



**St George's
Primary School**

Positive Behaviour Policy

BEHAVIOUR POLICY CONTENTS PAGE

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Nurturing our community through opportunities, innovation and love’.



Introduction

At St George's Primary School, we strive for our children to enjoy their learning in a safe, nurturing and fulfilling environment. Our mission statement must run through this policy;

'Nurturing our community through opportunities, innovation and love.'

St George's Promise



**St George's
Primary School**



We will all work everyday so our school is:

- **A safe place for you.**
- **A happy place (fun and enjoyable. Best version of you).**
- **A place of RESPECT.**
- **A place for learning.**

St George's must be a safe, happy, respectful place to learn. As a school we know that learning and behaviour go hand in hand. Where there is good learning, we will see positive attitudes and behaviour. Where we see positive behaviour and attitudes, we will see good learning. We also see promotion of positive behaviour as central to our ethos to promote good mental health and well-being.

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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of physical intervention'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

Equality and Inclusion

This policy will be applied with full consideration of the need to ensure that nobody is unfairly discriminated against. For pupils with Special Educational needs, we will ensure that we support their needs in school. Additional needs will be supported but also not used as a reason to excuse poor behaviour.

Philosophy

We believe in positive behaviour management based on the good relationships fostered within the school community. Our behaviour policy will primarily focus on developing the attitudes and behaviours that we want children to demonstrate. Our work on positive behaviour is closely aligned to personal development work.

All who are involved within our school are committed to making the children feel good about themselves ensuring that they are proud of their work, conduct and achievements. We are developing our children as ambassadors for our community. We want them to be proud of themselves and our school. We are aiming to develop a St George's identity. Everyone at St George's Primary School takes responsibility for making our school a safe, happy, respectful, learning environment.

We have high expectations of all staff and children in promoting positive attitudes and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions and learning. We expect outstanding behaviour as the norm. As a school we seek to provide the children with a guide as to what constitutes good behaviour and discipline in the school. This is done by a variety of means including the modelling of good behavioural standards by all members of staff and discussion with the pupils. At St George's we work towards standards of behaviour based on basic principles such as trust, respect, truthfulness and responsibility.

At St George's Primary School, we have developed a behaviour programme which reinforces positive behaviour and relationships and addresses unacceptable behaviour. The involvement of pupils, teachers, support staff, governors and parents are actively promoted.

Through the success of our Positive Behaviour Management policy we aim:

- To nurture relationships and the basis for positive behaviour. Everyone should feel that they belong and can thrive at St George's.
- To create a calm, purposeful, safe and happy learning environment.
- To help our children grow and develop. We want them to be the best they can be and have positive attitudes towards learning, relationships and their environment.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To ensure that everyone within the school community is listened to and treated with equal respect.
- To promote a respect for individual views, freedom from prejudice and an appreciation of difference.
- To create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing clear boundaries for unacceptable behaviour.
- To work in partnership with all members of our school community.
- Develop pupil voice. School council play leaders will be central to review of school's procedures. Termly pupil interviews will help evaluate understanding and success of this policy.

Restorative Justice Principles

We believe that children must understand the consequences of their actions and learn to accept responsibility for what they have done. We also believe that reconciliation is vital to developing a strong community.

At St George's, reflection will always be linked to any sanctions. In a situation where a child (or children) affects the rights of another child to be safe, happy, respected and learning well we may apply restorative justice practice. This will be led by an adult in the school.

Principle will be to allow a child to understand how their actions have made others feel and to work with them on the resolution for this. This could include an apology, a change in behaviour or a proactive action such as becoming a play leader, having lunch together, doing some work on anti-bullying etc.

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

We expect parents to support the school's work in restorative justice. **Staff will never apply sanctions without reflection and an attempt to restore the relationships and behaviour that we want.**

Ensuring Safety In School and Management of Unacceptable Behaviour

To ensure safety, our school must clear and systemic process for managing serious and unacceptable behaviour. For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Include **any prejudicial behaviour that undermines anybody's protected characteristics and right to safety or dignity.**
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. Includes sexual abuse and harassment.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco and e-cigarettes (vapes)
- 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 attention of a staff member (more examples in appendix one).

