



St George's CE Academy Positive Behaviour Policy

Introduction:

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen. This Behaviour Policy reflects the Christian values promoted in our Academy. It sets out the expectations of behaviour at St. George's CE Academy.

As a Church of England school, these values are rooted in the teachings of Jesus Christ, summed up in the following verses:

'Love one another as I have loved you' (Gospel of John)

'Do to others what you would have them do to you' (Gospel of Matthew)

The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes, but it also explains the consequences should misdemeanours arise.

We believe that the most effective way of achieving our aims is to encourage and praise POSITIVE behaviour. The following are the underlying principles we wish to nurture throughout our school:

- Do as requested by all adults working in school
- Treat all members of the school community with consideration and respect
- Be polite, co-operative and friendly
- Work hard with a sense of purpose
- Appreciate the school environment and respect the property of others
- Value other people, their work and their opinions
- Develop independence and take responsibility for actions and behaviour

It is very important to ensure that the rewards and sanctions experienced by St George's pupils at all times of the day and in all areas of the school are consistent and fair, thus ensuring Equal Opportunities for all.

Rewarding Positive Behaviour

Each class has its own code of conduct, which will be drawn up at the beginning of each academic year by the class and their teacher. The content of these will enhance the principles above. A simple school code, drawn up by staff and pupils will be displayed around the school and in the playground.

Examples of positive behaviour will be acknowledged and rewarded both in class and in assembly.

- Through praise
- Stickers and stampers given to pupils
- Children will be rewarded with House points when appropriate.
- Each house will work together to try and achieve a whole house reward.
- Two children from each class will be nominated for a Star of the Week certificate, which will be presented in assembly. Parents are invited to attend.

These rewards are reinforced at lunchtime by the midday supervisors. Midday supervisors will inform class teachers of positive behaviour so that the class teacher can reward the pupils/class.

Unacceptable Behaviour

Whilst we aim to always reward positive behaviour in all children, we acknowledge that there will be times that we have to deal with behaviour which is unacceptable. The following are issues, which we, as a school, view as unacceptable:

- Physical violence.
- Discrimination of any kind
- Deliberate disobedience
- Threatening or aggressive behaviour, including bullying.
- Disregard for the school environment & property.
- Rudeness

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way.

Agreed procedures for dealing with unacceptable

When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident. Most problems are dealt with on the spot, with the child being reminded about our expectations and the agreed code of conduct. The procedure for dealing with unacceptable behaviour follows clear steps:

1. Given a verbal warning.
2. Moved within class or, if outside, within the play area.
3. Given 'Time Out' to consider and accept their unacceptable behaviour e.g. missing a playtime (morning, lunch or afternoon* If KS1).
4. After 'Time Out' a restorative conversation with an adult to discuss unacceptable behaviour choices and any next steps that may be required (for example, an apology or completion of any unfinished learning).
5. A sanction of a missed playtime or activity.
6. After a sanction a restorative conversation with an adult to discuss behaviour moving forward.
7. Depending on the nature of the behaviour, a conversation may be had informing parents. This will be at the discretion of the Class Teacher.
8. Depending on the nature of the behaviour, a letter may be sent home informing parents. This will be at the discretion of the Head Teacher.

If no further progress is made to modify the behaviour, other options will be considered. This will include a meeting between all parties to consider the next best step. Targets may be set and the child may be issued with a behaviour chart. Other external agencies may be involved. In extreme cases, a child may be excluded from school. In such cases, the latest guidelines from the LA will always be strictly adhered to.

Information for parents

We believe that positive behaviour is best achieved when we communicate our expectations explicitly to parents and carers. For this reason a copy of our policy is shared with parents/carers annually along with a renewal of our Home School Agreement which we request is signed and returned.

Other policies to be read in conjunction with this one:

- Anti-bullying
- SEND

The Diocese of Hereford Multi-Academy Trust is informed of all Suspensions and Permanent Exclusions. The Trust quality assures the processes involved, and monitors any key trends, in conjunction with its schools. The Trust does not contribute to any decision-making in terms of individual suspensions or permanent exclusions; this is not its role. The Trust ensures that all schools comply with the DfE guidance document: "Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (September 2022).

Review

This policy will be reviewed annually. It will be reviewed by the whole staff, the School Council and the governors.

Whole Staff: September 2020
School Council: September 2020
Reviewed by Governors: September 2020
Review September 2021
Review September 2022
Review DMAT addition January 2023
Last Review Date: December 2023
Next Review December 2024