

# Behaviour policy and statement of behaviour principles

## St George's Catholic Primary



*At St George's Catholic Primary, our mission is to promote care and respect for self, others and all of God's creation through the belief that we are made in God's image and likeness and so called into the fullness of life. We will achieve this by: providing a quality education and curriculum which reflects the distinctive beliefs, values and stories of our community, helping pupils to be creative and make full use of their gifts while nurturing the values of virtue, truth, goodness and holiness.*

*Ephesians 4:2*

*Be completely humble and gentle; be patient, bearing with one another in love.*

Approved by:	St George's Governing Body	Date:
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Last reviewed on:	January 2021
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## 1. Aims

- At St George's Catholic Primary, our mission is to promote care and respect for self, others and all of God's creation through the belief that we are made in God's image and likeness and so called into the fullness of life. We will achieve this by: providing a quality education and curriculum which reflects the distinctive beliefs, values and stories of our community, helping pupils to be creative and make full use of their gifts, growing and learning through faith, love and laughter.
- This policy aims to:
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. 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](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Our Approach

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- For social, emotional and academic learning to be recognised, planned for and with explicit feedback across the day, within the classroom and during transitions and unstructured times;
- Our PSHCE programme is used to provide rich opportunities which are part of all areas of school life and learning;
- To encourage children to manage their feelings, separate feelings and actions to enable thinking to take place between the two;
- For children to take responsibility for themselves and their actions in age appropriate ways;
- To use incidents where behaviour choices are against our agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- For individuals with Special Needs to be recognised within our behaviour systems with appropriate support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development within behaviour contracts.

## **4. St George's Catholic Primary Expectations**

The development of positive social, emotional and learning behaviours is at the heart of our behaviour procedures and approaches. All adults model, expect and work in partnership, to promote controlled and respectful behaviour. Positive behaviour is celebrated and rewarded through smiley face awards and through our traffic light system.

Our School Expectations:

- Follow instructions.
- Listen carefully.
- Speak kindly.
- Forgive.
- Keep hands, feet and all objects to yourself.
- Treat others and all property with respect.
- Walk safely around the school.
- Respect the property of others and keep our school tidy.
- Aim high
- Be proud of our school

All adults work in partnership to model, reinforce and support our expectations.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour through Minni Vinnies, Play Leaders and School Council roles
- Rewarding positive behaviour through the issue of smiley face rewards, citizen certificates or inclusion in the Golden Book.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on cpoms

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to school expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or SENCO promptly

## **6. Celebration Assembly and Rewards**

This will take place every Friday afternoon and be a forum for giving recognition to those who follow our school expectations. A Citizen Award will be handed out to children who have adhered to these expectations all week. Smiley faces accrued are totalled and become house points. Text messaging and postcards are sent home.

During the week, children can earn and accrue smiley face stamps.

## **7. Sanctions**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- The chance of 3 consecutive verbal warnings that they need to make a better choice
- Expecting work to be completed at home, or at break or lunchtime
- Time out space/seal in class
- Referring the pupil to a senior member of staff
- Time out with senior staff member
- Phone call home to parents
- Put pupil on 'Close Monitoring for Behaviour' (see appendix 2)
- Put pupil on 'Behaviour Report' (See appendix 3)
- Agreeing a behaviour contract (See appendix 4)
- Internal exclusion
- Fixed short term exclusion
- Permanent exclusion

See appendix 4 for sample behaviour report record.

## **8. Behaviour management**

### **8.1 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 pupils to be engaged
- Display the St George's expectations in classrooms. Use of traffic light system.
- Develop a positive relationship with pupils, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally eg rainbow system
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Dealing swiftly with low-level disruption
  - Using positive reinforcement

## **8.2 Pupil support**

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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes as well as risk assessments for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Record Keeping**

To ensure behaviour is continually monitored, the right support is in place and to be able to check for repeated patterns of behaviour and cases of bullying, incidents will be recorded on our cpoms system. It is the responsibility of all school staff members to log on to report this.

## **10. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of abuse, threatening behaviour or discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions and live out our expectations
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full governing body.



## Behaviour

## Close Monitoring

[illegible]



## **Appendix 3**

### **St George's Catholic Primary School**

#### **DAILY REPORT**

Name:.....Year:.....Teacher:.....  
.....Date:.....

#### **Pupils**

1. You must give this report to your teacher at the start of each lesson
2. 2. You must try to reach your targets every lesson and break time.
3. You must get this report checked and signed at the end of each school day.
4. If you forget this report card, you must see the Headteacher or Deputy Head.
5. At the end of each day, you should....
  - Write the total behaviour score you achieved
  - Get this card signed and checked by your teacher, senior leader AND parent

#### **Parents**

1. Please discuss the scores and comments on this report with your child each day
2. We welcome your support to ensure your child brings this to and from school each day for the two- week period of being 'on report'.
3. Realise that being on report is a serious matter and may lead to other sanctions if your child does correct their behaviour

**I have read and understood the instructions**

**Signed:.....**

Mark each session out of 5 points. 5 being excellent, 0 being very poor behaviour and attitude.  
Pupils should aim for 15 points over a day.

