

ST. GEORGE'S CATHOLIC PRIMARY SCHOOL & NURSERY

Behaviour Policy



2026-2027



St. George's Catholic Primary School and Nursery

Behaviour Policy

At St. George's Catholic Primary School, we encourage each child to recognise their own value both as an individual and as part of the school family. We expect and encourage a high standard of positive behaviour in relationships with other pupils, staff, parents and visitors.

We aim to enable every individual, made in the image and likeness of God, to learn, grow and reach their full potential.

We aim to be a loving Christian family living the values of the Gospel... developing caring relationships with the local and wider community

(School Mission Statement aims)

To learn with kindness, respect and friendship through God's love.

STATEMENT OF INTENT

St George's catholic Primary School & Nursery believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of our policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

St. George's acknowledges that behaviour can be influenced by a range of factors, including educational needs (SEND), social, emotional, and mental health (SEMH) issues, or other vulnerabilities. These needs will be addressed through an individualised, graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. We will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos, and environment:** The health and wellbeing of pupils and staff are promoted through the school's culture, ethos, and environment, including leadership practises, policies, values, attitudes, and the social and physical surroundings.
- **Teaching:** The curriculum is intentionally used to develop pupils' knowledge about health and wellbeing, resilience, and positive relationships.
- **Community engagement:** Proactively engage with parents, outside agencies, and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. Our school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act (1996)
- Education Act (2002)
- Equality Act (2010)
- Education and Inspections Act (2006)
- Health Act (2006)
- Voyeurism (Offences) Act (2019)
- The School Information (England) Regulations (2008)
- DfE Behaviour in schools: advice for headteachers and school staff (2024)
- DfE Keeping children safe in education (2025)
- DfE Sexual violence and sexual harassment between children in schools and colleges (2021)
- DfE Mental health and behaviour in schools (2018)
- DfE Special educational needs and disability code of practice: 0 to 25 years (2015)
- DfE Use of reasonable force (2013)
- DfE Searching, screening and confiscation: advice for schools (2022)

This policy operates in conjunction with, but not limited to, the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Policy & Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

ROLES AND RESPONSIBILITIES

The Governing Body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation in line with the Equality Act 2010.
- Promoting a whole-school culture where Gospel values, calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy & Procedure.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at St George's Catholic Primary School. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles discussed with the Governing Body, and having any regard to guidance provided on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining our rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how we engage pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the Governing Body, Headteacher, Mental Health Lead, and Senior Leadership Team (SLT) to determine the strategic development of behaviour and SEMH policies and provisions in our school, ensuring they are fully integrated with the SEND Code of Practice.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with our Special Educational Needs and Disabilities (SEND) Policy, and ensuring these strategies support their access to the full curriculum.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO, and, where appropriate, the pupils themselves.
- Ensuring all pupils, regardless of their prior attainment or behavioural needs, have access to and can engage with the full curriculum.
- Planning lessons that proactively address potential areas of difficulty, removing barriers to learning and ensuring every pupil, including those with behavioural difficulties, can achieve their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - Headteacher.
 - Assistant Headteachers
 - SENCO.
 - Subject leaders.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing us of any changes in circumstances which may affect their child's behaviour.

DEFINITIONS

For the purposes of this policy, we will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of our school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination:** Unfair treatment of an individual based on protected characteristics such as age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
 - **Harassment:** Unwanted behaviour directed towards an individual or group that is offensive, intimidating, or degrading, affecting their dignity.
 - **Vexatious behaviour:** Deliberately acting in a manner to cause annoyance or irritation.
 - **Bullying:** A persistent form of harassment involving personal abuse or actions that humiliate, intimidate, frighten, or demean the individual being bullied.
 - **Cyberbullying:** The use of electronic communication to bully a person, typically by sending intimidating or threatening messages.
-
- Possession of legal or illegal drugs, alcohol or tobacco
 - Possession of banned items
 - Truancy and running away from school
 - Refusing to comply with disciplinary sanctions
 - Theft
 - Verbal abuse, including swearing, racist remarks and threatening language
 - Fighting and aggression
 - Persistent disobedience or disruptive behaviour
 - Extreme behaviour, such as violence and serious vandalism
 - Any behaviour that threatens safety or presents a serious danger
 - Any behaviour that seriously inhibits the learning of pupils
 - Any behaviour that requires the immediate staff intervention

For the purposes of this policy, we will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity and frequency of the behaviour.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All new staff will be inducted clearly into our behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of our school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at St George's to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Headteacher and SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of our school.

