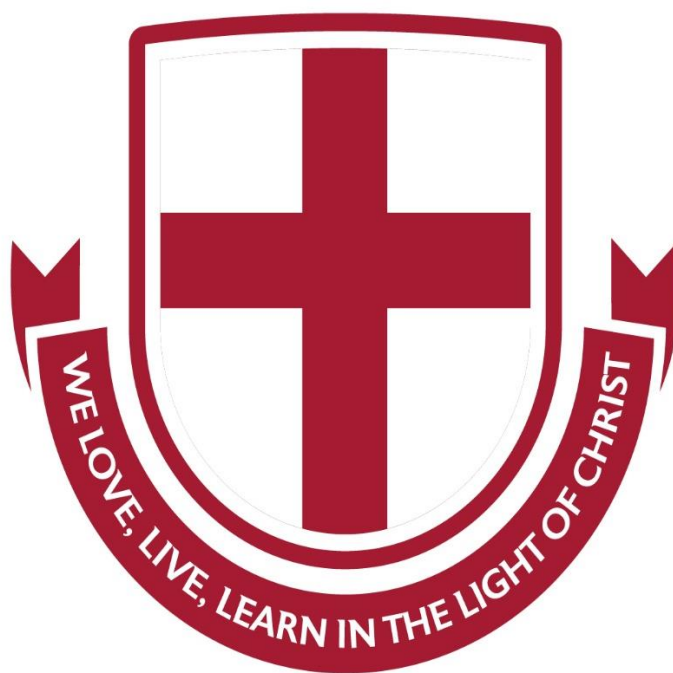


# St. George's School Behaviour Policy



**ST GEORGE'S**  
VC ACADEMY

## **St. George's School Behaviour:**

At St. George's School Primary School, we strive to ensure that our children are both safe and happy. More than ever, this needs to continue to run through everything we do.

Our behaviour curriculum recognises the importance of supporting children's personal and emotional development and we understand that building relationships, routines and rules ensure children are safe - physically and emotionally. Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These behaviours are taught and retaught to ensure that good learning behaviours will reduce the need to manage misbehaviour.

*Teach learning behaviours alongside managing misbehaviour. Teaching learning behaviours will reduce the need to manage misbehaviour.*

*EEF Improving behaviour in schools*

## **Routines**

*Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practise doing them with students so they roll like clockwork.*

*Doug Lemov*

Routines form the foundation of good behaviour at St. George's School - a sequence of behaviour to use frequently in order to achieve a goal. Routines are the building blocks of the classroom culture and therefore must be taught by modelling, practice, revision, correction and reviewed not told. Where behaviour needs to be improved, routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour, either by ourselves or by watching others, it becomes easier for them to decide HOW to behave.

Routines are used to:

- Free up thinking space
- Save time
- Deter rule breaking
- Provide social norms
- Form habits
- Keep us safe

## **Whole school routines and scripts**

Scripts are there to help, not hinder. The more you use them, the less you need them. Once you assimilate them into normal conversation, you know that the training wheels are coming off, and you have grown as an educator.

