Behaviour policy and statement of behaviour principles

St. George's Junior School

Approved by:	LGB Governors	**Date:** April 2015
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1. Aims

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.**

Aims and Values:

We aim to provide a caring and consistent environment in which everyone can feel happy, safe, valued, and respected. We value everyone regardless of their gender, culture, race, religion, disability, or ability. We expect everyone, children and adults alike, to treat each other with mutual respect and dignity. We aim to develop individuals who make positive choices and do the right thing because they are well-informed that it is the right thing to do. At St. George's, our consistent approach results in responsible pupils who are able to learn, appreciate their lessons, make friends and be enthusiastic within their school community.

Our expectation of behaviour:

'We expect outstanding behaviour. Good behaviour is behaving well when told to do so. Outstanding behaviour is making the right choices to behave well without being told.'

The St. George's Way

Our school is a place where adults model respectful, caring, compassionate language with each other and young people. We encourage children to realise that there are consequences to their actions and that they are responsible for the choices that they make and therefore are accountable for the impact of those choices.

The ethos at St. George's Junior School is based on positive behaviour management: a system that expects children to encourage positive behaviour from each other and be exemplary role models in demonstrating 'The St. George's Way'. We use the St. George's Way (See appendix 2), combined with Empower Trust values of 'respect and integrity' to set clear school values and expectations for staff and pupils to follow, enabling our school community to be a positive, supportive and encouraging learning environment.

The St. George's Way expectations are:

- Be kind, supportive and caring to all.
- Be polite and show good manners in all that you do.
- Treat others the way you would like to be treated yourself.
- Show respect for our school and other people's belongings.
- Always try your best.

St. George's has adopted a culture of 'Growth Mindset', which permeates throughout our school. In promoting a 'can do attitude and an optimistic approach', staff and pupils apply this in modelling

and managing behaviour, helping to promote and retain positive behaviour and learning attitudes. This embedded practice, along with our Metacognition approaches to learning builds upon pupil independence to set goals, monitor, and evaluate their own developments. We aim to develop pupils who, through Growth Mindset, have self-belief, and are motivated to achieve in all areas of education.

What are the principles of our Behaviour Policy?

- To ensure pupils enjoy school and are able to make the very best progress possible in their learning.
- To keep all children safe.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To instil a positive, resilient, and determined attitude to learning and school life.
- To model and apply the Growth Mindset to encourage a 'can do attitude' and a positive outlook on modifying behaviour.
- To develop an awareness of and adherence to appropriate behaviour.
- To promote/develop empathy and respect for self and others.
- To ensure that restorative justice takes place ensuring the victim understands the consequences for the offender.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approaches to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Behaviour Conduct

The main system is the St. George's Behaviour Code (see appendix 3). If behaviour is deemed inappropriate (levels 1-3) a member of staff will talk calmly to a pupil, clearly explaining the reasons why they are being spoken to. This acts as a first warning and from the initial conversation, pupils are encouraged to make the right the choices about their behaviour or attitude towards their work and play. Thinking time cards are used with pupils, and following this, time out of class or play may be given. This enables pupils to make informed choices and an opportunity to reverse their behaviour and return making the right choice.

If behaviour persists, and the pupil is not responsive to the above steps, the pupil must attend a behaviour review meeting at an appropriate time (break, lunch, or end of the school day). During this meeting, the pupil will take full responsibility for their behaviour and consider the aspects of the St. George's way that could have guided them to make better choices. Any behaviour displayed above level 4 will immediately result in a behaviour review meeting.

Where there is an identified pattern of recurrent behaviour review meetings (more than 3), the class teacher will make contact with parents to discuss this. It is effective when school and parents work together to support pupils who require guidance and reinforcement in understanding the impact of their negative behaviour, furthermore, understand the importance of making the right choices.

4. Bullying

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 reputation or performance, 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Governing Body

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). It 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 Local 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 and modelling positive behaviour.
- Ensuring the St. George's Way is displayed and referred to.
- Looking for opportunities for praise and promote positive choices.
- Promoting mutual respect through Personal, Social and Health Education (PSHE) assemblies and following the St. George's Way.
- Anticipating behaviours and try to prevent them from occurring.
- Maintain a calm, objective and consistent approach in managing behaviour.
- Taking time to listen to pupils to understand and effectively deal with the behaviour consequence.
- Communicating empathy by reflecting their viewpoint back so as to defuse the situation. E.g. "I understand that you are feeling angry because…"
- Discussing consequences of actions and giving pupils choices to help them realise they are in control and can bring about a change.
- Making the distinction between the behaviour and the pupil. Say 'that was a rude thing to say' rather than 'you are being rude'.
- Where appropriate, conduct and record a behaviour review meeting.
- Record serious behaviour on an incident report form/CPOMS and notify a member of the Senior Leadership Team.
- Logging and keeping track of the number of review meetings (teachers/cohort leaders)
- Providing a personalised approach to the specific behavioural needs of particular pupils and plan for this.