Day	Morning	Lunchtime	Afternoon	Teacher signature/Score	HT/Parent signature
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

## Appendix 4



### My Behaviour Contract

Name: ..... Date: .....

These are my goals:

1.....  
.....

2.....  
.....

3.....  
.....

These are my consequences if I do not meet my goals:

.....  
.....  
.....  
.....  
.....

These are my rewards if I successfully meet my goals:

.....  
.....  
.....  
.....  
.....  
.....

My contract will be reviewed on: .....

Child's signature .....

Parent's signature.....

School signature.....

**St George's Behaviour Policy Covid-19 Addendum**

The aim of this guidance is to be open with parents and children, sharing with you all how we are making the school as safe and as happy a place as possible in these challenging times. As we write this letter, the words 'safe and happy' hang heavily in the air, they are something we aspire to, but if we are honest, cannot guarantee. It is important that families understand this and make an informed decision based upon their situation.

For us as a school, it is essential that we get the balance between 'safety' and 'happiness' right. On the one hand we are doing our utmost to limit transmissions of an unknown virus and on the other hand trying not to welcome children back into a faceless, clinical environment that could impact upon their happiness levels. We are proud of being a nurturing school, who care for the pastoral, spiritual and academic needs of children and we desperately want to maintain as much of this as possible.

From the outset, we must make clear that we will be complying with 2m social distancing between children and staff. Children will be taught to maintain 2m distancing, staff members will not be mixing throughout the school and minimum visitors are permitted to visit our school site. Staff and children will not be wearing masks (in the main), as this may be frightening for the children and not practical to work in all day.

At present, we only know what you know, as we hear it on the daily news briefings. We do get guidance, but this takes time to come out and we need time to interpret and be compliant with it. Please be patient with us, if we are not immediately in touch, it is because we need to get things as right as possible and want to make things clear for you all.

Through surveys and after talking to parents, it was clear that the majority of provision would be for Key workers and some Year 6 pupils. We support all our families and respect their decisions. No fines will occur if you choose to keep your children off school for this Summer half term, nor will attendance be monitored in the same way. These are unprecedented times, as the government say, and it is important that we are at liberty to make our own choices, based on our own beliefs, family circumstances and interpretation of this pandemic. We all have families too and many of us are faced with the same choices you all are, so empathise with you. Please, if you want to talk things through, we are here to listen and offer whatever support we can.

Children will initially be working in four bubbles and outside as much as possible. Education for all others will continue to come through online work, as it has been.

At St George's Catholic Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in St George's Behaviour Policy remain pertinent. It is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below and on the behaviour agreement that we are asking you to share with your children, sign and return when your child starts school on their designated days.

- You must not send your child in if they are at all poorly. As a matter of course we ask you to check with them verbally in the morning how they are feeling. You know your children best in this. This is so important. You will not be penalised for attendance.
- If your child became ill in school they would be isolated immediately and would be supported by a member of bubble staff (who may need to wear full PPE, dependent on symptoms and comfort level needed). You will need to collect as quickly as you can as isolation and PPE are not pleasant and we do not want to expose any child to those circumstances for any length of time. Please add, when asked at the bottom of this letter, up to date telephone numbers for at least 2 people. Your child and family members would need to be tested before they can return to school.

- If your child or a member of your family have symptoms of Covid 19- a new persistent cough or a temperature (please see Public Health England Guidance on this) then you must all self-isolate for 14 days. Please inform school, so that we can inform others and tests can be ordered. We are being equally stringent with all staff members. Tests can be ordered/booked through Public Health England/NHS.
- If we have a confirmed Covid 19 case in school, then that bubble would need to be closed and staff and all children (and their respective families) would need to self- isolate for 14 days, or gain a test. The bubble area would be thoroughly deep cleaned. All other bubbles would remain open.
- If staff sickness becomes too high, we may well have to close until staffing levels can be adequate.
- All communication to be via email or by telephone. Telephones will be manned from 8am until 4pm and specific time slots for telephone consultation with Mrs Miller/ teacher/teacher/PSA/SENCo to be arranged. Please call the School Office to arrange this-0191 2869349

