

St George's Catholic School



Behaviour and Positive Relationships Policy

Policy and Practice

Reviewed: September 2025

Next Review: September 2026

Approved by the Governing Body of St George's Catholic School

Chair of Governors: Jon Rata

ST GEORGE'S SCHOOL: BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY

Mission statement:

‘At St. George’s Catholic School, we help all our children to grow in mind, body and spirit.’

Rationale:

At St George’s School we believe that all that we are, all that we do and all that we achieve is set within the context of the Catholic Education provided in our School, which is rooted in the teaching of Christ in his Gospel.

The school places high expectations on good behaviour. This is visible in our ‘Golden Rules’

1. Treat others the way you want to be treated.
2. Work hard and try your best.
3. Behave well at all times.

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important and everyone has the right to feel safe at all times.

It is important that each person (staff and pupils) know that he/she is highly valued regardless of colour, family circumstances or gender.

Objectives:

- To promote good behaviour and discipline;
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability;
- To encourage consistency of response to both positive and negative behaviour;
- To promote early intervention and to involve outside agencies where appropriate;
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community – See Appendix 1 for the Anti-Bullying Statement;
- To encourage a positive relationship with parents/carers;
- To provide opportunities for pupils to contribute to the evaluation and review of the Behaviour Policy of the school.

Expectations:

School expects children to:

- be polite
- be respectful to all adults and children
- value friendship
- be honest and truthful
- work to the best of their ability
- be safe and considerate to others by walking calmly around the school.

Children can expect staff to:

- be positive role models and teach them how to behave through demonstrating and modelling
- value them as individuals
- pay attention to the behaviours they want to see and reward good behaviour
- establish clear routines so that learning can take place and children feel safe
- ensure they have a safe environment by working to prevent any bullying and potentially harmful situation.

The role of school staff

All staff at St George's School, all staff are responsible for ensuring that the Behaviour and Relationships Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices.

The specific behaviour management roles of teachers are described in their job descriptions. All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Staff have responsibilities to:

- Speak and treat all pupils with respect;
- Help and encourage all pupils to achieve high standards;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Form positive relationships with pupils and parents;
- Recognise and value the strengths of all children;
- Communicate effectively by using a variety of tones and voices, always avoiding shouting.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a nondirective, non-judgmental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy. You have to feel what you say as well as mean it.

The role of parents, carers and guardians

Parents and guardians have the right to know that their children work, learn and play in a safe and supportive environment. We expect parents and carers to support their child's learning, and to co-operate with the school. If the School has to use sanctions to manage a child's behaviour, then we expect parents and carers to support the actions of the school. The school will work hard to support children who experience difficulty and disabilities with their school day.

Parents/carers will be expected to work with teachers and senior staff when improvement is required.

Parents/carers must support their children by:

- ensuring that they arrive in school on time.
- Make daily school attendance a priority to support your child's learning and well-being.
- attend parent consultations and review meetings

- sending their children into school wearing the correct uniform and with the necessary equipment to have a successful day

Attitudes for Learning

The required Attitudes for Learning are simply stated as being ready to learn and require each pupil to take personal responsibility for their behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in the values assemblies, lessons and our behaviour system.

Being ready to learn means:

- Coming to school with a positive attitude;
- Arriving on time;
- Being properly equipped;
- Performing to the best of your ability;
- Being calm and attentive.

Taking personal responsibility for behaviour means:

- Respecting the right of others to learn; their opinions, personality, privacy and property;
- Following our uniform policy;
- Moving around the school in a quiet and orderly manner;
- Seeking support/guidance from an appropriate adult if needed;
- Caring for the environment in and around school;
- Behaving appropriately whilst in school uniform to uphold the school's outstanding reputation and status.

Behaviour in the classroom:

Good behaviour is always recognised and rewarded at St George's School. If a child does display unwanted behaviour in the classroom, they will be reminded of the school's expectations of good behaviour.

A child's unwanted behaviour that stops the teacher from teaching or the other children from learning is not acceptable. In some cases, this may result in the child leaving the classroom. This behaviour may be reported to parents.

A consistent approach is followed across the school by all staff.

Behaviour in the playground:

We have clear playground rules in all key stages. These rules help to encourage good behaviour at playtimes.

Playground leaders from Years 5 and 6 help to organise activities and games for the children in EYFS. They also act as peer mediators, encouraging all children to have a healthy play time.

Year 6 playground leaders also help to organise the EYFS children to line up and go back to their classrooms safely at the end of break and lunch playtimes. All these actions help to encourage good behaviour on the playground.

Poor behaviour in the playground is not accepted and adults use a consistent approach to correct this, encouraging the child to reflect on and change their behaviour. If the poor behaviour continues, the child will not be able to play outside with the other children.

Positive Behaviour Management:

We believe that good behaviour is a choice and that we can support all of our children to make the right choices with their behaviour. We do this through a wide variety of positive behaviour management approaches, underpinned by the Thrive Approach.