- Notifying class teachers, and where deemed appropriate; cohort leaders or SLT of any behavioural concerns during playtime or lunchtime.
- Staff should use the red card system or alert a senior member of staff when a child has displayed more serious behaviour.
- Trained staff will only intervene physically to restrain a child if a child has ignored loud, clearly given verbal warnings and is in danger of hurting him/herself or another child or adult. The actions that we take are in accordance with government guidelines on the restraint of children. The incident is recorded at the earliest opportunity (but no later than 24 hours later) on a physical restraint form.

5.4 Responsibility of Senior Leadership Team:

- Be vigilant.
- To investigate incidents reported on incident forms/CPOMS.
- To ensure that children and teachers are informed of the consequences.
- To keep a log of incidents and behaviour review meetings.
- To inform parents when a child has been reported for a more serious behaviour. If a child is repeatedly sent to a senior member of staff during a term, it will be communicated with parents and it may be that the child will need to go on a behaviour plan.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect our parents to read our behaviour policy and agree to support its principles. Parents are expected to support their child's learning, and to cooperate with the school, as set out in the home school agreement.

If the school must use reasonable sanctions, parents should support the actions of our school. If a parent has a concern about the way their child has been treated, they should contact the class teacher in the first instance. If this cannot be resolved they should make an appointment to discuss this with the Cohort Leader and further with a member of the Senior Leadership Team if deemed necessary.

6. Pupil code of conduct

In addition to following our St. George's Way, pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Rewards and sanctions

7.1 List of rewards and sanctions

At St. George's, positive reinforcement for following our school values is rewarded through our school merit system. Pupils are awarded merits for demonstrating aspects of the St. George's Way, along with other positive behaviours. This motivational system is tiered to enable pupils to work towards gaining enough merits to be awarded a Headteacher certificate for continuous efforts.

Positive behaviour will be rewarded with:

- Merits
- Headteacher's awards - Headteacher awards are also announced in Assembly, to celebrate exceptional effort by pupils in their learning or behaviour.
- The continued use of verbal praise and encouragement for pupils behaving well.
- Class of the Week Certificates handed out by staff for excellent behaviour during specific sessions.
- Awarding stickers, stamps, points, and small prizes are all reward systems that staff have found effective in encouraging good work or behaviour.
- Pupils having opportunities to show their work at sharing assemblies which parents are invited to.

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

- A verbal reprimand.
- Sending the pupil out of the class.
- Expecting work to be completed at home, or at break or lunchtime.

- Detention at break or lunchtime – a pupil will lose their break time privilege and will go to sit outside the Headteacher's office. They may be kept in for the whole of break/lunchtime if there is a concern that they may be unsafe on the playground.
- If a child acts in an unsafe way at break times or lunchtime, then there may be occasions that the child will not be allowed to remain on school property at lunchtime. They will need to be collected by parents and returned in time for afternoon registration.
- Loss of privileges - A child may be excluded from attending a school trip or taking part in a school activity.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil on a behaviour plan

Disruptive or Dangerous Behaviour:

Any serious behaviour (4 - 6 on behaviour code) such as fighting or refusing a member of staff then this warrants a red card call or an alert a senior member of staff. An incident report form should be filled in with brief details of the incident and witness details. Senior staff will then decide if parents are to be informed either by letter or phone call/email.

We may use the Headteacher or Deputy Headteacher's office in response to serious or persistent breaches of this policy. Pupils may be sent to a partner year group class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Internal exclusion

A child will remain in school but will be educated for the day in isolation from their own class. They will lose the right to have play times and lunchtimes with their peers.

Fixed Term Exclusion or Permanent Exclusions

Only the Headteacher (or Deputy Head after consultation with the Headteacher) has the power to exclude a pupil from school. After the first five days, the school has the legal responsibility to arrange for the child to be educated separately or to come into school for a period of time to receive direct teaching. The class teacher must set and mark work for the pupil whilst they are excluded. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion if the circumstances warrant this. This must be dealt with through a Governing Body panel to ratify the Headteacher's decision.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8. Behaviour management

8.1 Classroom and outdoor 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 Way and refer to this inside and outside of the classroom setting.
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons.
    - Establishing clear routines.
    - Communicating expectations of behaviour in ways other than verbally.
    - Highlighting and promoting good behaviour.
    - Concluding the day positively and starting the next day afresh.
    - Having a plan for dealing with low-level disruption.
    - Using positive reinforcement.
    - Ensuring access to play resources and playground equipment.
    - Be proactive and observant in anticipating behaviour problems.
    - Trained staff to facilitate outdoor games and support pupils with friendship disagreements.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- 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.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 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 for that child. We will work with parents to create the plan and review it on a regular basis.

