



# **St George's CE Academy**

## **Positive Behaviour Policy**

**September 2026**

### **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)

Our Christian vision, "Love one another as I have loved you," underpins these expectations. Adults combine clear boundaries and high expectations with kindness, compassion and an understanding of each child's individual needs.

### **Our approach to behaviour**

At St George's CE Academy, our approach to behaviour is relational, inclusive and based on high expectations for every child. It is informed by the principles within Paul Dix's *When the Adults Change, Everything Changes*. We recognise that positive behaviour is strengthened through trusting relationships, calm and consistent adult responses, explicitly taught routines, positive recognition and restorative follow-up.

All members of our school community follow three simple school rules:

### **Ready – Respectful – Safe**

These rules apply in every classroom and in all areas of the school, including the playground, dining hall, corridors, collective worship, clubs, educational visits and journeys to and from school. The rules are explicitly taught, modelled and revisited so that children understand what they look like in different situations.

### **Our three school rules**

#### **Ready**

We are ready when we:

- arrive prepared and on time;
- listen and respond to instructions;
- have the equipment we need;
- settle promptly and engage with learning;
- try our best and ask for help when we need it;
- move calmly between activities and areas of school.

#### **Respectful**

We are respectful when we:

- use kind and appropriate words;
- listen when others are speaking;
- value differences, opinions and contributions;
- take care of school property and the belongings of others;
- respect personal space;
- treat children and adults with courtesy and consideration.

## Safe

We are safe when we:

- move sensibly around the school;
- use equipment appropriately;
- keep our hands, feet and objects to ourselves;
- follow adult instructions intended to protect us;
- tell an adult when we are worried or someone may be unsafe;
- make choices that protect ourselves and others.

Expectations should be adapted and explicitly taught according to children's age, development, communication needs and individual circumstances.

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.

## Consistent adult behaviour

Adults are responsible for modelling the behaviour and emotional regulation they expect from children. All adults will:

- meet and greet children positively;
- build calm, respectful and trusting relationships;
- refer consistently to **Ready, Respectful and Safe**;
- teach, model and practise routines;
- notice and recognise positive behaviour;
- praise in public and correct privately wherever possible;
- use calm, measured and respectful language;
- avoid shouting, humiliation, sarcasm and public confrontation;
- allow appropriate take-up time after giving an instruction;
- respond consistently without escalating secondary behaviour;
- follow up incidents and restore relationships;
- seek support when needed while retaining responsibility for the relationship with the child;
- provide a fresh start following an incident.

## Rewarding Positive Behaviour

Every classroom will display the three school rules: **Ready, Respectful and Safe**. At the beginning of the year, and regularly thereafter, each class will explore and agree what these rules look like in their classroom and across the wider school. Classes may identify age-appropriate examples and routines, but they will not introduce separate or competing classroom rules.

Adults will deliberately notice and acknowledge children who demonstrate the school rules, including children whose positive choices may otherwise go unnoticed. Recognition will be sincere, specific and linked to the behaviour and its effect on others.

Examples include:

- "I noticed that you were ready straight away."
- "Thank you for listening while someone else was speaking. That was respectful."
- "You walked calmly through the corridor and helped to keep everyone safe."
- "You made a difference today by..."

Recognition may also include sharing positive behaviour with parents, certificates, house points, stickers, celebration in collective worship or other age-appropriate acknowledgements. These support, but do not replace, meaningful personal recognition.

## **Responding when behaviour does not meet expectations**

Adults will respond calmly, consistently and proportionately. Wherever possible, conversations will take place privately and will focus on the child's behaviour rather than labelling the child.

### **1. Positive redirection or reminder**

The adult uses a brief reminder linked to one of the three rules:

"I've noticed that you are talking while someone else is speaking. Our rule is Respectful. I need you to listen, thank you."

### **2. Warning**

If the behaviour continues, the adult makes the expected behaviour clear and explains the likely consequence:

"I've noticed that you are still finding it difficult to listen. This is the second reminder about being Respectful. If it continues, you will need to complete the learning with me at breaktime. Think carefully about your next choice."

### **3. Final opportunity and take-up time**

The adult gives a clear instruction, reminds the child of previous success where appropriate and allows time for the child to respond:

"Yesterday, you settled quickly and completed some excellent learning. That is the behaviour I need to see now. Begin the first question, thank you."

The adult should then step away when it is safe to do so, giving the child take-up time and avoiding an unnecessary public confrontation.

### **4. Regulation or supported time away**

If a child is unable to regulate or their behaviour is disrupting learning, they may be supported to move to an agreed calm space or another supervised area. This is not intended as humiliation or isolation. The purpose is to help the child regulate, protect learning and maintain safety. An adult will reconnect with the child and support their return.

### **5. Logical and proportionate consequence**

A reasonable consequence may be used to address the behaviour or repair its effect. This might include completing unfinished learning, repairing damage, restoring an area, practising a routine again or spending a short period of social time completing a restorative conversation. Consequences will never remove access to food, drink, toilets, dignity or essential support.

### **6. Repair and restorative follow-up**

The adult who addressed the behaviour will, wherever practicable, follow it up with the child. The purpose is to understand, repair and plan—not to repeat a reprimand.

Possible questions include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected?
- How have they been affected?
- What needs to happen to put things right?

- What could you do differently next time?
- What support might help you?

We recognise that some children may require additional support to meet the school's behaviour expectations because of SEND, disability, trauma, communication needs, developmental level or other individual circumstances.

Reasonable adjustments may include adapted language, visual prompts, additional processing time, movement or sensory breaks, co-regulation, planned check-ins, individual routines or a positive behaviour support plan. An adjustment changes how a child is supported; it does not mean that unsafe or harmful behaviour is ignored.

Staff will seek to understand the need being communicated while maintaining appropriate boundaries and protecting the safety and dignity of everyone.

Serious incidents, including physical aggression, discriminatory abuse, bullying, significant damage, prohibited items or behaviour presenting an immediate safeguarding risk, may require an immediate response outside the stepped process. The priority will be to keep everyone safe, seek appropriate senior support and follow the relevant safeguarding, anti-bullying, suspension and exclusion procedures. A restorative follow-up will take place when it is appropriate and safe.

## **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.

Date updated: September 2026

Next review: September 2027