### **Arrivals, Departures and Moving round the school.**

- Children will enter school through the designated main entrance gate. Parents will not be allowed on site. Children will enter individually and will be collected by their teacher and a member of the SLT/SMT. They will then go straight to their designated bubble, keeping a 2m distance from any other individual. There will be markers in the school grounds and on the floors to support children with social distancing.
- School start and finish times will vary.
- 2m social distancing must be maintained by all adults at all times. Parents will be asked to wait outside the main front gate, observing social distancing and must keep their children with them at all times. A member of staff will be at the gate and will be there to let children in 'one at a time'.
- Children must then be able to come into school (entering by classroom hub door) by themselves, greeted by their teacher. Parents to wave goodbye from the gate and not to enter into the school site. The children will be brought round to their classrooms asked to wash their hands. No parents are allowed into school or to attempt to hand anything over to staff.
- At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.
- Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Children will follow an adult from their bubble on their designated route.
- Children will be taught in Bubbles of no more than 10 pupils, with 2 key adults and will have designated facilities. Bubbles will be self -contained units and will not mix with other bubbles. Children within bubbles will be able to play outside, and inside we will do all we can to maintain social distancing e.g. children working at desks on their own with own equipment and books.

### **Handwashing and Hygiene**

- Children will be expected to follow all handwashing and hygiene routines while in school.
- Children will wash hands/use antibacterial as they enter school, before and after eating and at regular intervals during the day.
- We ask children to follow the 'catch it, bin it, kill it', mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.
- Should a child refuse to follow these routines, behaviour sanctions will be used (see below).

### **Social Distancing**

- Children will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Year 6 will have their own table spaced 2m apart. When children enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. Should a child refuse to follow social distancing measures, behaviour sanctions will be used (see below).
- We understand socially distancing may be more difficult for younger children, they will be taught and encouraged to keep a 2m distance from peers and adults.

### **Toilets**

- Each bubble will have their own toilets to use. These will be sign posted. Children will be encouraged to use the toilets one at a time. When a child has finished in the toilet they must wash their hands. Staff will clean the toilet after them.

### **Break and Lunch times**

- Children will have a designated place to play during break and lunch times. They will have their own equipment that will be cleaned after use.
- Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.
- Lunch will eat in their classrooms (or outside if the weather is fine) Children will eat at their table or in their own space.
- Each child is to have a packed lunch from home and to be in a labelled, plastic/paper bag. This will ensure that they can be disposed of. No backpacks or bulky items- we do not have the space to store and these can be unhygienic and difficult to clean.
- Water bottles to be provided from home and taken home each night to be washed.

### **Suntan lotion and hats**

- Please apply suntan lotion to your child in the morning if it is going to be a sunny day.
- Staff will not be able to reapply lotion to pupils but can show them how to apply their own lotion. Sun tan lotion will be labelled and kept in school.

### **Clothing**

- Where possible, we encourage children to wear a school uniform, however, clothes MUST be cleaned at the end of each day and new fresh clothes worn to school each day. Guidance is that clothes to be washed on 60-degree wash. We appreciate washing facilities are not easy for all families and that some children may have outgrown their uniform so there will be flexibility regarding uniform.
- No PE kits- we will exercise in our non-uniform clothes and trainers.

### **Other items from home**

- Please check your child's medicines are up to date by contacting the school office. This is a parental responsibility. All medicines will be kept in a locked box in each classroom hub.
- No book bags are needed. We will not be sending reading books home, as these could pose cross contamination issues.
- No toys or extra items that are not needed to be brought into school.

### **First Aid**

- Teaching staff are all First Aid trained. If your child has a bump, you will be informed by telephone or by a note given to your child.

### **Other information**

- Important information will be uploaded to our website and social media and you will be contacted by text.
- Reports will be written by staff and will be released to you in July. We will let you know dates closer to the time.
- Visitors to school will only be when needed and social distancing will be closely observed.
- There will always be a Safeguarding Lead on site at all times.

At St George's RC Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in St George's Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below.

### **Rewards**

The point system will not be in use during Covid-19. Children, instead will be given stickers for rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted.

### **Our Behaviour Policy**

The Behaviour Policy that all staff follow within school, has been amended. Time out is no longer a viable option due to staff capacity and safety measures in place for Covid-19. The plan is shown below:

- 1. Verbal reminder e.g stop tapping, thank you.**
- 2. Verbal reprimand-stop tapping or you are choosing to lose some of your playtime.**
- 3. Withdrawal of privilege (loss of: some playtime, a treat)**
- 4. Loss of playtime**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubble or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- 5. Referral to Head teacher or member of SMT/SLT. Log on breach record.**
- 6. Parents/Carers called to collect child from school immediately**
- 7. Immediate swap from onsite education offer to online/virtual education offer**
- 8. Fixed term exclusion**
- 9. Permanent exclusion**

### **Positive Handling & Restraint**

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This may require the use of physical interventions. Staff will wear PPE if restraining a pupil.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Head teacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread.

Please can you now read, sign and return our Home School Agreement.



