

St George's Catholic School

St George's
Catholic School



Behaviour and Positive Relationships Policy

Policy and Practice

Reviewed: September 2023

Next Review: September 2024

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

Chair of Governors: _____

Date: _____

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.

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.

Expectations:

School expects children to:

- be polite
- be respectful to all other children and adults
- 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 first 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 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 in good time.
- ensure regular attendance.
- 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.

Behaviour in the classroom:

Good behaviour is always recognised and rewarded at St George's School. If a child 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 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 with each class having a behaviour and learning display. The children can clearly see their name move up and down depending on their attitude and the choices they make.

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. Playground leaders from Years 5 and 6 help to organise activities and games for the children in EYFS and Key Stage 1. They also act as peer mediators, encouraging all children to have a healthy playtime.

Year 6 playground leaders also help to organise the EYFS and Key Stage 1 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.

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.

In the playground – Each key stage has a set of playground rules which are clearly explained and displayed in and outside the classroom.

On some occasions, children who show good effort and attainment in their work will be invited to show their work to the headteacher for verbal praise and a headteacher's reward letter to take home.

Golden certificates – 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 whatever the theme is for that particular week.

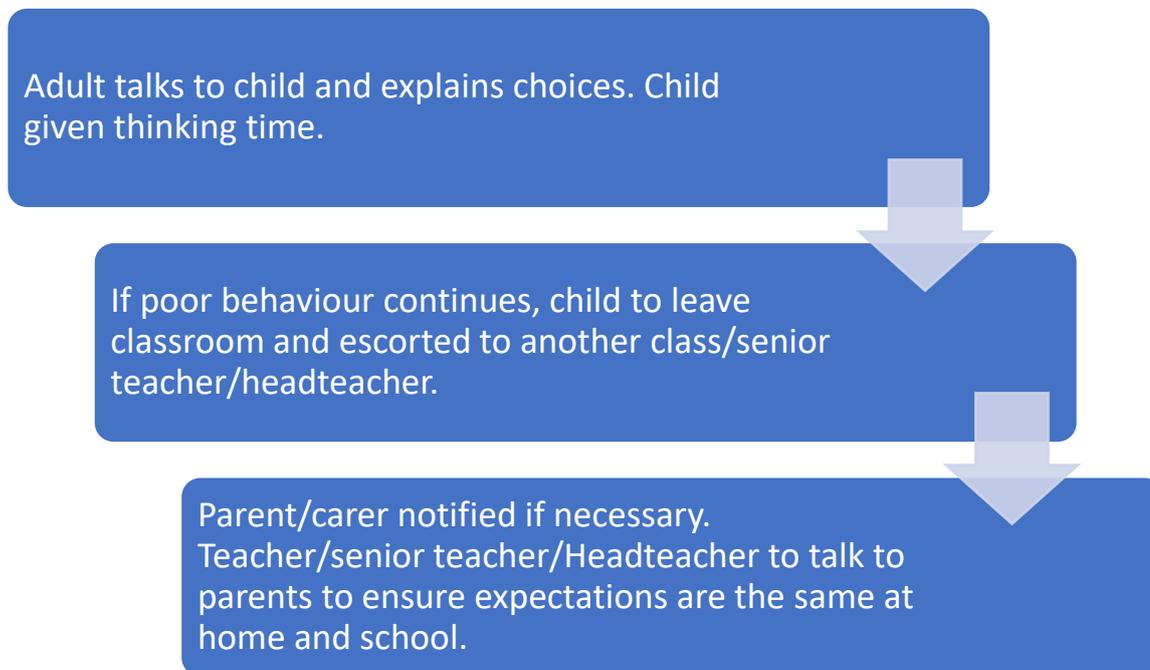
Learning Mindset certificates – One child from each class is chosen each Monday to sit on the Learning Mindset bench.

Golden Table – Good behaviour in the hall at lunchtime is encouraged by the golden table.

We also celebrate achievements outside of school to ensure children feel valued and supported.

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

Appendix 1 – Use of reasonable force

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

Reviewed – September 2023

Next review date – September 2024