour in their absence) of any concerns they may have about individual children and

- their behaviour using the correct procedures for referral; including consideration of a zero tolerance behaviour contract.
- Inclusion Meetings will provide opportunities to highlight concerns about individuals, or necessary approaches to behaviour, to all staff. Staff Meetings can also be used for this purpose.
 - Seeking advice and support from fellow professionals, when encountering challenging behaviour and using support reading materials in staff room.
 - Provide support to children who wish to study in school during break times and lunchtimes.
 - By assessing and completing levels of development for behaviour, for each individual, to support placement with Lead Behaviour Professional who may seek alternative provision from the Pastoral Mentor.

Monitoring procedures:

See Appendix 1.

Classroom Strategies for Behaviour Management:

Ensure the classroom is organised sufficiently to reduce any opportunity for children to misbehave (including wet playtime activities).

Encourage children to become independent in their work habits.

Ensure the child's needs are being met as this might minimise the incidents of challenging behaviour.

Ensure the child is motivated.

Ensure the curriculum is relevant.

Use of PSHE - regular weekly sessions in all classes.

Use Head Boy and Head Girl, School Prefects and School Council to communicate both ways.

Use the school Dojo reward system and 'Yearning for Learning' certificates and rewards

Ensure any behaviour incidents are logged in the class behaviour incident log books.

Use the classroom behaviour management system (3 strikes) consistently.

Appendix 1

St George's C of E Primary School

Agreed procedures for those children causing concerns: Behaviour

School Support ABC sheets completed and pupil to attend Behaviour Coaching.

Tier 1 Lead Behaviour Professional (LBP) informed and may interview child.
If a pupil attends Behaviour Coaching on 3 separate occasions parents will be informed by letter and invited to attend a meeting with LBP.
Parental concerns form to be completed.
Introduce Home-School communications diary.
Introduce - rewards/star chart/smiley faces/stickers.
LBP liaisons with Pastoral Mentor.
Discussions at Inclusion Meeting.
Pupil will be placed on LBP Monitoring List overseen by the Behaviour Team.

School Support ABC sheets continue.

Tier 2

Behaviour Coaching to continue.

LBP's professional judgement will be used to determine the implementation of a Behaviour Management Plan (BMP). Introduce Behaviour Change Charts and Daily Chunking Charts in classroom.

Head Teacher/Class Teacher/Inclusion Manager informed.

Regular informal meetings continue between LBP/parent. Continue with reward systems (as above).

Continued inappropriate behaviour either in the classroom or playground would trigger School Support Tier 3.

School Support

Tier 3

ABC sheets continue.

Increase frequency of meetings with parents.

Consent from parent required for referral to external agency. Referral made to EBD, Ed. Psychologist, by Inclusion Manager/Lead Behaviour Professional.

If child is at risk of exclusion then Pastoral Support Programme will be put in place.

Regular meetings of class teacher, Head Teacher, Inclusion Manager, Lead Behaviour Professional, external agency representatives, parents and pupil.

The following strategy should be introduced:-Behaviour Contract -including promises, sanctions, rewards, time limit

and review date - agreed at meeting

Review Behaviour Action Plan (if applicable)

Unacceptable behaviour during after-school activities would result in:

1. Non- attendance for 1 week (1st offence) - inform parents
2. Non- attendance for a set number of weeks (2nd offence) - inform parents/LBP/Class Teacher/Head teacher.

Staff to keep register of above and to inform LBP and HT.

(Office Admin staff require notice for Health and Safety).

Unacceptable behaviour in class would result in:

1. Verbal warning/negative dojo/lightning strikes KS2)/cloud system (KS1)/child isolated in class or sent to thinking chair.
2. child sent to LBP - **must be** accompanied by ABC form .
3. consider period of time in isolation.
4. child sent to Head teacher or SLT teacher.
5. LBP to notify parents.
6. continue as for School Support Tier 1.

Continued disruptive behaviour in class/aggressive behaviour towards other children resulting in harm to others or property whether provoked or not may result in a fixed-term exclusion authorised by the Head teacher. Each case would be considered carefully in light of the event and all previous interventions considered and used.

As a guide, one might expect that

1. First offence - up to 3 days (Internal Exclusion is an option)
2. Second offence - up to and including 5 days
3. Third offence - up to a maximum of 40 days in total.
4. 6th Day cover put in place at alternative school.

A fourth offence may result in permanent exclusion or Dual registration may be sought through the Pupil Referral Unit (PRU) procedures. Exclusion may be permanent immediately, depending on the offence. All decisions will be taken calmly, rationally and within county guidelines available on the server. Children Looked After **must** be given considerable consideration before exclusion.

A particularly serious offence may warrant permanent exclusion at an earlier stage at the discretion of the Head teacher in consultation with the Chair of Governors.

Children who have been excluded may not be allowed to take part in class visits/after-school activities or events organised by the staff unless a review has concluded that the safety of others can be assured. Prior to

returning to school a re-integration meeting will be held with parents and key staff.

Unacceptable behaviour during lunch-time would result in:

1. Child warned (depending on the severity)
2. Children isolated on the wall or sent to LBP. Child's name/incident etc. entered in book
4. Head teacher/Class Teacher/LBP informed.
5. After continued aggressive/serious incidents the child may be requested to go home for lunch for a short period or attend Behaviour Coaching rather than enjoy lunch break. It may be necessary in some cases to carry out a formal exclusion up to and no longer than 10 days following parent notification.

Unacceptable behaviour at playtime would result in:

1. Period of time standing against wall or send to Head's office for safety.
2. Missing playtime - child supervised by LBP for Behaviour Coaching or visit to Head Teacher office.
3. Head teacher/Class Teacher informed and parent's notified.
4. Home-school book started, additional sanctions introduced after repeated incidents.

Authorised by S.Herbert

Ratified by the Governing Body