

**St George's (Hanover Square) Primary School**  
**Behaviour Policy**

**St George's Mission Statement**

St George's is a Christian school which works in partnership with parents, governors, the church and the local community.

Through friendliness and care we develop independent, successful and confident learners

In reverence we embrace the awe and wonder of God's creation

In service we celebrate the diversity and uniqueness of each other

**St George's School Motto**

Working together for the achievement of all

**St George's School Values**

Respect, Kindness, Creativity, Forgiveness, Friendship and Honesty

**Aim**

St George's pupils and staff expect high standards of behaviour. We aim to provide a safe, calm and happy environment, where pupils are able to learn and staff are able to teach.

To achieve this we will support pupils in developing:

- respect for themselves and others;
- responsibility for their actions;
- self confidence;
- self discipline;
- a respect for the truth and other people's property;
- good work habits, such as:
  - perseverance
  - respecting and valuing their work and achievement as well as that of others
  - motivation
  - independence in organising themselves and completing tasks given
  - coping positively and carrying on in spite of being unsuccessful

**Rationale**

Behaviour management at St George's is a whole school approach, whether in the classroom or playground, at break times and lunch times. Rules are clear. Pupils have a clear choice of whether they choose to follow them or not. Pupils should see the procedures being fairly and consistently applied. The rules and consequences are explained and demonstrated as appropriate. Staff provide positive role models by demonstrating respectful attitudes towards others. They must also be displayed in the classroom and around the school as agreed.

### **Parental involvement**

We recognise, encourage and welcome positive partnership between parents and the school in supporting pupils to achieve high standards by working together and behaving appropriately.

#### **How parents can help pupils and the school**

- Let your child know you support the school's expectations.
- Help your child to follow the school rules. Never tell him/her to threaten, hit or to get others to do it for them.
- Discuss the importance you place on him/her having a good education and behaving well.
- Discuss the Home / School Agreement with him/ her. Explain why and what standards of behaviour you would like him / her to achieve.
- Encourage him/her to take part in all activities so that they become confident, enthusiastic and independent.
- Discuss his/her behaviour if the school contacts you to express concern.
- Praise your child's achievement in all areas wherever possible.
- Follow the correct procedure if your child has a disagreement with another pupil. **Do not approach other pupils or parents.** See your child's teacher/head or assistant head.

#### **How parents are informed about the school's policy**

- School brochure
- Behaviour policy
- Reminders in the school newsletter or letters home from teachers
- Parents' meetings

#### **How parents know about the behaviour of their child**

- Informal discussions between parent and teacher, a note or a phone call
- Formal appointments
- Formal communication via letter or phone call from teacher/ head/deputy
- Parents' appointments
- Annual reports
- Merits/certificates

## **How parents can express concerns**

- All concerns should be directly addressed to the school, not to pupils or their parents.
- Discussion with teacher by arrangement
- Discussion with head/deputy Discussion with the Parent Governor
- Complaint to the Chair of Governors

## **St George's Hanover Square School Rules**

We walk silently around the school

*We don't run*

We listen to all adults.

*We don't interrupt*

We are kind and helpful

*We don't hurt others feelings*

We are gentle

*We don't hurt others*

We are honest

*We don't cover up the truth*

We work hard

*We don't waste our own or others time*

We know how to keep ourselves, and others safe

*We do not bully or put ourselves in unsafe situations*

We look after property

*We don't waste or damage things*

## **Positive Reinforcement of behaviour throughout the school:**

Positive reinforcement is used to reinforce and reward good behaviour. It should be used as often as possible to support the children in the classroom, around the school, and in the playground.

- **Verbal praise** – all effort, whether as an individual, table, group, class, through displays of work, assemblies, concerts, school newsletter, etc
- **Sharing achievement** –sharing positive comments with the pupil, parent/carer, head/deputy, Class/group.
- **Weekly Merit Certificates**- children who have been awarded enough merit stickers are celebrated and awarded merit certificate in collective worship.

- **Show work to the head/other classes** – children that have demonstrated particular effort and personal achievement are asked to share their work with other classes/teachers/headteacher.

### **Whole school strategies to support good behavior.**

#### **Differentiation:**

Work that is set in class is differentiated, stimulating and appropriate to avoid any off task or low level disruptive behavior.

#### **Whole School Rules:**

At the beginning of each academic year, to encourage ownership, classes discuss whole school rules. In turn each class then produces their own set of 'Class Rules' which the children take ownership of through PSHE and Circle Time sessions at the beginning of each term.

#### **Merits:**

A merit system operates in all classrooms from YR to Y6. These merits are awarded for following the school and class rules, as well as for specific achievements, and achieving their personal targets. When children have received enough merit stickers they receive a certificate and badge in the Friday Chapel service.

20 merits – Bronze

40 merits – Silver

60 merits – Gold

Form teachers give merits only to their own pupils, unless another adult has the stickers to award immediately.

#### **Star of week:**

Each week 1 child is awarded the Star of the Week badge during our Friday chapel service. The Star of the Week is awarded to a child that has demonstrated exceptional behavior, hard work and personal achievement during that week. Each teacher is responsible for maintaining a record of previous winners.

**House Points:** When a child is awarded a merit point they also receive a House Point, which is recorded on a class House point chart. House points are whole school team points system with which all classes need to work as a team. The House with the greatest number of points across the school is awarded the **House Cup** during Collective Worship each week.

#### **Attendance Cup:**

The Head teacher awards the Attendance Cup in chapel every Friday Morning based on the overall attendance of each class throughout the previous week. 10 minutes extra playtime is awarded to the winning class. The weekly result is then celebrated on a display board showing the winning class photo.

### **Guidelines for Use of Sanctions for Unacceptable Behaviour:**

When dealing with unacceptable behaviour, we are always conscious to maintain a child's positive self esteem. It is explained that the behaviour is unacceptable, not the child.

- If a child is displaying unacceptable behaviour:

- check that the child understands what he/she is in trouble for
  - establish that he/she knows that the behaviour is unacceptable
  - explore the effect that the behaviour has on others
  - examine strategies for preventing the same situation from happening again
  - encourage children to offer some alternative strategies
- In the classroom, if a child is behaving in an unacceptable way then a warning may be issued by writing their name on the board next to a ☺ symbol.
  - If the behavior persists, the child receives another warning.
  - If there is need for a further warning, then the child is sent to their paired class with a 'time out' form to complete. This gives the child the opportunity to reflect on their behaviour, consider the Golden Rule which has been broken and its' impact on others. It also allows the child the time to consider how they will adapt their behavior in the future.
  - Paired classes are:
    - Forms 5 and 6, Forms 3 and 4, and Reception, Form 1 and Form 2.
  - In KS1, this system is replaced with the use of a ☹ sad face chart on the board.
  - If a child: - hits or strikes another child,
    - is behaving in an unsafe manner,
    - uses bad or racist language
    - is rude to a member of staff
 then the Head teacher or Assistant head teachers are involved immediately, and the parent is contacted the same day.
  - **No child is permitted to be placed outside the classroom on their own.**
  - Warnings carry all day for KS2 and for half a day for Foundation Stage and KS1.
  - If a child's behavior is persistently poor, then they should be put 'on report', where their behaviour is monitored lesson by lesson over the period of a week. Their parents are notified that this is to happen and they are requested to meet with their child's class teacher at the end of the week. Any teacher/parent meetings are conducted in a sensitive way, ensuring that positive and constructive, enabling the process to be positive and constructive.
  - A record of the meeting with parents is kept in the ECM cohort files.

### **Guidelines for behaviour out of the classroom:**

- Children are expected to walk quietly in corridors, classrooms and on the stairs at all times. This is to be supported with adults accompanying their class around the building and to the theatre at lunch times. Any child running or behaving badly out of the classroom will have their name written down in the behaviour book, kept in the office.
- There is guidance on expectations of good behaviour and rules in the playground. If the rules are broken then the behavior book is to be used for the recording of any pupil and an outline of the rule(s) that have been broken.
- If a child's name is entered more than three times in a month then their parents are notified by the Head of School.
- Adults are to ensure that their whole class is quiet before taking them into the building from the playground.

### **Exceptional Circumstances**

Where a child's behaviour is a persistent concern, a behavior plan may be written in consultation with the SENCo. Outside agencies may be contacted to obtain advice for strategies. If a child displays behaviour that endangers him/herself, other children or adults, the parents will be contacted. In exceptional circumstances an exclusion may be used if it is felt that the safety and wellbeing of others is a concern, whether that be physical or emotional. On the child's return to school the school and parents need to work in partnership to establish strategies to avoid further disruption to the child's education.

### **Guidelines for Behaviour of Adults**

- **Adults should avoid touching a child unless using reasonable restraint to stop a child from harming themselves or others.** (See guidance and policy on use of restraint.)
- Adults (including staff and parents) should also lead by example, treating each other with courtesy and respect, ensuring that any debate is carried out in private.
- Parents should not chastise other people's children and approach the school if they feel an issue has arisen.

### **How Behaviour is monitored**

- Behaviour out of the classroom is monitored by the Assistant head teacher, with weekly scrutiny of the behaviour book. If a child's name appears more than 3 times then the Assistant head teacher contacts the parents.
- Behaviour 'time out' forms and the whole school behavior book are monitored by the Assistant head teacher.

### **Conclusion**

- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Pupils' behaviour outside lessons is impeccable.
- Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

**September 2016**

**To be reviewed September 2017**