



At St George's, God calls us by name to love,
learn and achieve together, safe in the palm of His hands.

'I have called you by your name; you are mine' Isaiah 43

A policy for positive behaviour.

Good Practice

Good practice in our school is when:

As witnesses to Christ the way we act is an example of faith. Our Christian values lead to a caring community allowing each person their own dignity and expression promoting an ethos in which all members can feel happy and secure irrespective of race, colour, religion, and gender, academic or physical ability.

Children learn to take responsibility for their own behaviour; realising that it can have a profound effect on those around them, that the correct course of action is not always the easiest, that Gospel values are the basis of good behaviour and that they should never act in a way that is detrimental to their own self-respect or that of others.

There is a clear and consistent code of behaviour based on good relationships, making use of effective rewards and sanctions.

Early intervention occurs if behaviour diminishes or non-attendance is unexplained.

We ensure that the key values, both Gospel and British, underpin the behaviour in the school. These values are also taught through assemblies, R.E. and PSHE work.

Our list of Gospel values are:

- Trust in God
- Truth
- Respect
- Tolerance
- Forgiveness
- Hope
- Dignity
- Love

The Fundamental British values are:

- democracy.
- the rule of law.
- individual liberty.

- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Introduction to school

Expectations are shared with parents prior to a child's admission through the induction process. All efforts should be made by teachers and parents to establish regular punctual attendance and good behaviour from the start. At the start of each term special emphasis should be placed on high expectations of standards of behaviour, uniform dress code, punctuality and attendance. A home school agreement is distributed to all new parents and at the beginning of each new school year with the expectation that this will be signed and followed by all parties.

Strategies for promoting positive behaviour

There are a variety of useful strategies to encourage appropriate behaviour.

Positive recognition is highly effective

- Through the classteacher
- Through praise from another teacher, classroom assistant or Head Teacher/Assistant Head.
- Through the 'Celebration Assembly' which provides opportunities to identify and highlight positive behaviour and achievement
- The use of housepoints and houseballs for positive behaviour.
- Through communication of good behaviour to parents
- Through the election of pupil representatives from classes making up a School Council who contribute ideas and comments on improving anti-bullying or harassment policies.

Other useful strategies

- Drawing up of ISP, Behaviour Support Plan or Pastoral Support Plan with help of outside agencies (such as Educational Psychologist, Brentwood Catholic Children Society etc).
- 'Come and See' resources, 'SEAL' resources, 'Circle Time', 'Parachute' and related class/group activities should be followed in line with staff training guidance.
- The involvement of pupils in the making of and agreeing class rules is desirable. Such involvement is the key to effective strategies and staff should look for appropriate opportunities to develop responsibilities and independence.
- Counselling on an individual basis when a child is displaying troubled or anti-social behaviour by an appropriate person, (e.g. TA, class teacher, another teacher, another child, priest, Headteacher, Assistant Head, Brentwood Catholic Children Society case worker)

Professional Communication

Communication between staff is one of the fundamental successes of good supervision in our school. When a pupil's behaviour is of concern the classteacher must be informed. Serious incidents will be recorded in the class behaviour log which stays with the cohort. In turn those other members of staff who have contact with the pupil should be aware e.g. in extra-curricular clubs etc. Midday Assistants record incidents of a serious nature in an incident book. Unresolved matters should be reported to the class teacher. In cases of serious misbehaviour the Senior Supervisor will refer to the Head or Assistant Headteacher. Teachers make use of agenda item 'Children of Concern' at weekly teacher meetings to share behaviour concerns.

Communication with parents

Parents should be involved at an early stage when absence or behaviour is a concern. The school will attempt to build a partnership with parents and carers to overcome issues of concern. Where this is not forthcoming and performance continues to be a concern the parent should be made aware of the consequences for poor behaviour.

Sanctions

Sanctions may include:

- Completion of a behaviour reflection sheet
- being moved to a quiet area of the classroom
- withdrawal of break or part of lunchtime (in order to complete work or to carry out a task)
- being sent to another class (up or down)
- being sent to the Head Teacher (or Assistant Head)
- exclusion from extra-curricular privileges
- exclusion from participation in school trips
- exclusion from participation in non essential sports or representative events
- fixed or permanent exclusion

KS1 & KS2 Behaviour reflection sheet

This behaviour strategy is to be used with children when dealing with any form of significant inappropriate language or behaviour, either in class or on the playground. The children are asked to reflect on their behaviour, thinking about the reasons for this behaviour and the consequences. Reception children would complete at the first available opportunity after the incident and key stage 1 & 2 children would use the next available break time. On completion, a staff member (LSA/CT/ AHT/HT as appropriate) would discuss the child's reflections. It is then signed by the Head Teacher, taken home, seen and signed by the parents and returned. The HT keeps the forms in the behaviour log.

Strategies to prevent bullying

- Minimise any opportunity for bullying/harassment through supervision especially on paths/corridors, cloakroom areas during entry and exit.
- Good vigilance on play areas
- Staff should patrol individually. This maximises staff/pupil ratio and increases the area of safety/supervision
- Giving pupils opportunities to talk to staff
- Staff talking informally with pupils
- Use of a 'Worry Box' for children to write concerns which is checked daily
- Pupils should be given the opportunities to report bullying
- Staff should report instances of bullying to staff meetings
- Early reporting by pupils, staff or parents of inappropriate behaviour

Exclusion

When a pupil's behaviour is extremely bad or persistently causes serious disruption in school, the law allows the Headteacher to ban the pupil from attending school. This is called exclusion. A decision to exclude a child should be taken only in response to serious breaches of the discipline policy and normally once a range of alternative strategies have been tried and have failed.

This policy was reviewed by the curriculum committee June 2017
It was approved by the Governing Body July 2017

How we deal with inappropriate behaviour

If a child is persistently in breach of a class rule e.g. not getting on with their work

1. The child is asked three times to modify their behaviour.
2. Move them to a quiet area of the classroom away from others
3. If no immediate improvement the pupil should stay in during break to catch up (pupil should sit in the office area with work to do)
4. If this continues the pupil may be sent to another class (up or down) ~ Parent informed at this point
5. If this persists send pupil to the Headteacher/Assistant Head

In the event of serious misbehaviour such as:

- hurting others deliberately (scratching, punching, kicking etc.)
- deliberately damaging other's property (tearing pullover, breaking pencil/ruler etc.)
- using bad/inappropriate language

1. The child should be spoken to immediately.
2. The child will miss their break/and or lunchtime and the next after school activity.
3. The child's parent should be informed that day. The parent should be asked to talk to their child about behaviour and to reinforce the school's position on it.
4. Any child that has been affected as a direct result of misbehaviour will be spoken to and actions taken will be explained to the child. The affected child's parents may be spoken to if appropriate.
5. The incident will be written up and logged in the class behaviour book. If the incident is considered serious enough to be dealt with by the Headteacher it will be logged in the Headteacher's behaviour log.