



St. George's Catholic Primary School and Nursery

Behaviour Policy

At St. George's Catholic Primary School we encourage each child to recognise their own value both as an individual and as part of the school family. We expect and encourage a high standard of positive behaviour in relationships with other pupils, staff, parents and visitors.

We aim to enable every individual, made in the image and likeness of God, to learn, grow and reach their full potential.

We aim to be a loving Christian family living the values of the Gospel... developing caring relationships with the local and wider community

(School Mission Statement aims)

To learn with kindness, respect and friendship through God's love.

Aims of this policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and realise that certain actions evoke specific consequences.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness and teach appropriate behaviour and to recognise and reward positive behaviour.
- To help pupils staff and parents have a sense of direction and feeling of common purpose.

Children's responsibilities are:

To work to the best of their abilities, and allow others to do the same.

To treat others with respect.

To obey the instructions of the school staff.

To take care of property and the environment in and out of school.

To co-operate with other children and adults.

Staff responsibilities are:

To treat all children fairly and with respect.

To raise children's self-esteem and develop their full potential.

To provide a challenging interesting and relevant curriculum.

To create a safe and pleasant environment, physically and emotionally.

To use rules and sanctions clearly and consistently.

To be a good role model.

To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

To value each child as an individual and be aware of their unique needs.

To provide opportunities for developing citizenship.

Parents' responsibilities are:

To make children aware of appropriate behaviour in all situations.

To encourage independence and self-discipline.

To show an interest in all that their child does in school.

To foster good relationships with the school.

To support the school in the implementation of this policy.

To be aware of the school rules and expectations.

To value each child as an individual.

To provide role-models for citizenship.

What we do to encourage good behaviour

The power of praise should not be underestimated. Rather than voicing disapproval at minor misdemeanours, teachers and other members of staff should first praise pupils who are displaying appropriate behaviour.

We make clear our expectations of good behaviour.

We discourage unsociable behaviour by promoting mutual respect.

We encourage children to take responsibility for their own actions and behaviour.

We set, through example, standards of behaviour.

We praise good behaviour both privately and publicly.

What we do if your child misbehaves

We operate a graduated response to unwanted behaviour.

We always condemn the behaviour not the child.

Where possible, we encourage children to try to resolve disagreements themselves.

We ask them to stop misbehaving.

Where necessary we discuss incidents with the children involved.

We encourage children to take responsibility for their own behaviour.

Repeated, persistent or serious misbehaviour

Again, we operate a graduated response. Where there is repeated, persistent or serious misbehaviour the following may apply:

Withdrawal of privileges e.g. playtime.

Misbehaviour is recorded by class teacher in the class log.

Informal contact with parents by the class teacher

Sticker Charts/Positive Behaviour Charts may be introduced.

Involvement of the Headteacher.

Formal contact with parents.

Formal monitoring and recording of behaviour.

Advice and support from specialist external agencies.

Exclusion – temporary/permanent.

When a child is sent to the Headteacher, the behaviour and action taken will be recorded. A discussion will take place with the child whether or not parents need to be contacted. If the same child is sent on more than one occasion, their parents will be contacted to discuss the behaviour, even if it is a series of minor, low level disruption.

The Headteacher will always be *informed* in 'serious' cases of behaviour. These include swearing, spitting, wilful damage to property, causing physical injury with intent or racist/homophobic remark or behaviour.

Further action and exclusion

At St George's, exclusions will always be a last resort and viewed as an instrument of support. Fixed term exclusions will always be followed by a reintegration meeting between parents/carers, child and Headteacher, detailing agreed strategies to try and prevent a recurrence.

At all times, maintaining safety and good teaching and learning conditions for staff and pupils remains a priority.

Encouraging good behaviour – staff guidelines

Acceptable standards of behaviour, work and respect depend on the example of us all. All have positive contributions to make.

- Set high standards
- Apply rules firmly and fairly
- Expect to give and receive respect
- Respect every person
- Treat everyone as an individual
- Praise good behaviour

Relationships are vital: relationships between everyone and at every level. Take the initiative.

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. ***Our success is tested not by the absence of problems but by the way we deal with them.***

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly
- Encourage children to sort out their own difficulties

Suggested strategy for resolving conflict – 3 steps

- (1) The others listen with no interruption
- (2) They are encouraged to maintain eye-contact
- (3) Each child has a turn to say:-

What the other(s) has/have done to upset them.
How they feel about it.
How they would like them to behave in future.

They go on taking turns until everyone has finished.

The adult is there as referee, not part of the discussion. S/he makes sure that the turns are taken, that the children stick to the three steps, that they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgment and take appropriate action.

Rules and Sanctions (see also Behaviour Guidelines)

Limits need to be clear and discussed in each class.

Each class will devise its own classroom rules which are drawn up by the teacher and children and adopted by any staff teaching that class.

Sanctions should be fair and consistent and should be imposed following a warning. As a general rule only the appropriate child should be aware of complaints about behaviour – telling someone off on the other side of the classroom can leave everyone feeling told off.

Behaviour Guidelines

Sanctions

Pupils should expect fair and consistently applied consequences which differentiate between minor and serious offences.

Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Playground Behaviour:

Step 1:

Adult issues a clear and polite request to the child and allows opportunity for the child to respond.

The child is given one further opportunity to stop the unacceptable behaviour and told that this is the final warning.