Where it is deemed appropriate, for pupils who require support to manage their behaviour and any underlying reasons, specific well-being and tailored support can be sought through learning mentor session, social stories, or ELSA if appropriate. Opportunities to manage behaviour through timetables activities, and the planning of specific groups to play and eat together during lunchtimes will be sought if it is deemed there is a need to support both behavioural and emotional needs.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Where necessary, our staff are provided with training and or support in managing behaviour. Although incidents are minor, when needed, members of staff are trained in using and applying the proper use of restraint.

Where the behaviour is a result of an additional needed, our pastoral staff are trained in supporting pupils in understanding their behaviour through the use of ELSA, social stories and learning mentor sessions.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Local Governing Body every 3 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Governing Body every 3 years

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- SEND Information Report
- 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 discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions, and reasonable force 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.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Governing Body every 3 years.

Appendix 2: The St. George's Way

ST GEORGE'S WAY

Be kind, supportive and caring to all

Be polite and show good manners in all that you do

Treat others the way you would like to be treated

Show respect for our school and other people's belongings

Always try to do your best

ST. GEORGE'S JUNIOR SCHOOL SHREWSBURY

Appendix 3: St. George's Behaviour Code

Where is your behaviour on this chart?

Level	Behaviour
Level 1	Calling out continuously Making silly inappropriate noises Chatting in class/assembly Causing an argument Annoying others
Level 2	Saying unkind things Running in school corridors/classes Spoiling games for others Dropping litter
Level 3	Telling lies Answering back inappropriately to adults Spoiling the work of others Not being sensible in cloakrooms, toilets, and hall Name calling
Level 4	Swearing Ignoring adults Threatening others Damaging property (school or other peoples)
Level 5	Physically hurting someone else Leaving the classroom without permission
Level 6	Bullying Homophobic and racist incident Running out of school Stealing Striking an adult Bringing something dangerous into school

Appendix 4: Behaviour review meeting

Behaviour review meeting

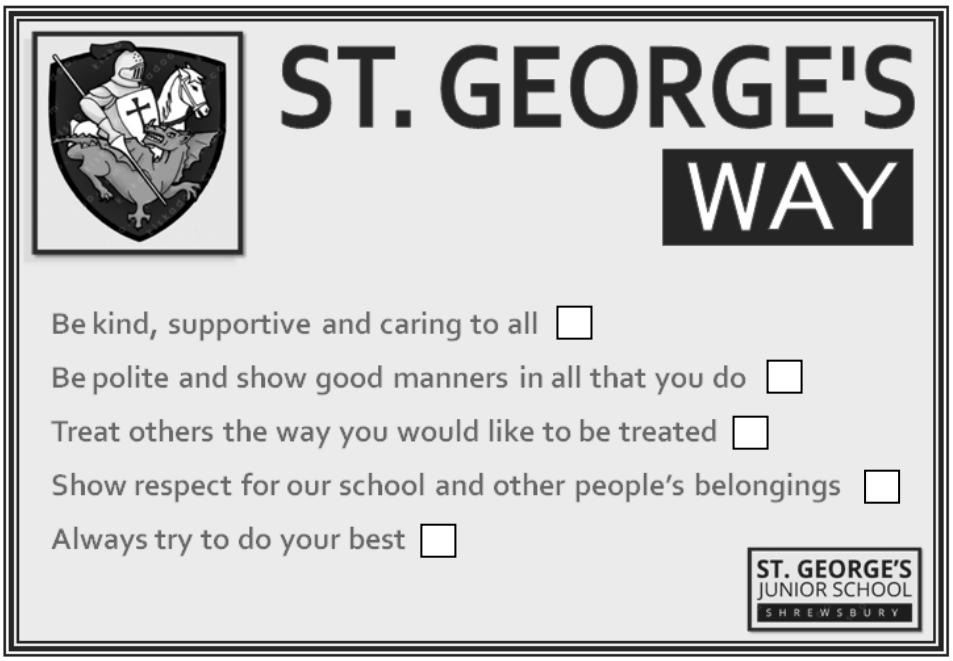
Name: _____ **Date: _____**

Why do you think you have been asked to see me?

What behaviour have you shown that is not acceptable in our school? (Look at chart)

What do you think you could have done differently?

What aspect of the **'St. George's Way'** do you think would help you make better choices next time?



Thank you for listening.

Your behaviour has now been logged in the behaviour book

Appendix 5: Incident Report Form

St. George's Junior School Incident Report Form

Pupil Name:		
Class:	I D.O.B	I URN:
Parent's Name:	I	
Address:		
Contact No:	I	

Date and time of the report:
Date and time of the incident:
Details of the incident:
Name of witnesses:
Action taken: