

Behaviour & Discipline Policy

St. George's Primary School

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving* to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Aims

The school aims to:

- To create a consistently safe and orderly environment, both inside and outside of the classroom, which will enable everyone to work, learn, play and thrive;
- To support children who struggle to cope with the demands of the school day to regulate and access learning;
- To reward effort at all levels and in all its forms.

4 Using a Restorative Practices framework, We will Improve Behaviour and Attitudes by:

- Ensuring that every child is held in unconditional positive regard;
- Building and strengthening community;
- Teaching children empathy by fostering an awareness of how their behaviour has affected others, allowing them to reflect upon their actions and listen to how they have made others feel;
- Giving a voice to children who have been upset or hurt so that they can tell the person who has hurt them how they have been affected.
- Providing a clear and non-judgmental framework in which to challenge unacceptable behaviour, resolve conflict and repair harm;
- Providing effective support to those children whose behaviour challenges us by better understanding their needs, giving them the space and tools to regulate and strategies to cope with everyday challenges in a safe way;
- Fostering a sense of belonging and strong and positive relationships between all children and staff;
- Giving children a voice in establishing the rights, accountabilities and responsibilities of the community.

5 Responding to Challenging Behaviour

5.1 Whenever there is an incident of challenging behaviour, it will be dealt with restoratively either in a full circle or using some or all of the questions below. Whenever necessary we will give children the time and space to calm before carrying out a circle.

5.2 Every child involved in an incident is given the chance to speak about what has happened, to think about how others have been affected and for the child who has been harmed to clearly express how it has impacted them.

5.3 The following questions have been designed to ensure that blame is not assumed and that children talk through what has happened to gain a greater understanding of the impact of their behaviour. They must, therefore, be adhered to.

1. To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

2. To help those harmed by others actions

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

- 5.4 It is important that in responding to challenging behaviour adults do not seek to punish a child but to resolve the situation and ensure that all children involved have learned from what has happened so that further incidents can be prevented.
- 5.5 When dealing with any incident it is imperative that the adult seeks always to separate the deed from the doer so that the child understands that it is their behaviour that is the issue and that their intrinsic worth and value as a person is not in question. A child must never be told that they are bad or naughty but must understand that the way in which they have behaved is unacceptable.

6 Use of Sanctions

- 6.1 At St George's children learn that there are consequences to all actions, some positive, some negative. Children know that if their behaviour has caused upset or harm there may be a consequence to ensure that they are held fully accountable for their actions. If consequences need to be put in place without a circle (e.g. low level disruption in class) the child must be given the opportunity to address their behaviour before a consequence is given.
- 6.2 It is essential that children understand why they have been given a consequence to support them in learning from their behaviour.**

6.3 Sanctions include:

- Missing playtime and lunchtime;
- Missing lunchtime football;
- Contact with parents;
- Sitting out part of an after school club (in extreme cases a child may be banned from attending an after school club if their behaviour in that club is persistently unacceptable and puts the safety and well-being of others at risk.);
- Removal from class to work either in another class or supervised area of school;
- Time out (EYFS and Nurture Group).

7 Supporting children who struggle to regulate

7.1 We understand that for some children school is a big ask and that these children will need additional tailored support to cope with the school day.

7.2 Support may include:

- Visual timetables;
- Consequence maps;
- Motivators (e.g. 5 minutes puzzle time, computer time etc);
- Sensory breaks;
- Regulating activities (e.g. running around, moving or carrying heavy objects, blowing bubbles, calming time in an enclosed space etc);
- Use of chewelry and fidgets;
- Being allowed to take themselves to a safe space when feeling overwhelmed;
- Being allocated their own team of safe adults;
- Being held in unconditional positive regard at all times.

- 7.3 The support offered may vary from the list above depending on the needs of the child.
- 7.4 We work closely with a number of outreach partners including the Whitehouse Bridgeview and Northcott Outreach to ensure the support we are offering is effective and in line with up to date research.