“This is the final time I am going to ask you/speak to you – do you understand?”

Step 2:

If the behaviour continues the child will be asked to spend 5 minutes in “time out” – designated area on the junior or infant playground. The adult will make clear that this is an opportunity to think and/or calm down. After 5 minutes the child should be spoken to by the adult and given the chance to say sorry or any other appropriate action. The class teacher must be informed if a child has had a period of “time out”.

Step 3:

If the child refuses time out or repeats unacceptable behaviour then this step is followed. A message is sent to the staffroom/office to request support on the playground from the class teacher. The child will miss their next break (15 mins) and parents should be informed. The break should be spent in purposeful and positive activity.

Step 4:

If the situation is deemed as more serious, then a middle leader should be sent for in the first instance, followed by the deputy Headteacher or Headteacher where necessary – **children must not be “sent in”..**

Classroom Behaviour

Classroom behaviour follows the same procedure with reference to the classroom rules and codes of conduct.

Our Code of Conduct

Self:

Try your best
Be positive
Tell someone if you are unhappy
Be honest, own up and say sorry

Others:

Be welcoming and friendly
Respect others, their work and possessions
Tell if you know someone is unhappy
Share and Care
Listen to Others

School:

Be proud
Do your best
Keep school tidy

Our Listening Code

When I am asked for my attention I...
Stop what I am doing
Empty my hands
Look at the teacher
Keep quiet and still
Listen to instructions

Our Lining Up Code

When the whistle blows/bell rings...
Stop activities
When the class card is held up, walk in quietly
Place items in the outside container
Keep hands and feet to myself
Walk into class quietly and respectfully
Years 3 & 4 line up quietly in the Y3/4 corridor

RULES & REASONS

Food & Drink

We are a healthy school and as such will not give out chocolate snacks or sweets at events or clubs. We will allow children to bring fresh fruit as a break time snack and only water is allowed in water bottles. Sweets are not permitted on day visits. Packed lunches should not contain chocolate confectionary bars or nuts (because of the risk to children with nut allergies). Drinks should be as healthy as possible – fizzy drinks are not permitted.

Jewellery

Children are not allowed to wear jewellery within school with the exception of stud earrings for girls who have pierced ears. This is because of the risks they pose on the playground, in class and during P.E. lessons. Stud earrings will need to be removed when children go swimming.

PE Kit

All items must be named. Trainers and pumps must be plain and need to stay in school. Pump bags must be named.
Black joggers can be worn for outdoor PE during colder weather.
If a child does not have their kit, a message will be sent to advise parents at the end of the school day.
Swimming Kit – one piece costume/trunks, swim cap and towel.

Personal Property

Toys, electronics games and mobile phones are not allowed in school. Children may be allowed to bring traditional games / board games in on special occasion as notified by the school. Money should be clearly marked and sent to the office at morning registration.

School Clothing

All clothing worn into school must be named. School uniform must be smart as we want children to take pride in their school identity. Shirts must be tucked in and ties done up with the top shirt button fastened.

School shoes must be black and polishable - NOT trainers or boots. If a pupil arrives at school with a form of trainer on they will be asked to change into their black PE pumps. Underarmour or other polo-necked/thermal layers are not permitted and are not necessary in our school environment.

Waterproof coats appropriate to the season must be brought to school each day - due to changeable weather, our outdoor learning and visits.

Hair & Make-up

We would not expect hairstyles that distract children or attract unwanted attention due to their unusual or extreme nature. All long hair should be tied back. Hair covering a child's face affects attention, concentration and listening. School will provide a scrunchie to tie hair back. Pupils are asked to remove nail varnish and any transfers before arriving at school.

Dogs

Dogs are not permitted inside the school fence at any time or for any reason.

REWARDS

Class Reward Systems

Each class has its own age appropriate system of rewarding individuals and groups. Staff look for behaviour that is consistent with our code of conduct and the children develop a set of class rules that are relevant to their class routines and expectations.

Lunchtimes & Playground Rewards

Staff are always looking for opportunities to praise good behaviour that upholds our code of conduct. Staff will praise individuals, groups and whole classes by giving out stickers, 'You've Been Spotted', passing on praise to class teachers or awarding additional playtime.

Headteacher / Deputy Headteacher Awards

Children are sent to tell the Headteacher or Deputy Headteacher with regards to any special achievements, behaviour or learning they have done. Verbal praise, stickers and certificates are awarded.

Recording and Reporting

Class teacher keep a log of reported incidents. This is forms part of the information passed to the next teacher at transition. The SENCO maintains a register of concerns, pupils with Individual Pupil Profiles and those receiving additional external support. The Headteacher keeps a record of any persistent behaviour concerns and meetings with parents that is passed to relevant teachers throughout the school.

Behaviour is reported to parents as part of the annual report to parents, interim report to parents and at parent-teacher meetings.

Weekly feedback meetings with parents/carers may be agreed at the suggestion of the teacher or the parent/carer where behaviour is frequently inappropriate or suddenly deteriorates. These will always emphasise any positive outcomes that week as well as highlighting areas for improvement / targets for the coming week.

Review & Development of Policy

The aim of review is to ensure that excellent standards of behaviour are achieved and maintained, and to update this policy as necessary – at least annually. The Headteacher is responsible for the updating of this policy following consultation with staff and governors.