A School Community

The values and practice in this policy need to be shared and valued by the whole school community. To achieve this:

- Environment will positively reinforce our RESPECT values.
- Parents must be kept aware of the school's values and practice through school events, welcome meetings, newsletter, website etc.
- Senior staff must ensure that parents' views are heard through forums, questionnaires, meetings etc.
- Children will be asked to be ambassadors for our RESPECT principles.
- All staff will receive regular training and induction.
- Governors will review the impact and success of our policy and practice.
- All visitors will be made aware of our positive behaviour and relationships policy.

Application of Policy

Policy applies to full school day, including extra-curricular activities and residential trips. Fully applies to Dragon Club hours. If behaviour that takes place outside the school affects a member of school community, senior staff may apply their statutory right to enforce the school's behaviour policy. DFE guidance stated school may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform or is in some other way identifiable as a pupil of the school.

Staff may discipline pupils for misbehaviour at any time, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

If the policy is applied in relation to conduct outside school, senior staff will be involved and parents will be contacted.

RESPECT Framework

Our [RESPECT framework](#) is taught progressively through the school with different learning heroes celebrated in each year group every half term to model the values. We have a progressive framework for each value from EYFS to Year 6.

This also linked closely to our '[My Happy Mind](#)' PSHE curriculum that nurtures personal development

This policy is linked with specific policies including:

- Safeguarding policies
- Anti Bullying
- Learning and Teaching Policy
- E-Safety

There are available to parents and published on the [school's website](#).



St George's Primary School

We are promoting

RESPECT

Resilience

Empathy

Self-Awareness

Positivity

Excellence

Communication

Teamwork

@St George's

Children who demonstrate Resilience

- Like their learning to be challenging. They get absorbed in learning.
- Have a 'don't give up' attitude.
- Never give up on their learning, even when tasks are difficult.
- Persevere with their learning even when they may find things difficult or be bored. Have a 'stickability' quality.
- See mistakes in their learning as a positive learning process.
- Have the courage to share their ideas. They know you don't have to get everything right (especially first time!).
- Manage the distractions around them so that they can focus when they learn.
- Know how to make positive choices when they are challenged or under stress.

Children who demonstrate Empathy

- Care about how others feel.
- Understand that it is important to listen to others.
- Work well with other people. Understand that everybody needs to be given a chance to participate.
- Value fairness and justice. They learn to stand up for what they believe is right.
- Listen to others. They learn to negotiate and compromise.
- Try and listen to other people's point of view and perspective before they make their own mind up.
- Show understanding of others; especially if they have difficulties.
- Value human qualities such as respect, compassion and tolerance.

Children who demonstrate Self-Awareness

- Try and explain how they are feeling.
- Understand that they have choices and choices affect our behaviour.
- Value truthfulness, honesty and accept that making mistakes is part of growing up.
- Try and be the best they can be. Don't compare themselves to others.
- Accept responsibility. Value discipline as making good choices and trying hard to be the best they can be.
- Work hard to develop bravery and determination.
- Know their own strengths.
- Want to be a role model for RESPECT at St George's.

Children who demonstrate Positivity

- Know that effort (trying hard) is the most important step to success.
- Are polite, friendly and respectful.
- Are keen to try new things. Like to ask questions.
- Look forward to learning and are curious about learning.
- Are good at complimenting others and saying positive things.
- Enjoy working with others.
- Stay motivated even if they have had setbacks or disappointments.
- Enjoy leadership. Like helping others do well.
- Motivated by being part of a team, class and school. Have pride in their role at St George's.

Children who demonstrate Excellence

- Are proud of their achievements. They are really pleased when they achieve something new.
- Can explain what they have done well and (more importantly) how they have been successful.
- Like working out how they can improve. They value targets and steps to success.
- Learn to plan well and work things out on their own.
- Can work independently (when needed) and reflect on their work.
- Like to set their own goals.

