

St George's Catholic School



Behaviour Policy

Policy and Practice

Reviewed: Autumn 2022

Next Review: Autumn 2023

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

Chair of Governors: _____

Date: _____

ST GEORGE'S SCHOOL: BEHAVIOUR 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.

The good behaviour of our pupils creates a learning environment where children feel safe and happy. In turn this has a positive effect on their learning mind set.

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

Aims

- To create positive behaviour that enables all children to be ready to learn.
- To provide a safe, calm and caring atmosphere in the school.
- To create an ethos where respect is shown by all.
- To create an ethos where responsibility is taken by all.
- To reinforce positive behaviour especially through the language used.
- To ensure consistency and fairness and set high standards.
- To enable pupils to develop social skills and the ability to choose between right and wrong.
- To enable pupils to become successful, independent and resilient learners.
- To promote positive attitudes in our school community with an emphasis on respect for oneself and others (their beliefs, culture, home, background and property), self-discipline, resilience, cooperation and courtesy, enabling pupils to become good citizens in their own community and in a national and global context.

Responsibilities for Behaviour

All adults who work at St George's Catholic School have a responsibility for behaviour. All children are expected to respond to whoever is responsible for them. This includes teaching and support staff, lunch supervisors and volunteers.

Responsibilities of the Headteacher

- It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehaviour held on our electronic filing system (CPOMS).
- Senior Leaders within the school play a pivotal role in supporting other adults within the school in maintaining the consistent application of the school's behaviour policy. They will also support teachers and other adults in school with tackling behaviour concerns, if the need arises.

Responsibilities of the Governors

- The governing body will ensure that policies designed to promote good behaviour on the part of its pupils are pursued at the school.
- The governors support the headteacher in carrying out the behaviour policy.
- The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular behavioural issues. The headteacher will take this into account when making decisions about matters of behaviour.

Responsibilities of Teaching Staff

- It is the responsibility of the class teacher to ensure that the school rules are enforced across the whole school for all children, as well as in their class, and that their class behaves in a responsible manner.
- The class teachers at St George's have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the school rules consistently.
- The teacher treats all children in their class with respect and understanding.
- It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from teachers, delivering a challenging and

interesting curriculum matched to the children's varying needs, will help to motivate pupils promoting self-esteem and confidence.

Responsibilities of All Staff

- To treat all children fairly and respectfully.
- To create a safe and pleasant environment.
- To promote the Golden Rules.
- To recognise that each child is an individual.
- To enable each child to do their best.
- To learn strategies to support pupils to improve their behaviour by developing a solid relationship.
- To record any incidents of abuse or bullying, or behavioural incidents which prompt a safeguarding concern, on our safeguarding system, CPOMS.

Responsibilities of parents

Children are more likely to behave well at school when they know their parents/carers are involved with and supportive of what the school is trying to do.

- To ensure children arrive on time for school and ready for learn.
- To encourage children to sort out difficulties without using violence.
- To encourage manners and respect for other people.
- To help children realise the importance of education and to praise them for their efforts and achievement.
- To encourage children to talk about school and listen to what they have to say each day.

We expect children:

- to value friendship;
- to be honest and truthful;
- to work to the best of their ability;
- to arrive punctually for school;
- to be tidily dressed in school uniform.

Responsibilities of children

Children are responsible for their own actions. Adults in school will support children to understand that their behaviour choices, whether they are positive or negative, will have consequences.

Children will feel proud of their good behaviour, the good behaviour of their class and of the school as a whole.

Through effective and consistent rewards and praise across the school, they will learn that good things happen as a result of positive choices.

We ask our pupils:

- To follow the Golden Rules at all times.
- To treat adults and other children with respect and politeness.
- To be welcoming and respectful towards guests and visitors.
- To value friendship.
- To help to make the school a neat and pleasant place to be.
- To do as they are asked by all trusted adults in the school.
- To take increasing responsibility for choices in their own learning and behaviour.
- To be safe and considerate to others by walking sensibly around the school.