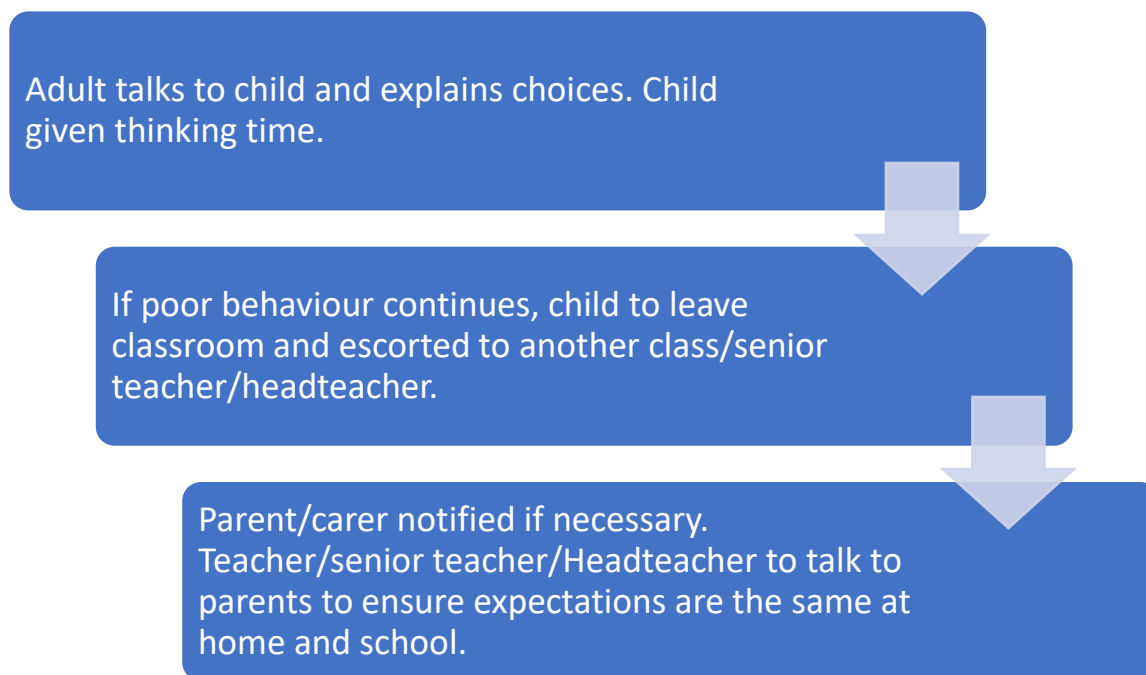
We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. When required we develop and implement individually tailored behaviour care plans to ensure all of our children are equipped with the skills they need to make the right choices and to support adults around the school to remain consistent.

We actively 'teach' appropriate behaviour in all situations. This is modelled to the children at all times by the ways adults interact with children and with each other. We never use harsh criticism or consequences which are psychologically or physically harmful. We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge we take the time to listen and discuss the issues with all parties, adhering to the principles of the Thrive Approach. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

Sanctions:

The following sanctions may be used where we have concerns about a child's behaviour.



Where a behavioural difficulty has been recognised, it is essential that parents and staff work together and put in place a pastoral support plan (PSP). A behaviour log will be kept if necessary.

At St George's, we know that every behaviour is a communication. It is our job to understand what our children are trying to communicate through their behaviours.

What happens for children with SEND?

The Children and Families Act 2014 defines a Special Educational Need and Disability (SEND) in the following way:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person of compulsory school age has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

We recognise our legal duty under the Equality Act 2010 to prevent children 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 child. Our SENDCo will evaluate a child 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 and support specific needs. We will liaise with external agencies and plan support programmes for a child for whom acute needs have been identified. We will work with parents to create the pastoral support plan (PSP) and review it on a regular basis.

Fixed term and permanent exclusions:

At St George's, we do not wish to suspend any child from school, but sometimes this may be necessary. Only the headteacher of the school can suspend a pupil and this must be on disciplinary grounds. A child may be suspended

for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period suspension can also be for parts of the school day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Good behaviour in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The headteacher will only exclude a child permanently in response to a serious breach or persistent breaches of the school's behaviour policy; and/or where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Anti-bullying policy:

Definition: Where a person intentionally, deliberately and persistently intimidates, upsets or excludes another with the intention of being hurtful.

Bullying can be carried out by an individual or groups. It can be physical, emotional and verbal. The school is also aware that some forms of bullying may take place outside the school environment, e.g. cyber bullying, and seeks to be supportive of children and families.

At St George's we will:

- respond and take action swiftly, as soon as we are made aware of any situation that includes bullying.
- listen to the victim, reassuring and praising them for speaking up.
- investigate the allegation.
- take the accusations to the alleged perpetrator, bringing everything out in to the open for discussion.
- listen to all parties.
- highlight what is unacceptable and why (Golden Rule 1).
- seek reconciliation (apology and forgiveness).
- continue to monitor the situation afterwards.
- contact the parents where necessary.

Special activities to promote anti-bullying:

- Anti-bullying assemblies
- Anti-bullying week
- Cyber bullying talks with parents and children, e.g. police (CEOPS)
- Internet safety regularly discussed during computer lessons
- Lunch bunch anti-bullying discussion

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