MANAGING BEHAVIOUR

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Issuing a verbal warning and a further reminder of the expected behaviour
- Removal of privileges

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- A member of the SLT investigates the incident and decides whether it constitutes unacceptable behaviour.
- If deemed the incident to be unacceptable behaviour, they will record the incident, and record it on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate

removal, the pupil will be removed from the classroom – The Headteacher or SLT will determine the period the pupil will be removed from the classroom, as well as any detention time.

- Pupil's parents will be informed on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with our school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from our school's SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

- The Headteacher will consider whether a permanent exclusion is necessary, in line with our school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, we will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

We will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines our strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education, will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour is taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Proactive SEMH Support and Behaviour Prevention:

St. George's is committed to promoting the social, emotional, and mental health (SEMH) of all pupils as a proactive measure against behavioural difficulties. Our approach includes:

- **Embedding Emotional Literacy:** Integrating opportunities within the curriculum and daily life to help pupils identify, understand, and manage their emotions.
- **Building Resilience:** Explicitly teaching coping strategies, problem-solving skills, and positive self-talk to help pupils navigate challenges and setbacks.

- **Creating a Safe Space:** Ensuring that pupils feel safe to express their feelings and seek support without fear of judgement. This includes clear communication channels with pastoral staff and designated safe spaces within the school.
- **Early Intervention:** Promptly identifying and addressing any emerging SEMH concerns through close observation by all staff, facilitating timely support.
- **Positive Relationships:** Nurturing strong, trusting relationships between staff and pupils, which are foundational to pupils feeling secure and supported."

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. We will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, we will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

We aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures we will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with our Child Protection & safeguarding Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a very last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary and support from Headteacher or SLT will always be sought first.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher or SLT member and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

We may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

We will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

We will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be decided. This could be for more than one school day. We will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

All teachers at our school will be permitted to impose an internal detention for a pupil. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 20 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. Detentions will only be allocated within the school day. Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Sexual abuse and discrimination

We will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. Our procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection & safeguarding Policy.

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

We will follow the procedures outlined in our CP&S Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol. In accordance with the Health Act 2006, St George's is a smoke-free environment. Parents, visitors and staff will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

We have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, we will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

We also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

We have an established set of clear, comprehensive classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

We also have an established set of classroom routines for each class, written with the children, to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines; they will revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

In EYFS and KS1, ‘Dojos’ are used as a way of positively reinforcing good behaviour and for showing and demonstrating the Gospel values we display in the school hall. Dojos also transfer into Year 3 where they are gradually withdrawn and a move is made towards ‘Good to be Green’. The Good to be Green Policy is attached as Appendix A at the end of this policy.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment. All classroom rules are applicable to pupils' behaviour elsewhere in school and outside of our school – teachers will ensure that pupils understand this.

The classroom environment

We understand that a well-structured classroom environment is paramount to promote good behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, we understand that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, we understand that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, we recognise that they need to be:

- **Immediate** – immediately rewarded following good behaviour.

- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

Behaviour outside of school premises

Pupils must agree to represent our school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of our school.
- Could pose a threat to another pupil, a member of staff at school, or a member of the public.
- Could have repercussions for the orderly running of our school.

Any bullying witnessed outside of school premises and reported to school will be dealt with in accordance with the Anti-bullying Policy.

We impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of our school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of our school premises, staff will only impose sanctions once the pupil has returned to school or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from our school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

We will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders

The data will be monitored and analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Appendix A

Good to be Green Behaviour Scheme

INTRODUCTION

Good to be Green is an effective way to promote positive behaviour in the classroom. It allows for recognition of pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour code.

HOW IT WORKS

Every child starts the day on a **GREEN CARD**. If a child fails to follow the class/ school rules, their green card will be swapped for a **STOP AND THINK CARD**. This acts as a first verbal warning to tell the child that their behaviour is not acceptable, and they have a choice to change their behaviour around.

