



St George's Catholic Voluntary Academy Behaviour Policy

Issue No: 6

Mission Statement

Our Mission Statement is to 'Grow in faith and have faith in growing.' We aim to help our pupils to grow:

- Spiritually
- Socially
- Academically
- Personally

The Purpose of the Behaviour Policy

The behaviour policy provides a framework for the creation of a happy, safe and secure environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Good behaviour in schools is central to a good education. The purpose of this policy is to enable staff to manage behaviour well so they can provide calm, safe and supportive environments in which children and young people want to attend and where they can learn and thrive.

Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. At St. George's, we create an environment in which behaviour is good and pupils can learn and feel safe. We know that where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of school staff.

Our Aims

We work hard to ensure that our community code is a lived reality for all members of our learning community. We aim to instil and experience the follow values within our Academy at all times:

- Kindness
- Acceptance
- Perseverance
- Faith
- Respect
- Service

Our aims for behaviour are that all children will:

- Live out the Gospel message: 'Treat others as you would have them treat you'.
- Reflect the principles and aims as outlined in our school Mission Statement.
- Be tolerant and understanding with consideration for the rights, views and property of others.
- Be able to take responsibility for their behaviour and know the consequences of both positive and negative actions.

Our Roles and Responsibilities

At St. George's, we believe that because staff, pupils and parents/carers value good social behaviour:-

Children should...

- Learn what good behaviour means and make good choices as a result
- Always try their best
- Learn to care for one another
- Develop self confidence
- Co-operate fully in the life of the school

Senior Leadership should:

- Have high expectations of pupils' behaviour which are commonly understood by staff and pupils and applied consistently to help create a calm and safe environment.
- Be highly visible and consistently supportive of all staff in managing pupil behaviour.
- Allow time for CPD in behaviour management in staff meetings, INSETs and/or masterclasses in addition to weekly updates in briefings
- Ensure that the induction process for all new staff includes CPD in behaviour
- Monitor behaviour across the school, addressing any phases where there are anomalies and offering support where it is required
- Celebrate positive behaviour through weekly Achievement Assemblies and Termly Behaviour Assemblies

Teachers should...

- Teach effectively with full co-operation from all pupils
- Meet the needs of all pupils
- Make positive contacts with parents/carers
- Develop personally and professionally

Parents/Carers should...

- Support their child in adhering to the school's positive behaviour plans
- Feel confident that their children are growing spiritually, personally, socially and academically
- Know that their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere

Everybody is expected to:

- Be responsible for their own behaviour
- Respect the rights of others

To achieve these aims, we have developed a whole school Behaviour Policy, which gives every child guidance in making good decisions about his or her behaviour. The plan outlines our school and classroom rules, positive rewards and consequences for appropriate and inappropriate behaviour.

Proactive strategies for encouraging good behaviour

We strive to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. This support is quickly identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

Here are some of the key strategies that we use to promote positive behaviours:

1. Meet and Greet outside the room
 - a) Be positive and upbeat when meeting pupils
 - b) Praise positive behaviour
 - c) Deal with low level behaviour immediately and prevent it from entering the room
 - d) Teachers or Teaching assistants supervise pupils in corridors and cloakroom at transition times

2. Starter Activity
 - a) Get the pupils active
 - b) Reduce teacher talk
 - c) Qudos/c – Quick, Do-able, Open-ended, Simple/Competitive

3. Rules, expectations and routines
 - a) Reinforce the positive behaviour you expect from pupils
 - b) Have high expectations from the beginning and do not give up in reinforcing your expectations.
 - c) Make rules and routines as specific as possible
 - d) There should be clear guidelines for 'hot spot' parts of the lesson e.g. giving out equipment, entering the room, moving round the room, noise levels.

