

**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.

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the rules within this policy define the boundaries of acceptable behaviour. We accept that children will test these boundaries and, whilst the child's behaviour may not be acceptable, the child ALWAYS is. We value each child and accept the challenge to show them that respect, kindness, creativity, forgiveness, friendship and honesty are qualities to which we can all aspire.

It is vital that good relationships exist between all staff members and that staff work together as a team in trust and confidence, demonstrating their respect for pupils and parents. Also that members of the community are made welcome and their contribution to the Christian ethos of the school is valued. Whole school involvement is critical to this approach. At the start of every new school year each class teacher agrees a class rules with their class, these are displayed in class both pictorially and in writing. School guidance for these rules is included in this policy.

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently because children are unique individuals and are, therefore, responded to as such. Our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

**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

### **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**

- ensure that children are at school on time
- treat all children with respect
- share concerns with staff at the earliest possible opportunity
- support the school's systems of rewards and sanctions
- support their child's learning and co-operate with the school so that a supportive dialogue between home and school can be built
- treat school staff with respect (aggressive behaviour will not be tolerated)
- treat other parents with respect (aggressive behaviour will not be tolerated).
- 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 listen to all adults.

We are kind and helpful

We are gentle

We are honest

We work hard

We know how to keep ourselves, and others safe

We look after property

## **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.

### **Values Champion:**

Each week, 1 child from each class is awarded the Values Champion certificate during Collective Worship. This is awarded to a child who has worked hard and shown excellent values that week.

**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 within the Classroom**

- agreed class rules on display, and frequently referred to and discussed

**We expect staff to:**

- be aware of appropriate seating arrangements
- establish clear communication systems (non-verbal/verbal), including expecting children to stop talking by an adult raising their hand
- establish clear entry and exit procedures (e.g. adults lead out and in, system to show who is out of class)
- be well organized and provide a clearly labelled classroom
- have illustrations to support positive behaviour/practice on display
- frequently refer to school/class rules and routines
- model positive behaviour, social interaction and good manners.
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**We expect children to:**

- remain on task with an appropriate noise level
- move quietly around the classroom without disturbing others
- respect classroom and school resources and other people's property
- be polite at all times and not answer back
- listen to the teacher when required to
- listen to others and show respect for everyone in the classroom
- do their best at all times in order to achieve the highest standards possible.

**Guidelines for behaviour around the school:**

For the safety of all concerned, we need to maintain a calm atmosphere around the school.

**We expect staff to:**

- take responsibility for the behaviour of ALL children and where necessary, inform his/her class teacher of the child's behaviour (positive and negative)
- lead classes through the school, preferably with an adult at the front and the rear
- avoid the need to talk to children or other members of staff during assembly, unless the matter is urgent
- ensure their class is seated appropriately in the hall leaving enough space for other classes to enter and sit down
- not chat with each other

**We expect children to:**

- walk sensibly, and silently and in a line, when with others
- enter and leave assemblies quietly in single lines
- sit attentively in assemblies and respond appropriately to questioning, singing etc
- take responsibility for their own behaviour

- to open doors or stand aside for adults
- to acknowledge adults and greet them politely and warmly

### **Guidelines for behaviour in the lunch hall:**

#### **We expect staff to:**

- take responsibility for all children
- commend good behaviour
- take the necessary action for undesirable behaviour
- ensure lunchtimes start and finish on time to ensure no loss of learning time
- at play time and lunch time children will be met on the playground by LSAs, teachers will collect promptly from lines at the end of playtime
- at lunch time children will be supervised by LSAs who will assure that children walk to the playground in a safe and orderly manner.

#### **We expect children to:**

- ensure that you sit down quietly
- remember manners and say 'please' and 'thank you'
- eat your food with cutlery
- clear up any mess that you make
- take home any of your packed lunch that hasn't been eaten
- show respect to lunchtime staff, listening and following given instructions
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### **Guidelines for behaviour in the playground:**

#### **We expect staff to:**

- take responsibility for all children
- commend good behaviour
- take the necessary action for undesirable behaviour •
- ensure playtimes start and finish on time to ensure no loss of learning time •
- at play time and lunch time children will be met on the playground by LSAs, teachers will collect promptly from lines at the end of playtime
- at lunch time children will be supervised by LSAs who will assure that children walk back into class in the most efficient manner

#### **We expect children to:**

- play together ensuring the safety of each other
- avoid all rough and harmful games (no contact)
- create harmony by avoiding name-calling
- respect the adults and playground helpers on duty
- respect playground equipment
- stand sensibly in their allocated positions once the bell has been rung for water bell and line up time
- treat the lunchtime staff respectfully
- behave appropriately and demonstrate good manners
- develop their social skills
- use the toilet during breaks, asking an adult before leaving the playground.

### **Guidelines for behavior on visits outside of school**

#### **We expect staff to:**

- ensure that each child is frequently accounted for throughout the duration of the visit
- have 'Emergency contact numbers' with them in case of need
- ensure a Risk Assessment has been carried out on the place to which they are going and to complete the school's Educational Visits' Checklist – both of these to be handed to the Head teacher at least two weeks before the visit takes place

- ensure relevant medical conditions of children are documented carefully and any care plan, which contains photographs and details of children's needs are brought to the attention of staff taking the class, groups or individuals.
- ensure on overnight stays that members of staff have clearly defined duties with regard to care of the children
- plan breaks on long journeys for the comfort of the pupils
- take a first aid kit, bucket, dustbin liners, rubber gloves, bottle of water in case of travel sickness
- keep any medicines safely stored for the duration of the trip
- ensure children take their medicines at the required times (children are also expected to remember to take it)
- ensure that children have an adequate intake of liquid and food throughout the duration of the visit.
- wherever possible facilitate safe passage across roads by lining children along pavements and crossing together as a class/group.

### **We expect children to:**

- walk sensibly, in a line
- sit sensibly on coaches/seats in buildings
- remain in the group prescribed and stay with the allocated adult
- remember they are ambassadors for the school.
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### **Guidelines for behavior on travelling to and from school**

- be polite to all members of the public
- respect other people's property
- use appropriate language and behaviour
- be considerate to others using the pavements, e.g. politely moving out of the way.

### **SUPPORTING CHILDREN WITH ADDITIONAL BEHAVIOURAL NEEDS**

1. In the first instance staff should refer day-to-day behaviour concerns to a Deputy Head teacher or the Inclusion Leader
2. Children with additional needs are identified by teachers and referred to the Inclusion Leader. A consistent management plan may be written, in consultation with parents, to support learning and teaching and to ensure that all adults working with the child are aware of the problems and how they are being tackled.
3. Where necessary specialist advice will be sought.
4. Parents will be involved where children's behaviour is persistently difficult and limiting both their own learning and that of others. All cases of unacceptable behaviour that occur in the playground are reported to the class teacher who deals with the incident. Stickers awarded by lunchtime supervisors will translate to house points in class.

### **SOCIAL SKILLS**

We recognise that good social skills and high levels of pupil self-esteem have a direct link to high standards of behaviour. We place great importance on the promotion and modelling of good manners believing that this creates a climate of mutual respect and consideration. We aim to help children to develop the skills needed to resolve minor disputes and difficulties themselves.

The development of social skills and pupils' self-esteem is addressed through:

- work outlined in the school's Personal, Social Health and Citizenship schemes of work
- the promotion of positive play
- targeted social skills groups
- school/class councils
- circle time
- various lunchtime clubs
- modelling by adults in general daily school life and through specific incidents addressed through role play
- Collective Worship which promote our Christian Values

## SUPPORT FOR STAFF

Support for staff is available through:

- staff training
- consultation with colleagues, senior staff, SENCO and the learning/behaviour support service

## SAFETY AND PHYSICAL INTERVENTION

The school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with LDBS and Local Authority guidance.

## CONSEQUENCES

It is important that children know, and are reminded of, what is acceptable and what is not acceptable behaviour, both within classrooms and around all other areas of the school.

If a rule is ignored or broken, the sequence of consequences listed below are to be followed. The purpose is to help children take responsibility for their own actions and behaviour. All children should be aware of the consequence steps.

## WHO CAN APPLY SANCTIONS?

The legal powers established in the Education and Inspection Act 2006 specifies that teachers and other staff have the authority to enforce disciplinary penalties. These penalties can be applied if a child fails to follow a school rule, an instruction given by a member of staff, or for any other reason that causes a child's behaviour to fall below the standard which can be reasonably expected of them.

## **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

This sequence is subject to change if the problem is serious.

1. Non-verbal signal
2. Verbal warning with rule reminder
3. 2nd Warning
4. Time out in classroom (maximum 5 minutes, logged on a class list). The child will be withdrawn to work on his/ her own for a short period and to reflect upon their behaviour.
5. Time out in another classroom (maximum 15 minutes, logged on 'Time Out Slip' which will be passed to the HT at the end of the day) The class teacher will inform parents and pass the slip to the HT on the same day.
6. After three time-out slips during a half term, a member of senior leadership will meet with the child to investigate the problem, further sanctions will be applied and a letter will be sent home to parents. Each new half-term will be considered a fresh start.
7. After three warning letters in a half term, a meeting with the parents will be scheduled with SLT.
8. If bad behaviour continues, a temporary internal exclusion may result.
9. For serious aggressive or defiant behaviour the Head teacher reserves the right to proceed straight to exclusion. Exclusions will be documented internally and appropriate letters will be sent home.

### **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 of others is a concern. 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.

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### **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 2018**

**To be reviewed September 2019**