Tom Bennett

<p style="text-align: center;"><b>Attracting attention before a transition</b></p> <ul style="list-style-type: none"> <li>Teacher to raise hand. This is St. George's School 'Signal for Silence'</li> <li>Children stop, raise their hand and turn to track the teacher.</li> <li>Teacher to wait for silence, giving non-verbal praise</li> </ul> <p>Note: Avoid speaking when your hand is up; cut off any conversation whether with a child/another adult when hand goes up</p> <p><b>Once children are still and tracking the adult, the adult then gives the whole instruction set. One one xxx, On two xxx, On three xxx. Once the instructions have been given the only words should be One, Two, Three with time between to transition as asked.</b></p>	<p style="text-align: center;"><b>Sitting as a group to moving around classroom</b></p> <p>e.g. 'carpet to tables' during maths, or 'sitting to group work' during a music/PE lesson</p> <p>Teacher to clearly state that a transition is about to happen and ensure all children are tracking before beginning the transition routine.</p> <ul style="list-style-type: none"> <li>Teacher to show 'one' by holding 1 finger up. <ul style="list-style-type: none"> <li><i>Children to stand but continue to track the teacher.</i></li> </ul> </li> <li>Teacher to show 'two' by holding 2 fingers up. <ul style="list-style-type: none"> <li><i>Children to move in a calm, silent manner, facing the direction of the table they are on.</i></li> </ul> </li> <li>Teacher to show 'three', holding 3 fingers up. <ul style="list-style-type: none"> <li><i>Children sit down and track teacher for next instruction.</i></li> </ul> </li> </ul>	<p style="text-align: center;"><b>Sitting at tables and moving to another place</b></p> <p>e.g. back to carpet or lining up</p> <p>Teacher to clearly state that a transition is about to happen and ensure all children are tracking before beginning the transition routine. <b>Note: equipment should have been tidied away before the transition is started.</b></p> <ul style="list-style-type: none"> <li>Teacher to show 'one' by holding 1 finger up. <ul style="list-style-type: none"> <li><i>Children stand after tucking chairs in but continue to track the teacher.</i></li> </ul> </li> <li>Teacher to show 'two' by holding 2 fingers up. <ul style="list-style-type: none"> <li><i>Children move in a calm, silent manner.</i></li> </ul> </li> <li>Teacher to show 'three' by holding 3 fingers up. <ul style="list-style-type: none"> <li><i>Children to track teacher for next instruction.</i></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Coming in from playground</b></p> <p>Teachers collect children from the hall after assembly and meet children on the playground at the end of play.</p> <ul style="list-style-type: none"> <li>Teacher to clearly state that a transition is about to happen and ensure all children are tracking before beginning the transition routine. Use something like, 'It is time to go out/come in from play, track me.'</li> <li>Teacher to blow whistle and show 'one' by holding 1 finger up. <i>Children to stand still but continue to track the teacher/person blowing the whistle.</i></li> <li>Teacher to blow whistle and show 'two' by holding 2 fingers up. <i>Children to move in a calm, silent manner to their line.</i></li> <li>Teacher to blow whistle and show 'three', holding 3 fingers up. Children follow class teacher back to class using assembly prayer hands.</li> </ul>	<p style="text-align: center;"><b>Assembly</b></p> <p>Teacher to remind children of the importance of being role models for younger children and the importance of tracking the front at all times.</p> <p style="text-align: center;"><b>Entry</b></p> <ul style="list-style-type: none"> <li>Enter assembly led by the adult – hands in prayer</li> <li>Sit down without speaking when asked.</li> <li>Keep your hands and feet to yourself.</li> </ul> <p style="text-align: center;"><b>Exit</b></p> <ul style="list-style-type: none"> <li>Stay seated without communicating until guided to exit.</li> <li>Stand without making any sound.</li> <li>Leave the hall in one line without making any sound. Remain in seating order – no over-taking – hands in prayer</li> </ul>	<p style="text-align: center;"><b>Lunch time organisation</b></p> <ul style="list-style-type: none"> <li>As children enter the hall, please seat them straight to a table.</li> <li>One adult takes responsibility for calling <b>one side</b> of each table to the serving point at a time. This will ensure the queue never gets to more than 10 and reduces the likelihood of poor behaviour in the line.</li> <li>As you call each side, remind the children to remember where they were sat and to return to the same seats.</li> <li>Whilst children are seated at the waiting tables, another adult can take water over to them if they are able to. This makes a more social purpose of being seated, drinking and talking rather than a noisy line</li> <li>One side to line up at a time</li> <li>Drinks to be distributed if an adult is available</li> <li>Return to same side</li> </ul>

	<p><b>Note: Children should be strategically placed in rows to pre-empt any disruption that may be caused in assembly. Key children must be placed next to an adult.</b></p> <p><b>Standing in assembly</b></p> <ul style="list-style-type: none"> <li>• Teacher to show 'one' by holding 1 finger up. <ul style="list-style-type: none"> <li>◦ <i>Children get ready to stand but continue to track the teacher.</i></li> </ul> </li> <li>• Teacher to show 'two' by holding 2 fingers up. <ul style="list-style-type: none"> <li>◦ <i>Children to stand, silently, face the front and track the teacher</i></li> </ul> </li> <li>• Teacher to show 'three' by holding 3 fingers up. <ul style="list-style-type: none"> <li>◦ <i>Children to track teacher for next instruction.</i></li> </ul> </li> </ul>	<p><b>Manners</b></p> <ul style="list-style-type: none"> <li>• Use 'Please may I have...</li> <li>• Thank kitchen staff every day</li> </ul> <p>Eat food sensibly using the correct cutlery Try your best to eat all or nearly all the food you have chosen</p> <p>Hot meals – Scrape plates thoroughly and dispose of food carefully in the bin provided. Hot Meals - Place cutlery and plates carefully in the place provided</p> <p>Before you leave check your place is clear and clean thanks the staff and Alison.</p>
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## Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Emphasis on encouraging and motivating child e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
  - including their culture and background
  - modelling desired behaviour
  - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
- Raising self-esteem by ensuring a child's experience and recognise their own success.
- Maximising opportunities for children to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

## Improving motivation: Extrinsic v intrinsic motivation

Extrinsic motivation in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour.