4. Seating Plan
 - a) Split the pupils up and sit them next to someone who will not inhibit their learning.
 - b) Ensure that there is a clear plan for your class in assembly, with children requiring more support with behaviour, sitting closest to either the Class Teacher or Teaching Assistant.
 - c) Always sit next to your class in assembly and reinforce the good behaviour, whilst being proactive towards bad behaviour.

5. Make lessons interesting
 - a) Make lessons fun and appropriate for different learning styles (VAK).
 - b) Where possible provide active and more practical work to engage challenging pupils.
 - c) Make lessons different and unusual
 - d) Minimise the fear of failure
 - e) Pace, variety and challenge
 - f) Ensure and regularly assess the learning that is taking place.
 - g) Create a stimulating learning environment
 - h) Building in competition can often instil motivation and engagement.

6. Praise and reward

- a) Be proactive in catching them being good
- b) Avoid being reactive and then criticising inappropriate behaviour
- c) Make praise specific and descriptive
- d) Use school rewards to reinforce good performance

7. Consequences

- a) Use a hierarchy of sanctions to enable you to intervene quickly when inappropriate behaviour arrives (see 'Eliminating undesirable behaviour')
- b) Only threaten consequences you are able to carry out and enforce

8. Relationships with parents

- a) Positive phone calls home
- b) Positive emails home
- c) Involvement of parents in extra-curricular activities
- d) Involvement of pupils in social events for the community
- e) Invitation into school for parents to see pupil's work/progress

9. Be positive

- a) A young person's attitude often reflects the attitude of the adult.
- b) Our staff aim to give more rewards than sanctions.

Eliminating undesirable behaviour

When pupils do misbehave, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. We use a range of approaches to do this, including sanctions and pastoral approaches.

For a child who chooses to break a rule, there are a number of consequences and the ones used depend on the seriousness of the unwanted behaviour and its persistence. They are:-

- Ignore the bad and praise the good. (Supports auditory learners)
- Remind of the rule and warn, once only. (Supports auditory learners)
- If the undesirable behaviour continues, the child will then go onto the amber traffic light system. This is recorded onto our online behaviour tracking system – pupilrewardpoints.co.uk.
- If a child should reach 3 Amber traffic lights in a week, it then becomes a 'red' offence. This must be reported to the appropriate Phase Leader and logged by the Class teacher on the behaviour tracking system. Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the Class Teacher. All contact with parents should be recorded on a communications slip and put into the Behaviour file in the Head's office.

Some actions are more serious and will require a 'Straight Red'. These will include;

- Refusing to follow instructions
- Swearing
- Spitting (including coughing or sneezing at someone deliberately – see covid-19 addendum)
- Fighting using fists or feet
- Bullying
- Racism

If a straight red occurs, the Phase Leader will be informed of the incident and it will be logged on CPOMs and on the behaviour tracking system by the class teacher and relevant members of staff tagged (always DSL and DDSL). Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the class teacher. All contact with parents should be recorded on CPOMs.

There will be a thorough investigation of every serious incident resulting in a 'Straight Red', through discussion with all pupils involved and use of eyewitness accounts which are to be recorded on CPOMs, where necessary. This will often be done during reflection time at lunchtimes or possibly breaktimes in the 'Learning Support Unit.'

As part of the work of the Pastoral Team, the CPOMs will be monitored on regularly to identify those children who are struggling to behave appropriately.

Should a second phonecall home be required for a pupil in the same term, an appointment will be arranged for the parent to come in and discuss ways in which home and school can work together to promote future positive behaviour.

If a further phonecall home proves necessary, a meeting will then be held with the parent, the Headteacher and the Inclusion team.

Rewards

To encourage children to follow our rules, we recognise appropriate behaviour in the following ways:-

- Praise, which is maximised by using the child's name and describing their accomplishments.
- House points awarded electronically via pupilrewardpoints.co.uk. Pupils may then save and spend these points on a variety of items or privileges.
- Weekly awards in Achievement assembly linking directly to our Community Code.
- Golden Time, which lasts for 15 minutes and is intended for all children who have remained on green. 5 minutes is lost for being on an amber traffic light and 5 minutes is lost for being on a red traffic light.
- Stickers awarded by the SMT to individual children for exemplary behaviour or work.
- Termly certificates for good behaviour for these children who have remained on Green all term, with no more than 3 ambers.
- All Upper Junior children will be encouraged to take on responsibilities e.g. House Captains, Chaplaincy Team, Junior Leadership Team.

School Rules

Our school rules apply to all children in the school. They apply throughout the school day regardless of the activity. They are as follows:

- Treat other people how you would like to be treated.
- Keep your hands, feet and objects to yourself.
- Always do as you are told straight away.
- Play your part in keeping our school clean and tidy.
- If you have nothing nice to say – say nothing at all.
- Respect other people and their property.
- Walk around school quietly, on the left and in single file.

Class Rules

Teachers should set their own positive class rules with their class. These should be agreed with the class following discussion at the beginning of each academic year. Class rules should then be displayed clearly in the classroom, and signed by all pupils and adults working within each classroom, so that everyone knows and applies these rules consistently alongside the school rules. Class rules may 'evolve' over the course of the school year and particular areas of focus are identified. This process forms an integral starting point for our Core Learning Skills programme of PSHE.

Dining Hall Rules

- Eat your dinner using cutlery.
- Use a quiet voice in the dining hall.
- Sit down in your place to eat, with four chair legs on the floor.
- Leave your place and the space around you clean and tidy.
- Eat carefully with good table manners.
- Walk in and out of the hall sensibly.

Lunchtime behaviour

We have an experienced team of lunch time supervisors, who are there to support our behaviour expectations and school rules. If a child's behaviour is deemed as 'Red', this matter is referred to the class teacher by the lunchtime supervisor and is also logged on CPOMs and 'Pupil Reward Points' by the member of staff who issued the Red. This matter is then referred to the 'Learning Support Unit' for investigation through pupil interview and account writing.

Nurture groups

For children who find it consistently difficult to integrate positively at lunchtimes, the class teacher may request that they join a lunchtime 'Nurture group' run by our Pastoral Team, including our 'Drop In Den' which supports children who are struggling mentally for a range of reasons, in order to develop their social skills further. This is done with the intention of equipping them with the necessary social skills for them to play positively with other children at lunchtimes in the future.

Lunchtime exclusion

Rarely, there may occasion to exclude a child for a fixed period of lunchtimes as necessary because their behaviour consistently puts other children or adults at risk. On these occasions, the child's parents/carers will be informed with 48 hours notice. They would then be required to collect the child and make alternate lunchtime arrangements at lunchtimes for the term of the exclusion. The child should then be returned to school in time to begin the afternoon sessions.

The 'Learning Support Unit' (LSU)

Should a member of staff require that a child be referred to the 'Learning Support Unit', the appropriate Phase Leader must be consulted and upon agreement, the Phase Leader should enter the child's name, reason for visit to LSU and the time period to be spent there in the 'Sanctions' section of our behaviour tracker. Parents will then be notified by a phone call or if possible, a face to face conversation at home-time, by the Class Teacher. All contact with parents should be recorded on a communications slip and put into the Behaviour File.

Online Behaviour Tracker

All rewards and sanctions are logged by the class teacher onto our online behaviour tracker – www.pupilrewardpoints.co.uk. Pupils have their own log-ins so that they can manage their own pages, see their rewards and claim new ones. Parents are also offered a separate log in and are able to see both their child/rens rewards and sanctions. Staff should work hard to ensure that these are kept up to date.

Exit strategies

In class, if a child causes a disturbance that threatens the safety and well being of others, the class teacher should ask a Teaching Assistant to escort that child to the appropriate Phase Leader's classroom for 'time out'. If the child refuses to leave, the class teacher should escort their class out of the classroom and send for a member of the Senior Management Team. The child will then be escorted to the 'Learning Support Unit' using 'Positive Handling' techniques.

Agreed organisational arrangements (to prevent or minimise behaviour problems in school)

- Before school, children will proceed to the playground where the teachers and teaching assistants on duty supervise from 8.30am.
- On the Key Stage 1 playground, the whistle should be blown at 8.43am. When the whistle is blown, the children are to line up and wait for either a teacher or teaching assistant to lead them into school. Children should walk into school quietly, in single file. Teachers and Teaching Assistants must help to ensure that children are quiet and walk into school in single file.
- 'Wake and Shake' begins at 8.35am on the KS2 playground. When the whistle is blown, children on the Key Stage 2 playground are to silently walk into their lines for 'Wake and Shake'. After this, pupils are led in Morning Prayer by the teacher on duty. After this, they must wait for their class number to be called. When their class number is called, they should walk into school in silence, in single file.
- Teachers will greet their classes at their classroom doors and teaching assistants will wait in the corridors to greet the children and monitor behaviour.
- At assembly times, children are to proceed from their classroom to the hall silently, in single file, with the teacher leading the line and the Teaching Assistant monitoring the back of the line.
- Children should come into the hall in boy/girl lines, with the more challenging children positioned so that they will be sitting close to the teacher or teaching assistant.
- Children should be led into the hall and positioned in lines before being told to sit. The children must sit silently with legs crossed and arms folded. There should be an aisle down the middle of the hall and each class should be sat together on one side of the aisle.
- The Class Teacher and Teaching Assistant is responsible for the behaviour of the children in their class during assembly and must intervene should there be any disruptions e.g. talking, whispering, shouting out, fidgeting, inappropriate sitting, kneeling up etc.
- Children are encouraged to applaud each others' efforts in assembly, but excessive cheering or shouting must be actively stopped.
- At lunchtimes, children will enter and exit the dining hall in an orderly manner. They will wait in line to be seated, quietly, in single file.
- At the end of the day in Key Stage 1, staff are to lead children from their classroom to infant playground.
- One member of staff should be at the front of the line, with another member of staff closely supervising the back of the line.
- All children should have their coats on and their things in their book bags. Do not allow children to leave the classroom until all letters and books etc are in their bookbags.
- Key Stage 1 children must wait in their designated class areas with their class teacher until an adult arrives to collect them from the teacher.
- In Key Stage 2, the children are to be led out to the Infant playground by their class teacher, with the Teaching Assistant bringing up the rear of the line. They must indicate to

the class teacher when they can see the person who is collecting them. Any children who have not been collected by 3.25pm must be taken to wait in the reception area.

Communicating the rules to children

1. The rules, rewards and consequences are explained to children at the beginning of the Autumn term in the Head's assembly and in class based PHSE sessions.
2. Staff reinforce the rules in the classroom – with discussion to develop ownership, describing desirable and undesirable behaviour.
3. Rules are displayed in every classroom and in the school hall.
4. A list of rules are given for the children to sign, decorate and keep.
5. Staff return to the rules on a daily basis to embed them into our daily routines.
6. Staff may decide on a whole school behaviour target to be focussed on for a period of time.

Sharing our Behaviour Policy with parents/carers

To implement an effective behaviour policy, it is essential to have the help and co-operation of all of our parents/carers. The policy is shared with all parents in the September 'Meet and Greet' video. The policy is also available on the school's website www.stgeorgesderby.srscmat.co.uk/ Additionally, parents are consulted on behaviour a regular basis through questionnaires and surveys.

Working with Individual children

Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for peoples who may have additional needs as some children may initially prove unable to work within the remit of the Behaviour Policy designed for the general needs of the school.

In these circumstances, Staff will ensure that medical factors are checked, learning difficulties addressed and mental health issues supported. Parents/carers will also be consulted regarding changes in home circumstances which could affect behaviour. Detailed observations of the child's behaviour will be conducted using a variety of methods and often with involvement of the Pastoral Team and if necessary, outside agencies.

From the information gathered, the teacher (with the support of the Pastoral Team) will set a positive target and clearly define to the child what it is that they wish them to do. These targets will be consistent with the overall aims of our positive behaviour policy.

Depending on the age and understanding of the child, the teacher may choose to use incentives for good behaviour which are created specifically for that child. This is often sufficient reward in itself.

The teacher will also use contracts, specifically between him/herself and the child, to formalise agreements about what specific behaviour is expected of the child, and what the teacher will do to help the child achieve this behaviour.

Both charts and contracts will be backed up with an agreed list of rewards (see 'Rewards').

The targets will form part of their Additional Needs Plan and will be reviewed regularly so as to establish whether current behaviour targets and strategies are proving successful. If the programme of support is successful, then the teacher will consider phasing it out and allowing adoption of usual school rewards and consequences.

Parents/Carers will be involved throughout this process through the sharing of targets, alongside regular progress reports. Parents will be expected to attend regular reviews.

If the programme is unsuccessful, the teacher will check the objectives, the consistency, the rewards and the antecedents to the behaviour. If the programme still proves unsuccessful, a discussion with the Head, the Pastoral Team and the Parents/Carers will take place regarding the involvement of Outside Agencies to enable further behavioural support.

If a child continues to compromise good order and discipline, as a last resort, he or she will be excluded from school.

Violent or abusive behaviour towards a member of staff will result in a fixed term exclusion. Any serious incident may result in an immediate exclusion from school.

Please see the 'Suspension and Exclusion Policy'

The class teacher may require parents/carers to attend a meeting regarding their child's behaviour at any given time, which may result in a child being monitored through 'Home/School Report'.

The ultimate objective of any behaviour plan is to enable self-control to take over from teacher/external control. In reality, our aim for children with behavioural problems is to behave appropriately, supported only by the rewards available to all children through our Positive Behaviour Plan.

Child-On-Child Abuse

Where a child is abusing another child (any type of abuse), this will be brought to the immediate attention of the DSL or DDSL. It will be logged on CPOMS and our behaviour policy will be followed as described previously (e.g. parents contacted and a meeting requested). In some more serious cases, the decision may be made to inform Social Services or the Police.

In order to monitor any child-on-child abuse in school, alongside our logging of incidents, we also do a termly Pupil Voice activity in all classes, to ascertain whether there is any language used on the playgrounds which children find hurtful, harmful or offensive as this can indicate, at an early stage, that there are possible issues and allows early intervention.

In terms of prevention, St George's CVA have invested in two excellent resources, both of which are used across the school in our PHSE sessions, which promote healthy relationships:

- Ten Ten's – Life to the Full has been used in school since 2018 and allows the opportunity for reflection and open discussion around a range of issues that young people face with an emphasis around being a good person.
- One Decision is a program which promotes open discussion and debate and presents children with real-life scenarios in video format where they have to make the decision about what the child should do in a given situation. It is interactive and engaging and often deals with difficult subjects. This has proved to be an excellent learning tool for our children.

Prohibited Items

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items include:

- knives or weapons;
- alcohol;
- drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property
- Mobile phones that children do not have permission to have in school
- Smart watches where messaging or photography is an option

Where there are reasonable grounds to assume that a child is in possession of any prohibited item, a search may be carried out. Only the Headteacher, or a member of staff authorised by the Headteacher, will carry out a search. The Headteacher may authorise individual members of staff to search for specific items, or all items.

The Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The Headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. The Headteacher ensures that all staff understand their rights and the rights of the pupil who is being searched.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Any personal searches will be conducted by the Headteacher (or Deputy) and one other member of staff, one of whom must be the same gender as the child being searched. There may be a necessity to involve Social Services or Police depending on the findings of the search.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

More information on the use of reasonable force can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

This policy will be reviewed annually at the beginning of the Autumn Term by the whole staff. It will then be sent to Governors for ratification.

Policy Review Date: September 2022