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St George's School, Bourton
Behaviour Policy

In this school community, each person is valued and respected in the belief that all people are created and loved by God.

Rationale

Good behaviour is essential to allow St George's Church of England School to flourish as a learning community that promotes the well-being of all its members. We believe that a happy and secure environment relies upon good relationships between children, staff and parents.

At the heart of our policy is our commitment to raise expectations and improve standards. We aim to promote responsible behaviour and self-discipline backed by a clear system of rewards and sanctions. We feel it is important that the children understand the need for boundaries. They should be encouraged to become participants in this process and to reflect on their behaviour both individually and collectively. Within this framework we hope that the children will contribute positively to the community appreciating the feelings and needs of others.

Positive behaviour needs to be rewarded, encouraged and taught. Positive behaviour management is based on positive and respectful relationships between children and adults. Good behaviour should be modelled by all members of the school community and encouraged always.

Good behaviour enables children to learn and teachers to teach.

At St George's Church of England School, we aim to:

- Focus our attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour
- Provide an environment where children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others
- Ensure all children are ready for learning.
- To promote a shared approach to dealing with discipline issues in school by having clear procedures as set out in this policy.

Our Christian values permeate through every aspect of school life and are promoted through our PHSE and SMSC curriculum and assemblies. Everything we do at St George's is centred around our Christian values. The Values are displayed throughout the school in each classroom. Each month one value becomes the focus for our assemblies.

Rewards

Children at St George's are praised and rewarded whenever possible in a variety of ways:

- ☺ Verbal praise, positive gestures and acknowledgement of good behaviour and achievements with peers, other staff, parents and the Headteacher

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- ☺ Positive body language (a smile, thumbs up etc)
- ☺ Stickers
- ☺ Class rewards
- ☺ Being sent to a Senior Leader to share excellent learning.
- ☺ Celebration of achievements in assemblies
- ☺ 'Pupil of the Week and "Learnimal" of the week awarded in Achievement assembly
- ☺ Christian Values Awards given to a child from each class who has been nominated by an adult, child or parent for demonstrating our Christian Value of the Month.
- ☺ Star Learner Awards – stars are earned for achievements in work.
- ☺ Headteacher Awards - given to children in any class who have done something special.
- ☺ Lunchtime stickers and lunchtime staff awards
- ☺ House points – all children on entry to school are placed into a House Team (Queen Oak, Chaffeymoor and Sandways). Children are awarded House points throughout the week celebrating children's behaviour, academic and wider achievements.
- ☺ House team Termly Awards – each week the House Points are counted and shared in Achievement Assembly, the counters are added to the tubes in the corridor, every half term the winning House will have a whole House treat.
- ☺ Sharing of academic, sporting, creative and personal successes with our wider community on the school website, weekly newsletter and class Teams.

Sanctions

We employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and consequences for inappropriate behaviour include:

Sanctions are:

- A reminder / verbal warning / visual clue
- 'time out' to a designated place in the classroom for a short period of time
- a short time in another area (supervision arranged)
- a breaktime loss of minutes, including completion of reflection sheet from file in the classroom
- name in the "Playtime Red Book" if chatting in the line when asked to stop
- the involvement of the senior teacher or Head teacher
- parents informed by the class teachers either via a phone call or speaking to them at the end of the school day. using a contact book to monitor behaviour with parents
- behaviour charts used between home and school
- fixed term exclusion

Loss of minutes at play time or lunchtime will happen during the playtime or lunchtime immediately following the loss of minutes. This will be the same day if minutes are lost in the morning or the following day if minutes are lost in the afternoon.

KS2 children missing part of lunchtime will be sent to sit in a classroom under supervision of a member of teaching staff and asked to complete a reflection sheet. KS1 children remain in their own classroom with their own teacher.

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of sanctions, then the Headteacher or Deputy Headteacher will be called. Children who are removed from their class by the Headteacher or Deputy Headteacher will be taken to a quiet area to discuss the incident / their behaviour and ways to improve their

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behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class, in a different class, inside the Headteacher's office or in another suitable area.