BEHAVIOUR IN THE CLASSROOM

Good behaviour is always recognised and rewarded at St George's School. If a pupil does display poor behaviour in the classroom they will be reminded of the school's expectations of good behaviour. A child's poor behaviour that stops the teacher from teaching or other children from learning is not acceptable. In some cases, this may result in the child leaving the classroom to speak to the Headteacher or a member of the Senior Leadership Team. This behaviour may be reported to the parents. A consistent approach is followed across the school.

BEHAVIOUR IN THE PLAYGROUND

The Key Stage playground rules are clearly set out and displayed around the school. These rules help to encourage good behaviour at playtimes.

Additionally, Playground Leaders help to organise activities on the playground and support younger children in positive play. They also act as peer mediators-helping children who are unhappy for whatever reason. Year 6 pupils also help to organise the infants 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.

A child's poor behaviour that upsets other children in the playground is not accepted. The child will be given 'time out' to think about their behaviour and will be given an opportunity to correct this pattern of behaviour and to apologise. If the poor behaviour continues, they will not be invited to play outside with other children.

REWARDS

Praise is given to all children who show a good attitude and behaviour in work and play.

- In class – each class has their own age appropriate reward system and having a positive learning mindset is modelled and encouraged.
- In the playground – each Key stage has a set of playground rules which are clearly explained and displayed in and outside the classroom.
- Pupils whose work shows good effort and attainment may be invited to show their work to the headteacher for verbal praise and a headteacher's sticker or letter to take home.
- Teacher's Awards – two children will be selected by their class teacher to receive a certificate in the 'Golden Book' assembly at the end of each week. The children will be selected for following/demonstrating the 'Golden Rules' in an excellent manner or for developing an aspect of their learning.

- Headteacher's Awards -Two children will be chosen during Golden Book Assembly to receive achievement certificates from the Headteacher.
- We also celebrate achievements outside of school to ensure children feel valued and supported.

SANCTIONS

Where we have cause for concern about a child's behaviour, we may use some of the following sanctions:

- Staff – talk to child – choices explained / time out to think (using the language of emotion coaching)
- If poor behaviour continues:
 - child to leave classroom (sent to other class / senior staff / headteacher)
 - child to leave playground (sent to staff corridor for supervised time out)
- Parent / carer notified if necessary.
- Staff / senior staff / headteacher talks to parents. We want to work with parents so that the child receives the same message and expectations from both home and school.
- When there is a recognised behavioural difficulty, it will be essential that parents and staff work together and agree a plan of action. (A behaviour plan/ log may be created where necessary.)
- The school does not rule out temporary or permanent exclusion from the school if it thinks this is the right decision for the child or the safety of staff and other children (this will be carried out in line with Somerset County guidelines).

ANTI-BULLYING POLICY

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

It can be carried out by an individual or groups. It can be physical, emotional or 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. All staff are aware that peer on peer

abuse may take place (including online). Please read this policy in conjunction with our Safeguarding and Child Protection Policy.

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- We will respond and take action swiftly as soon as we are made aware of any situation that includes bullying.
- We will listen to the victim, reassuring and praising them for speaking up.
- We will investigate the allegation.
- We will take the accusations to the alleged perpetrator – bringing everything out into the open for discussion.
- We will listen to all parties.
- We will highlight what is unacceptable and why (Golden Rule 1).
- We will seek reconciliation (apology and forgiveness).
- We will continue to monitor the situation afterwards.
- We will contact the parents where necessary.

TRAINING

- Staff regularly discuss the Behaviour Policy and Training and Development is sought when the need arises.

SPECIAL ACTIVITIES TO PROMOTE ANTI-BULLYING

- Anti-bullying assemblies/week.

- Anti-bullying speakers.
- Anti-cyber bullying (e.g. online safety talks with parents and pupils, and also showing film clips on keeping safe on the internet).
- Dedicated Online Safety lessons take place regularly across Key Stages, and online safety is prioritised and addressed during other computing lessons.
- Lunch Bunch- Anti-Bullying discussion.

APPENDIX 1

Use of Reasonable Force

The school may need to use reasonable force in line with DFE guidelines in certain warranted circumstances.

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