If the child continues to not follow the class/ school rules, then their card is swapped for a **WARNING CARD**. The child is encouraged to try to turn their behaviour around and get their card swapped back to a **GREEN CARD**.

If a child remains on a **WARNING CARD**, but their behaviour continues to break the school/ class rules, then the **WARNING CARD** will be swapped for a **CONSEQUENCE CARD**.

This child should then be given the agreed punishment. Please see below for 'Punishments'.

If a child, has shown more severe behaviour, for example physical violence or swearing, then they bypass the Stop and Think Card and Warning Card and go straight onto a **CONSEQUENCE CARD**.

REWARDING GOOD (GREEN) BEHAVIOUR

Weekly Rewards

If a child remains on green all week, they will be celebrated on Friday afternoon. This would usually be in an assembly. If an assembly does not take place, a teacher from that Key Stage can present the awards to the children. They will be given an apple-scented sticker as a reward for being green all week.

Privilege Cards

Privilege cards can be handed out to children in each class for exceptional behaviour. This could be for classwork, homework or excellent behaviour around the school. The teacher can choose what privilege these children will receive on a Friday afternoon.

Star Chart

Each class will display a reward chart with all of the children's names on it. Children have the opportunity to earn stars. These can be earned for excellent work in their school books, behaviour, being kind and using manners. When a child has received ten stars, they will be rewarded with a £5.00 Amazon Gift Voucher in the post.

Termly Rewards

If a child remains on green for the whole of a term, they will be rewarded with **GOOD TO BE GOLD REWARDS**.

Autumn Term

Good to be Gold Sticker presented by Mr Dillon.

Spring Term

Good to be Gold Certificard presented by Mr Dillon.

Summer Term

Good to be Gold Pin Badge presented by Mr Dillon.

End of Term

If a child stays on green all year, they will be rewarded with a **MAD HATTER TEA PARTY** to celebrate their amazing achievement!

PUNISHMENTS

- If a child receives a **WARNING CARD**, they will miss the next morning playtime and stand outside Head teacher's office.
- If a child receives a **CONSEQUENCE CARD**, they will miss the next morning playtime and 15 minutes of their lunch playtime and stand outside the Head teacher's office. The child's parents will be informed of the incident and the punishment using the School App. This incident will also be recorded on CPOMS.
- If a child receives a straight **CONSEQUENCE CARD**, for an incident such as fighting, then they will be sent straight to the Head teacher or a member of the SLT. The child's parents will be informed of the incident and the punishment. This incident will also be recorded on CPOMS.

PERSISTENT BAD BEHAVIOUR

A class log will be kept which will show children who are persistently on a **WARNING CARD** or a **CONSEQUENCE CARD**. In these circumstances the school's behaviour policy needs to be adhered to:

- Informal contact with parents by the class teacher.
- Sticker Charts/Positive Behaviour Charts may be introduced.
- Formal contact with parents.
- Formal monitoring and recording of behaviour through a report card.
- Involvement of the Headteacher.
- Advice and support from specialist external agencies.
- Exclusion – temporary/permanent.

This behaviour system is to be followed by ALL KS2 staff including welfare staff. A clear and consistent approach is required in the juniors to tackle low-level, disruptive behaviour.

All teachers and teaching assistants must have the same standards so that the children know the expectations. The aim of the Good to be Green Behaviour System is to reward good behaviour and encourage children who are struggling to meet the school's behaviour expectations.

Adaptations for Pupils with SEND within the 'Good to be Green' System: At St. George's, we recognise that some pupils with SEND may require adjustments to fully engage with the 'Good to be Green' system. These adaptations will be made on an individual basis, in consultation with parents and relevant professionals, and may include:

- **Modified Targets:** Adjusting the expectations for behaviour or the number of stars required for rewards, based on the pupil's individual needs and EHCP (if applicable).
- **Alternative Reward Systems:** Exploring alternative reward mechanisms that are more motivating and accessible for the individual pupil.
- **Visual Support:** Providing visual aids to support understanding of the system's rules and consequences.
- **Pre-emptive Support:** Implementing strategies to prevent potential triggers for negative behaviour before they occur, such as providing a quiet space or sensory breaks.
- **Focus on Progress:** Celebrating effort and progress, rather than solely focusing on achieving a 'green' status, for pupils for whom this may be a significant challenge."

Review Date: March 2027