

St George's Catholic School



Behaviour Policy

Policy and Practice

Reviewed: Spring 2017

Next Review: Spring 2018

**Approved by the Governing Body of St George's Catholic
School**

Chair of Governors: _____

Date: _____

ST GEORGE'S SCHOOL: BEHAVIOUR POLICY

MISSION STATEMENT

'At St. George's Catholic School we help all our children to grow in mind, body and spirit.'

RATIONALE

At St George's School we believe that all that we are, all that we do and all that we achieve is set within the context of the Catholic Education provided in our School, which is rooted in the teaching of Christ in his Gospel.

The school places high expectations on good behaviour. This is visible in our 'Golden Rules'

1. Treat others the way you want to be treated.
2. Work hard and try your best.
3. Behave well at all times.

The good behaviour of our pupils creates a learning environment where children feel safe and happy. In turn this has a positive effect on their learning mind set.

It is important that each person (staff and pupils) know that he/she is highly valued regardless of colour, family circumstances or gender.

EXPECTATIONS

We expect children:

- to be polite;
- to be respectful to all other children and all adults;
- to value friendship;
- to be honest and truthful;
- to work to the best of their ability;
- to arrive punctually for school;
- to be tidily dressed in school uniform.
- to be safe and considerate to others by walking calmly around the school.

BEHAVIOUR IN THE CLASSROOM

Good behaviour is always recognised and rewarded at St George's School. If a pupil does display poor behaviour in the classroom they will be reminded of the school's expectations of good behaviour. A child's poor behaviour that stops the teacher from teaching or other children from learning is not acceptable. In some cases, this may result in the child leaving the classroom. This behaviour may be reported to the parents. A consistent approach is followed across the school with each class having a behaviour and learning display. The children can clearly see their name move up or down depending on their attitude to learning and the choices they make.

BEHAVIOUR IN THE PLAYGROUND

The Key Stage playground rules are clearly set out and displayed around the school. These rules help to encourage good behaviour at playtimes.

Additionally, Year 5 Playground Leaders help to organise activities on the playground and Year 6 leaders organise games. They also act as peer mediators-helping children who are unhappy for whatever reason. Year 6 pupils also help to organise the infants to line up and go back to their classrooms safely at the end of break and lunch playtimes. All these actions help to encourage good behaviour on the playground.

A child's poor behaviour that upsets other children in the playground is not accepted. The child will be given 'time out' to think about their behaviour and will be given an opportunity to correct this pattern of behaviour and to apologise. If the poor behaviour continues they will not be invited to play outside with other children.

REWARDS

Praise is given to all children who show a good attitude and behaviour in work and play.

- In class – each class has their own age appropriate reward system.
- In the playground – each Key stage has a set of playground rules which are clearly explained and displayed in and outside the classroom.

- Any pupil, whose work shows good effort and attainment, will be invited to show their work to the headteacher for verbal praise and a headteacher's reward letter to take home.
- Golden certificates – two children will be selected by their class teacher to receive a certificate in the 'Golden Book' assembly at the end of each week. The children will be selected for following/demonstrating the 'Golden Rules' in an excellent manner or whatever the theme is for that particular week.
- Learning Mindset certificates-one child from each class chosen on a Monday to sit on the Learning Mindset bench.
- We also celebrate achievements outside of school to ensure children feel valued and supported.
- Good behaviour in the hall at lunchtime is encouraged by the Golden Table.

SANCTIONS

Where we have cause for concern about a child's behaviour we may use some of the following sanctions:

- Staff – talk to child – choices explained / time out to think (using the language of emotion coaching)
- If poor behaviour continues:
 - child to leave classroom (sent to other class / senior staff / headteacher)
 - child to leave playground (sent to staff corridor for supervision)
- Parent / carer notified if necessary.
- Staff / senior staff / headteacher talks to parents. We want to work with parents so that the child receives the same message and expectations from both home and school.
- When there is a recognised behavioural difficulty, it will be essential that parents and staff work together and agree a plan of action. (A behaviour log maybe created where necessary.)
- The school does not rule out temporary or permanent exclusion from the school if it thinks this is the right decision for the child or the safety of staff and other children (this will be carried out in line with Somerset County guidelines).

ANTI-BULLYING POLICY

Definition: Where a person intentionally, deliberately and persistently intimidates, upsets or excludes another with the intention of being hurtful.

It can be carried out by an individual or groups. It can be physical, emotional or verbal. The school is also aware that some forms of bullying may take place outside the school environment e.g. cyber bullying and seeks to be supportive of children and families.

- We will respond and take action swiftly as soon as we are made aware of any situation that includes bullying.
- We will listen to the victim, reassuring and praising them for speaking up.
- We will investigate the allegation.
- We will take the accusations to the alleged perpetrator – bringing everything out into the open for discussion.
- We will listen to all parties.
- We will highlight what is unacceptable and why (Golden Rule 1).
- We will seek reconciliation (apology and forgiveness).
- We will continue to monitor the situation afterwards.
- We will contact the parents where necessary.

TRAINING

- Staff regularly discuss the behaviour policy and Training and Development sought when the need arises.

SPECIAL ACTIVITIES TO PROMOTE ANTI-BULLYING

- Anti-bullying assemblies/week.
- Anti-bullying speakers.
- Anti-cyber bullying (e.g. Police (CEOPS) talks with parents and pupils, and also showing film clips on keeping safe on the internet. Additionally, the introduction of CEOPS as one of several means of dealing with these types of issues).
- Internet Safety is regularly discussed during computing lessons. (IMPACT team-ambassadors for online safety).

- Lunch Bunch-Anti-Bullying discussion.

APPENDIX 1

Use of Reasonable Force

The school may need to use reasonable force in line with DFE guidelines in certain warranted circumstances.

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