Fixed term exclusions

There may be rare occasions when a 'fixed term' exclusion is deemed necessary, both as a consequence and as respite for other children in the class. Every situation of extreme behaviour is considered on an individual basis before the decision to give a fixed term exclusion is made. Incidents of extreme physical aggression either towards another child or an adult could result in a fixed term exclusion. If a fixed term exclusion or permanent exclusion were deemed necessary, the school would follow the guidance from both Dorset Council and the DfE.

Monitoring of behaviour

Poor behaviour will be recorded in the class behaviour log (Folder). These records may detail persistent loss of break time and time out. These logs can be added to by all support and lunchtime staff and are kept in the classrooms. They are monitored regularly by the Headteacher and SENDCO

Partnership with Parents

The staff at St George's School work in partnership with parents with regard to the children's behaviour. Teachers and/or the Headteacher will meet with the parents of any child whose behaviour is a cause for concern. Individual behaviour charts are set up for use both at school and at home to support consistency of approach. Parents are asked to support the school's Behaviour Policy when they sign the Home-School Agreement.

Bullying

We are a 'telling' school.

We feel that it is unacceptable for children to be hurt emotionally or physically. If it does happen, children are told to tell their teacher, the headteacher, or their parents who will phone the school.

Any reported incidents will be dealt with at the first opportunity (The school has a separate anti-bullying policy).

Use of reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

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Please Note: Parental consent is not required to restrain a pupil.

What is 'reasonable force'?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Staff training

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age.

Safety around School

The following regulations ensure safety and consistency within the school and the playground. They are periodically reviewed with the children in class and in assemblies.

Moving around the school

- We walk sensibly and quietly around the school.
- We walk on the left hand side up and down the steps.
- We enter and leave the hall quietly for worship.
- Children must be accompanied by an adult out of the school grounds.

The Playground

- Soft inflatable balls and airflow balls are used in the playground for general games. The only exceptions are for specific supervised activities. A range of playground games are also available for use.
- The enclosed area against the church wall is reserved for quiet activities.
- Children are expected to share the space on the playground and to consider others playing on it. The safety of everyone is the priority concern when deciding on the appropriateness of a particular game or activity.
- There are specific areas of the playground allocated for different activities.
- The School Council have organised a timetable for each area to ensure fairness and safety.

The Field

The field is used in fine weather and the same general rules apply. In addition –

- Some areas of the field are out of bounds. This includes a strip between the trees and the hedge down the side next to the road and the whole of the area at the bottom of the field furthest from the school. This area at the far end includes the play equipment and the gates out of the field.
- Children are not allowed in the Environmental area without supervision or permission for a specific task.

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General Safety

- Children are only allowed inside the school buildings when supervised by a member of staff.
- In specific circumstances older children may work independently without direct supervision at the teacher's discretion and responsibility. The teacher will exercise unobtrusive supervision consistent with health and safety considerations.
- At all times from 8.50am to 3.15pm children are under the supervision of a member of staff. Children must inform the appropriate member of staff if they wish to temporarily visit another area e.g. the toilets.
- Children should only bring money to school when requested e.g. outing payments, etc. which should be given to the teacher as soon as possible. In most cases the money should be in a sealed named envelope.
- No toys or other items should be brought to school except when they have been requested as part of the children's project or language work. These items should stay inside the building for safety.
- Only non-breakable containers should be brought to school. No fizzy drinks are allowed.
- Bicycles, scooters and skateboards must not be ridden anywhere in the school grounds (cycle training is an exception). If bicycles are required to be stored on the school premises during the day, the school must be informed by a parent and helmets must be worn.
- The swimming pool area is kept locked. Children are only allowed into the area under teacher supervision.
- Mobile phones must be handed to the teacher at the start of the day, if brought into school. They will be kept in a cupboard and can be retrieved at the end of the school day.

The children and staff of St George's School are confident that its behaviour policy is fair and supportive to all children. It is under constant review and the headteacher welcomes any comments from parents for consideration to help ensure the policy continues to work effectively.

Reference has been made to the following documents in the writing of this policy:

DfE "Behaviour and Discipline in Schools" 2016

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools -
A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

DfE "Use of reasonable force" 2012

<https://www.education.gov.uk/publications/eOrderingDownload/Use%20of%20Reasonable%20Force%20Advice%20for%20Head%20teachers%20staff%20and%20governing%20bodies.pdf>

This policy and its implementation will be formally reviewed by staff and governors every other year.

This policy was reviewed by P & S Committee on: 29th November 2019

Appendix 1:

1.What is racist behaviour?

Racist behaviour is defined by the Commission for Racial Equality as:

"Any hostile or offensive act by a person of one racial group or ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such an act in such a manner that

- it interferes with the peace and comfort of the aggrieved person
- the person aggrieved fears for their safety
- the quality of life of the person aggrieved is reduced".

2.Examples of racist incidents

The Local Authority recognises the following as examples of racist incidents which may involve pupils, students, teachers, lecturers, youth workers and auxiliary staff:

- derogatory name calling, insults and racist 'jokes'
- verbal abuse and threats
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual's cultural differences, e.g. food, music, dress, language etc.
- bringing racist materials such as leaflets, comics or magazines into the institution
- attempts to recruit other pupils and students into racist organisations
- physical assault against a person's property which is racially motivated
- incitements of others to behave in a racist way
- refusal to co-operate with other people because of their ethnic origin.

All racist incidents are recorded and reported by the Headteacher to the Local Authority.

3.Challenging and dealing with racist incidents

The context, the age of the children involved and the seriousness of the situation will influence how an incident is dealt with.

All incidents need to be acknowledged and talked through even with young children. The following is a suggested checklist for dealing with specific incidents and may be adapted to the particular circumstances in each institution.

- Acknowledge the incident, expressing disapproval

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- Give support to the victim, apologise for the incident
- Identify the racist behaviour
- Counsel the perpetrator while maintaining pastoral support
- Explain to those responsible as well as any onlookers what is unacceptable about the incident
- Consider appropriate action and inform the member of staff responsible for recording and monitoring racist incidents i.e. the Headteacher.
- Contact both sets of parents if appropriate. Explain the action taken and relate this to the institution's policy on dealing with racist incidents

Remember, it is important:

- for staff to discuss individual incidents, the steps taken and the position and policy of the school towards racist incidents
- that individual members of staff are aware of their role and responsibility within the whole school policy so that its implementation is effective
- to ensure that through policy discussion and development victims can feel supported and perpetrators will realise in future the consequence and inappropriateness of their actions
- to review all aspects of school curriculum and procedures to ensure that racism is challenged and not inadvertently reinforced
- to establish procedures for dealing with parental complaints about racist incidents within the establishment's environment.