8 Suspension and Permanent Exclusion

- 8.1 Suspensions and permanent exclusions are a sanction of last resort.
- 8.2 A suspension will only be used if it is needed to allow time to put additional systems or staffing in place where behaviour has posed a very significant threat to the safety and well-being of others.
- 8.3 Permanent exclusion will only ever be considered if the school has exhausted all other options in supporting the child and if that child's continued attendance at school is deemed to pose a real and significant risk to the health, safety and well-being of others in the community.

9 Use of Rewards

- 9.1 The use of praise and rewards are the backbone of any effective behaviour management system. In order for children to behave well they must have a clear understanding of what good behaviour looks like and what they need to do to achieve it.
- 9.2 Rewards include:
- Praise – effective praise is specific and makes it clear to the child what they are being praised for so they can repeat that behaviour;
 - The Proud Cloud;
 - Weekly *Star of the Week, Resilience and Perseverance, Presentation and Writing Heroes* certificates;
 - In class star of the day;
 - Termly governor's awards assemblies;
 - Spotty dots –collected as house points;
 - Stickers;
 - Texts home;
 - Reward time (Nurture Group).

10 St George's Primary School Code of Conduct

- 10.1 St George's Primary School has a clear and established code of conduct which encompasses high expectations of behaviour and gives clear and explicit guidance to all in school.
- 10.2 These core values underpin the school's ethos and should be followed by all who are part of the St George's community:
- **Respect**
 - **Honesty**
 - **Loyalty**
 - **Courage**

11 St George's Code

11.1 All adults in school have a responsibility to ensure that all children adhere to the St George's Code. It is essential that adults model high expectations of behaviour.

- Listen carefully and follow instructions;
- Move safely and calmly around school;
- Speak respectfully to others;
- Treat others with respect;
- Look after our school and the things in it.

12 Recording Behaviour Incidents

12.1 Incidents of challenging behaviour are recorded on CPOMs. This log is regularly analysed by the Headteacher and SLT to ensure that there are not multiple repeat incidents and to look out for patterns of behaviour that may indicate that bullying is occurring.

13 Home School Agreement

13.1 Parents are key partners in supporting good behaviour and expectations are communicated with them via our home school agreement.

13.2 Where challenging behaviour is severe or persistent we will work closely with families in order to resolve problems and improve behaviour.

14 Public Sector Equality Duty

14.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and;
- foster good relations across all characteristics.

14.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.

14.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that St George's Primary School adheres to these statutory regulations.

15 Person Responsible

Updated Spring 2 2023

Head Teacher

To be reviewed Spring 2 2024

To be read in conjunction with the school's Anti-Bullying and Positive Handling Policies.

Appendix I Home School Agreement

We, at St George's Primary School, will:

1. Provide exciting and relevant learning experiences;
2. Provide a safe and stimulating learning environment;
3. Encourage every child to do their best at all times;
4. Encourage every child to respect and take care of their environment and others around them;
5. Model the St George's Code at all times;
6. Encourage independent learning in school and through homework;
7. Ensure parents are informed about PE days, homework, topics and events;
8. Inform parents of their child's progress at parent/teacher meetings.

Signed



Date

(On behalf of the staff and governors of St George's Primary School)

We as a family will:

1. Make sure our children are at school by 8:50am for the morning session and 12:30pm for the afternoon session. We will make sure that our children are collected promptly at 3pm. We will inform the school if there are any changes to the usual collection arrangements;
2. Make sure that our children attend every day and will inform the school on the first day of absence in the case of illness;
3. Make sure that our children are equipped with a PE kit;
4. Attend parent/teacher meetings to discuss our children's progress;
5. Support the school in ensuring that our children abide by the St George's code concerning behaviour;
6. Support school policies on homework, jewellery and school uniform;
7. Whenever possible support learning days or school events.

Signed _____

Date _____

(Parent/carer)

As a pupil of St George's Primary school I will:

1. Keep to the St George's Code:
 - Listen carefully and follow instructions;
 - Move safely and calmly around the school;
 - Speak respectfully to others;
 - Treat others with respect;
 - Look after our school and the things in it;
2. Come to school prepared to learn and with all the equipment I need;
3. Always do my best and ask for support if I am struggling.

Signed _____

Date _____

(Pupil)