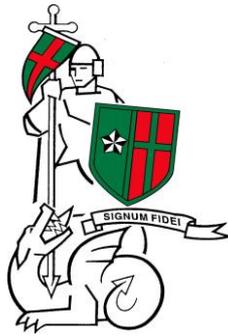


St George's RC Primary School YORK



Positive Behaviour Policy

St George's School Behaviour Policy

Introduction

At St George's we have our Catholic Ethos at the centre of who we are and how we behave. We remember the rule of Jesus,

“Love your neighbour as yourself” (Matthew 22:39)

Aims

With this as our starting point we aim:

- to have very high expectations for children's behaviour and conduct
- to develop a sense of worth and positive self-esteem in all children
- to develop respect for other people
- to develop respect for property and the environment
- to be consistent and fair in our approach to developing a high standard of behaviour
- to embed assertive discipline to provide a framework for positive relationships
- to develop social and emotional intelligence and resilience of pupils.

How we will achieve our aims

- ❖ We will value all children. We will demonstrate that we accept them for who they are, though we may not always accept their behaviour.

- ❖ We will expect all to live by our 5 school rules, which are Gospel values.

School Rules

- We do as we are asked to do the first time
- We show respect to everyone in school
- We listen when someone else is speaking
- We only use kind hands and feet
- We look after everything really carefully

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour and

- are kept to a necessary minimum
- are positively stated, telling the children what to do rather than what not to do
- have a clear rationale
- are consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole.

Our school rules are moral values which flow from and develop the ethos and culture of the school.

They are reinforced through PHSE activities and discussions and assemblies. Understanding of these rules and how they impact on our everyday life is supported through whole school assemblies where we share the teachings of Jesus alongside fundamental British Values.

Parents will be included by agreeing to our school rules in the GDPR consent agreement.

We have a planned programme for Personal and Social Education which also includes our RSE programme.

- ❖ We will have a fair, simple and consistent system of rewards and sanctions
- ❖ Parents will be asked to support the school and the behaviour policy
- ❖ We will review and revisit our discipline approaches regularly at staff meetings to ensure consistency and effectiveness

Rewards

The most common reward used is verbal praise to individuals.

Children are praised for hard work and for positive attitudes to learning.

Individual classes may also have additional class reward systems, such as class raffles. Our school rules will be referred to when giving rewards.

Postcards are sent home by class teachers to inform parents of particular examples of positive behaviour and approaches to school.

Sanctions and Punishments

Poor behaviour is firstly dealt with by the class teacher or by the member of staff on duty.

If necessary, the member of staff on duty will then liaise with the class teacher or assistant teacher.

Repeated instances of the same poor behaviour can then be referred to the SENDCo, the assistant headteacher, the deputy headteacher or the headteacher.

Sanctions range from verbal expressions of disapproval, withdrawal of privileges, communication with parents, referral to the headteacher and, ultimately and in the last resort, exclusion.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures takes place to eliminate these as contributory factors.

Additional specialist help and advice from an external agency may be necessary.

Children are given opportunities to change their behaviour at an early stage.

Children are reminded of the school rules and are asked to reflect on the one they are finding hard to adhere to.

The children are reminded that the 5 school rules are designed to keep everyone safe at school.

Children are given clear guidance if their behaviour falls below school expectations.

What demands a fast track to the headteacher?

In extreme circumstances, the behaviour plan will not be appropriate. If any of the following take place, additional measures will need to be considered:

- Threatening behaviour
- Abusive and aggressive language directed towards others
- Physical assault
- Absconding
- Persistent disrespect and non-compliance
- Other abusive behaviour

For the safety of all children and adults in school, in order to highlight the serious nature of the poor behaviour and to focus planning and support to improve the behaviour, it may be necessary to exclude a child for a fixed period.

Exclusions

There may be occasions when the behaviour of a pupil poses significant danger to people in school. The safety of the pupil themselves, other children and the adults in school must be safeguarded.

The headteacher may decide that it is necessary to exclude a pupil for a fixed period. Circumstances that may lead to this decision include:

- Violence towards other pupils
- Violence towards staff
- Sustained refusal to follow directions
- Serious destruction of property

Parents / carers will be contacted immediately and informed of the circumstances leading to the exclusion. The LA and the SMCCAT will be informed of the exclusion as well as the parents / carers.

Meetings will be held with parents and any relevant supporting agencies to agree a plan to support improvements in behaviour once the pupil returns to school following an exclusion. As part of the plan, review systems and regular monitoring will be put in place so that the most appropriate strategies are identified and progress and needs of the child carefully tracked.

In line with DfE guidance, permanent exclusion will be considered only when all other options for support and improvement have been fully explored.

Systems for dealing with extreme behaviour

A message sent to headteacher or office staff so that adult support is accessed.

The rest of the class may be withdrawn from the situation if it is deemed unsafe. Class teacher to remain with the withdrawn class and continue session so that learning for class suffers minimum disruption. Appropriate member of staff SENDCo / assistant head / deputy head / headteacher to manage disruptive behaviour by:

- Calming strategies with child as per positive handling training
- Informing parents of situation and asking them to come to school
- If a pupil leaves school or is in a dangerous situation, staff will physically intervene, as is their duty of care, if they deem that a child is at risk of harm
- School will also contact the relevant emergency services if required (eg: police) and keep parents informed

Use of Reasonable Force

All teachers are trained in positive handling strategies and have a lawful duty of care to intervene physically if a child is presenting a danger to themselves or others. For example: teachers will physically separate pupils who are found fighting. Staff will always intervene if a child is in danger of causing harm to themselves or others.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns will be communicated to the SENDCo and headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is actively encouraged.

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. If it seems possible that positive handling may be required, this is discussed with parents at the earliest opportunity. (See below for personal positive behaviour plan template)

Personalised Positive Behaviour Plan

Child's name: _____

Child's DOB: _____

Meeting date: _____

Parents will:

Child will:

School will:

External agencies will:

In attendance at meeting:

Review date: _____