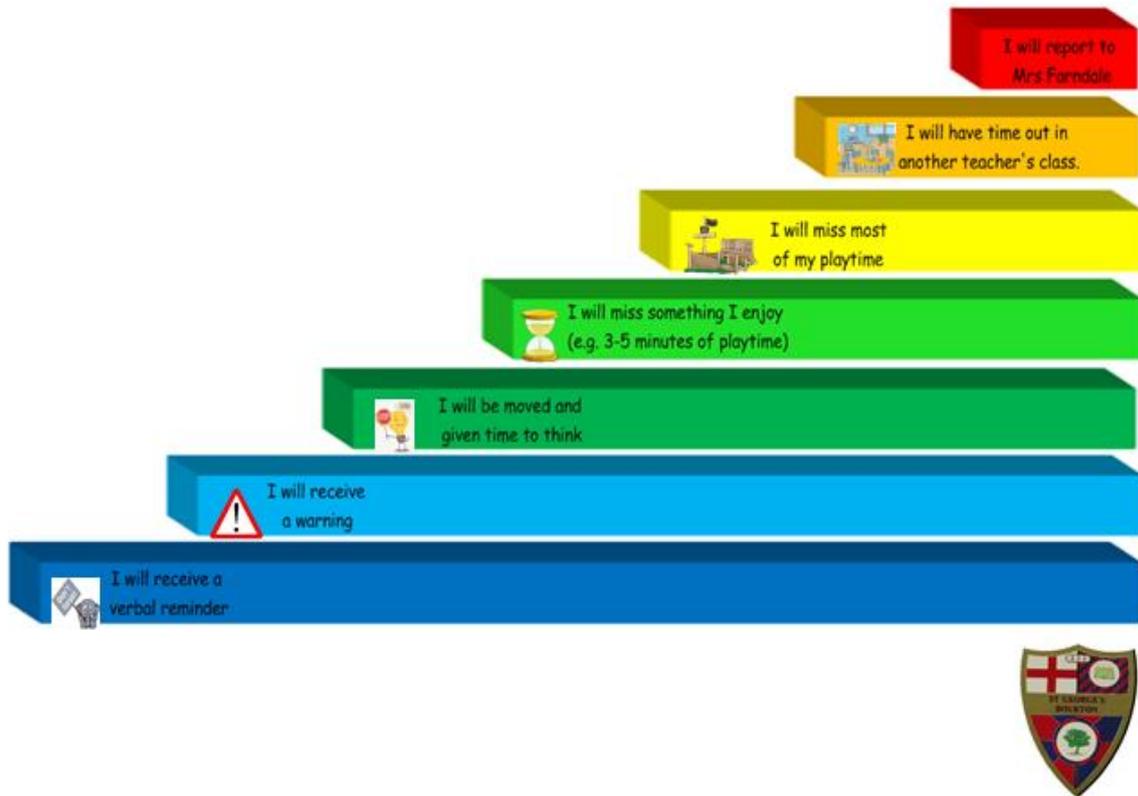
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Appendix 2:

Behaviour
LOW LEVEL: Children shall receive a warning, reminder and then sanction. Our Steps system will be followed.
Fussing
Fiddling with lunch boxes, pencils
Not putting things away
Wandering around room
Fidgeting, swinging on chairs
Regularly being in the wrong place at wrong time
Talking when expected to be quiet
Not listening
Silly noises
Accidental damage to equipment through misuse/carelessness
Poor attitude to work, not completing or lacking care
Ignoring/taking too long to follow instructions
Repeated low level disruption: Tell Head and parents -> Behaviour chart
MEDIUM: warning then action
Cheeky/offhand comments
Pushing/jostling others
Interrupting
Tantrum
Telling tales
Stopping others concentrating
Rough play
Hurting others feelings
Answering back
Repeated medium level disruption: Tell Head and parents -> Behaviour chart -> ELSA work
SERIOUS: immediate action, parental involvement
Deliberately causing disturbance
Stealing
Harmful/offensive name calling
Arguing with an adult
Dangerous play
Refusal to comply with request from an adult
VERY SERIOUS: immediate action, parental involvement
Verbal abuse towards other children
Deliberate aggression towards other children
Deliberate damage to property
Persistent bullying
Verbal abuse to adult
Physical abuse to adult
Running out of school
Any extreme behaviour which puts children or adults in danger

Appendix 3: Behaviour Steps - Visual

St George's Behaviour Steps



The steps are displayed in each classroom and children's names are moved onto the relevant step as needed.

Appendix 4: Addendum for Covid 19

The following addenda have been made to this Behaviour Policy to reflect current Government guidance during the ongoing Covid-19 pandemic.

Rewards:

Achievement assemblies will continue to be held each Friday, but via Microsoft Teams.

The winning House will no longer be able to have a treat due to mixing of social bubbles. However, a cup will be provided and the winning House's coloured ribbon tied to this and displayed in the hall. The winning House Team will be announced in the Newsletter and weekly assembly.

Good work visits to the Headteacher will not take place for the time being.

Sanctions:

Remove 'I will have time out in another teacher's classroom'

Thinking time will take place in the classroom or a suitable space within the child's bubble at the teacher's discretion.

Partnership with Parents

Meetings will take place between parents and staff in accordance with the current Covid-19 government guidelines. They can be either in a safe socially distanced manner, via Microsoft Teams or by telephone.

Moving around school:

The hall will not be used for worship

The steps will not be used by the children – access to the classrooms will be around the outside of the school building.