Teachers can use tangible techniques such as rewards and consequences, or less tangible strategies such as praise and correction, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.

## Classroom routines

### STAR strategy

Teach children to:

- sit up straight
- track the speaker
- ask and answer questions
- respect those around them



Make it clear when you expect it to happen, and reteach the strategy as

needed. Use non verbal gestures to praise those using STAR so that it becomes a social norm within the classroom.

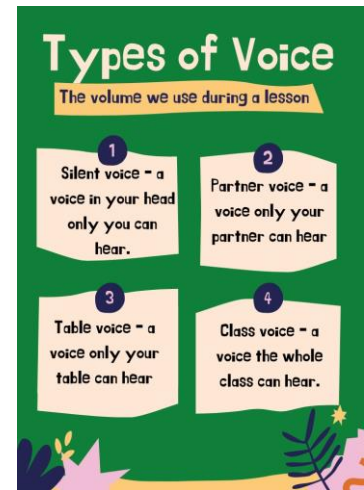
## Voices

We want children to be aware of the volume they use during a lesson and in school

NB:STAFF MUST MODEL THIS AND BE AWARE OF THEIR OWN VOLUME

Types of voice:

- Silent voice - a voice in your head only you can hear.
- Partner voice - a voice only your partner can hear
- Table voice - a voice only your table can hear
- Class voice - a voice the whole class can hear.



Remind children of the noise level **before** starting a lesson or task and in the dinner hall

## Consequences

Children need feedback - Every time a child acts in some way, their environment should provide them with cues about how appropriate their behaviour was or wasn't, by some form of feedback which in turn should help to influence their future behaviour.

Consequences are a feedback loop. They act - we react - they react to our reaction - we respond to that...

We need our children to think that what they do does matter, and that they matter by default. They need to see and hear us reacting to their behaviour both good and bad.

All consequences should encourage, discourage, clarify or redirect, support or teach.

## Rewards

All excellent behaviour at St. George's School is rewarded with praise which should be sincere, proportionate and targeted to reinforce the behaviour expectations. Alongside this, children can be rewarded with a raffle ticket to be 'in it to win it'. Tickets are drawn weekly in class and children can select a physical reward or privilege reward.

Excellent behaviour is celebrated every week during celebration assembly where pupils receive behaviour postcards in recognition. Names are shared in the weekly Friday Newsletter.

## Sanctions

Sanctions at St. George's School are set as soon after the misbehaviour as possible. Children have the opportunity to correct their behaviour through non-verbal and verbal warnings before their name is added to the board as a reminder for both the teacher and child following the sanction ladder.

A restorative conversation must be had before the name is removed from the board. The behaviour should be re taught through modelling and clear explanation. If the behaviour continues, the sanction will be escalated to SLT.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Children can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame'

approach, and the language used in discussions is fair, consistent and respectful.

- Discussions are held in a calm, quiet, private place.

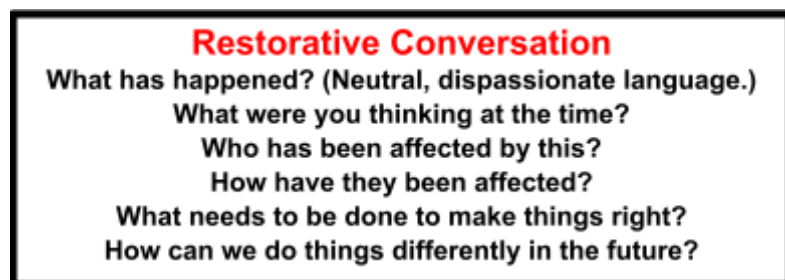
A sanction ladder is on display in every classroom

Parents should be informed of both excellent and poor or unacceptable behaviour.

### Restorative conversations

Once a child's name has been added to the board, a restorative conversation must take place to reset the behaviour expectations and identify if the child needs further support to follow the behaviour expectations.

Ensure children get the opportunity to **reflect** on their behaviour and make steps to **restore** the consequences of their actions.



### Levels of behaviour

The following table supports decision making around the severity level of an incident. Repeated incidents would be deemed a higher level due to the fact the child is not managing to address the behaviour, therefore further consequences / intervention are likely to be required.

Low Level incidents	Moderate incidents	Serious incidents (SLT)
<ul style="list-style-type: none"><li>• Not following STAR</li><li>• Swinging on chairs</li><li>• Poking</li><li>• Refusal to share</li><li>• Borrowing without asking</li><li>• Deliberately being unkind</li><li>• Pushing in line or pushing in</li><li>• Interfering, irritating others</li><li>• Late to sessions (e.g after playtime)</li><li>• Interrupting e.g. Calling out</li><li>• Bending rules</li><li>• Wandering around school without permission</li><li>• Running in corridors</li><li>• Not having correct uniform</li><li>• Not responding to reasonable requests – passive defiance.</li><li>• Making inappropriate noises or actions</li><li>• Deliberately wasting resources e.g. food, paper etc.</li><li>• Passing notes</li></ul>	<ul style="list-style-type: none"><li>• Throwing objects</li><li>• Deliberate dishonesty e.g. Lying</li><li>• Breaking equipment with intent</li><li>• Going beyond instructions with intent</li><li>• Climbing over/under furniture</li><li>• Rudeness to any adults</li><li>• Defacing work/property e.g writing on covers of exercise books</li><li>• Verbal abuse - name calling</li><li>• Threatening behaviour where there is potential for emotional harm e.g.do this or you can't play.</li><li>• Tripping others</li><li>• Answering back</li><li>• Directly refusing a reasonable request – active defiance.</li><li>• Play Fighting</li><li>• Physical Retaliation</li><li>• Reckless behaviour – no significant damage to persons or property</li></ul>	<ul style="list-style-type: none"><li>• Dangerous use of equipment - Pulling chairs away</li><li>• Theft</li><li>• Hiding from staff</li><li>• Biting(Premeditated intent)</li><li>• Fighting (Premeditated intent)</li><li>• Severe disruption to others' learning</li><li>• Swearing/name calling at adults</li><li>• Walking out of class unless previously agreed with the teacher</li><li>• Threatening behaviour – likelihood of serious emotional or physical harm e.g. We will get you on the way home.</li><li>• Vandalism</li><li>• Graffiti</li><li>• Damaging the building</li><li>• Reckless behaviour – significant damage to persons or property</li><li>• Racist or discriminatory comments</li><li>• Peer-on-peer abuse including bullying, online bullying because of someone's race, religion, sexuality, disability or sexual</li></ul>



	<ul style="list-style-type: none"> <li>• Abusive language/swearing</li> <li>• Throwing food</li> <li>• Interfering with other children's food or drink.</li> <li>• Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>• abuse or coercive control exercised between children</li> <li>• Sexual misconduct</li> </ul>
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## Escalating behaviour to SLT

Any behaviour involving **serious incidents** should be escalated to SLT immediately. Incidents of play fighting, retaliation or friendship issues should be resolved through a restorative conversation in the first instance and escalated after this if needed. All incidents should be recorded on CPOMS and SLT will take action where necessary.

## Managing Behaviour over time:

The headteacher and SLT monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers and teaching assistants would include:

- Positive reinforcement through reminders of expectations in line with the values of the school.
- Awarding raffle tickets in recognition of compliance with school expectations.
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

Miss Cable's involvement along with SLT and the headteacher will include:

- A formal conversation with the child when the child has had repeated reportable incidents.
- A child voice conversation with child, parents and teacher to identify any hidden causes of behaviour.
- Issuing consequences such as removal from break times or lesson times .
- Creation of behaviour improvement plan and regular review meetings.
- Liaison with SENDCO to discuss possible SEND..
- Liaison with external agencies for support.
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful.

## How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum

## **Making an apology**

Apologising means expressing regret for something you did. You are sorry for what you did, take responsibility for your actions and make changes to improve things in the future.

### **Language to help you apologise**

I'm sorry for...

I apologise for...

I take responsibility for...

It was wrong of me to ...

This was my fault, I should have...

I realise now what I did was wrong...

I realise what I did must have upset you...

In the future, I will ensure...

### **De-escalation strategies**

When working with children with escalating behaviour, it can sometimes be difficult to separate the child from the behaviour. It is important to remember, that behind every behaviour there is a feeling and each of the feelings represents a need that is not being met. They could include:

- Mental health
- Sensory processing distress
- Relationship breakdown
- Nurture and attachment

### **Reactive approach**

*'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.'* Pam Leo

The overwhelming majority of behaviour management in school is proactive and will impact positively on the good behaviours the overwhelming majority of children demonstrate in school, out of school and online. However, we recognise that when negative (unsocial and anti-social) behaviours are demonstrated, clear and consistent action is required to manage these behaviours and maintain a safe and positive learning environment.

### **Reasonable adjustments**

For child with sensory processing difficulties or other SEND, think about reasonable adjustments that can be made Mrs White will support with this as our SENDCO.

Dysregulated behaviour in children refers to a lack of self-control or emotional regulation. It is characterised by behaviours such as impulsive actions, difficulty focusing or following directions, excessive movement, outbursts of anger or aggression, and difficulty calming down after a heightening experience. Dysregulated behaviour can be caused by a number of factors, including excitement, change in routine, transition, trauma, anxiety, and environmental stress.

At St. George's School Primary School, we believe that every child has the right to feel safe, respected, and supported. Dysregulated behaviour, including disruptive, violent, or harmful actions towards oneself or others, is not acceptable and will not be tolerated. We recognise that children can't learn unless they are regulated therefore teachers are encouraged to build regulating activities into the day, as well as initiating them to respond to the needs of their class, as and when necessary.

We acknowledge that dysregulated behaviour can be a sign of underlying emotional, social, or developmental needs, and we are committed to working with children, families, and professionals to address these needs and provide the necessary support and interventions to promote positive behaviour and well-being.

Our behaviour policy prioritises prevention, intervention, and restorative approaches, while also holding children accountable for their actions and promoting a sense of responsibility, empathy, and respect towards others. When issuing sanctions, the focus will be on the behaviour of the individual, taking into account contextual information, SEND and circumstance at the time.

All children have the right to learn in a safe learning environment and every adult has the right to be safe in their workplace.

### **Strategies**

- Co-regulation by an adult
- Checking in with their feelings using the Emotional Check in / balloon sheet or the Zones of Regulation
- Adults wonder aloud about feelings 'I wonder whether you are feeling ...' 'Your face is showing me that you are feeling ...'.
- Adults modelling feelings 'That lovely answer put me in the yellow zone!'. "I feel a bit grey after all that writing - shall we go for a break."
- Break-out spaces or calm corners when children can self-regulate
- Own work stations with sensory opportunities or sensory tools such as ear defenders
- Sensory input; deep pressure for calming or alerting for example.
- Comic strip conversations
- Close behaviour analysis and fixed interval observations to identify triggers
- Cycling regulation - sensory input, learning, recovery, sensory input, learning recovery...
- Opportunities for 'flow' activities
- Assessments using Boxall profile, Sensory toolkit, Neurodiversity checklists, Social Play Record

### **Specific interventions**

- Sensory circuits
- Drawing and Talking
- Rainbows
- Lego Therapy

If an exception is needed for a child, then it is important that others still understand that:

- The behaviour was not ignored by the teacher
- It still mattered
- Action is being taken
- There is an exception happening
- The exception has a reason
- We can't always discuss these because sometimes privacy and dignity are more important.

### **Parents**

Parents should always be informed of any unacceptable behaviour as soon as possible.

Too many teachers only speak to parents when they need to report misbehaviour and as a result can lead to a narrative that parents are only people you speak to when things go wrong. Building a good relationship with parents is important to gain their support and trust.

### **Scripting a phone call home**

Try to include the following:

- You matter and your child matters
- Their learning matters
- Their behaviour matters
- I care about all of these and I need your help to help them
- Let's make things better together
- Volunteer information before it is asked by being proactive with home communication

Ongoing communication with parents should aim to continually support their anxieties and build rapport. Be friendly and personable, but be professional, cautious, courteous and careful in what you say.

# A gentle reminder...

## Remember **STAR**

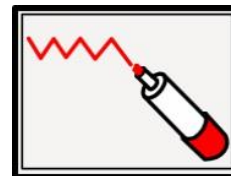
An adult will let me know if I need to make a better choice.



An adult will tell me what I am doing wrong so that I can make a better choice.



If I continue to make a poor choice, an adult will write my name on the board.



An adult will talk to me about how I can make a good choice so that I can learn from my mistakes.

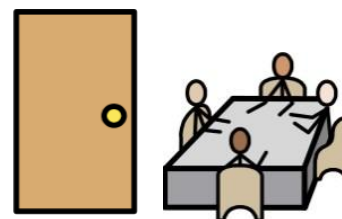


If I continue to make the wrong choices, I will move to an individual workstation inside or outside the classroom to work independently.



If my poor behaviour continues, I will leave the classroom for the remainder of the lesson.

There will be a meeting with my parents to talk about what is happening in school.  
This will be every week.



If my behaviour continues I will leave the classroom for the remainder of the day

There will be a meeting with my parents to talk about what is happening in school.  
This will be every day.