Children who demonstrate Communication and Teamwork

- Talk well with others, including adults at school.
- Understands that rules are important when you work together.
- Are good at listening to others.
- Enjoy supporting others.
- Enjoy asking questions as part of their learning. They are inquisitive and curious.
- Value the opinions of others. Feedback and advice is important.
- Like challenges and finding solutions as part of a team.
- Is willing to try other people's ideas.
- Like to debate things and understand that there are different opinions.
- Can say on task as part of a team challenge.
- Like to influence others and working together.
- Can help a team identify their strengths and weaknesses.

St George's Primary Vision and Values



Nurturing our community through opportunities, innovation and love'.



Our Vision

Nurturing our community to thrive through opportunities, innovation and love'.

Our children deserve the best possible education. They will receive an education that promotes;

- Positive attitudes to learning that are the foundation of their future.
- Independent learners. At St George's Primary School, we will develop 'smart' learners who understand that hard work, progress and resilience are the essential ingredients for a successful future.
- A passion and love for learning. Our children should access a curriculum that challenges, inspires and motivates them. Learning will be a process of exploration and wonder that develops interest and understanding in all areas of learning.
- Effective learning behaviours. At St. George's, children are reflective learners who understand the purpose and benefits of effective feedback.
- Children who are; Happy! Safe! Ready to Learn!
- A respectful community. We should have a community where children and staff have respect of others
- Community values and respect of the environment. We want our children to view themselves as part of a community. We will help our children find their voice and allow them to understand to contribute to our local and global community as positive citizens.

Values

St George's Primary School is a 'learning community'. How we work and grow together is more important than what we do. We believe that it is the 'how' we do things that characterises the most successful schools. We must be a highly successful school.

At St George's Primary School, we ensure that:

1. Everybody receives high quality provision; all of the time.
 - As a professional community, we have an obligation to ensure that our work is as good as it can be, every day. We do not accept underperformance and aim to support each other as we develop.
 - We ensure that our school community follows our school's vision and values.
2. Children learn with the support that they need to thrive and without discrimination at all times.
 - As a professional community we meet the needs of all our children as well as we can. We will ensure that we do not allow any child to be discriminated against or experience discrimination without a direct intervention.
 - As a learning community all our children will learn without discrimination. This must be respected by staff, pupils and parents.
3. Our school is committed to continually improving as a learning organisation.
 - As a professional community, all members have an obligation to develop. This is evident in how we engage as professional learners and our commitment to support improvements in school policy. At St George's Primary we do not accept 'second best'.
 - As a learning community we involve pupils, parents and other members of our school community. We recognise that their input and support is vital. We celebrate and value the importance of these partnerships.

These values are at the heart of our planning and delivery. They guide our school daily as we seek to improve.

Section 2: Zone System

Gold Zone	Blue Zone	Green Zone	Yellow Zone	Orange Zone	Red Zone
I have made a fabulous effort today. I am VERY proud of my behaviour and conduct. I have made school a great place to be! I have made a significant contribution to my class. I am proud of my learning.	I have made a positive contribution to my class. I have made a positive contribution to my classroom. I am proud of my efforts and behaviour. I am helping my classmates to learn. I am proud of my attitude to learning. I show resilience when my learning is challenging! I am helping my classmates to learn.	I am focused on having a good day at school. I am being a responsible learner and helping my classroom to be a good place to be and learn. I am focused on being a responsive learner who takes an interest in learning. I am following our class charter of rights and responsibilities.	I need to remember what good learners do! I need to make sure that I am focused on my learning. I need to think about what learning powers I can use to improve. I need to ensure that I respect my classmates' right to learn. I need to reflect on what I can do to improve my learning and be successful! I need to remind myself of our class charter of responsibilities. I have lost 5 minutes of my playtime or lunchtime.	I need to improve my behaviours for learning. I need to respect our charter of rights and responsibilities. I have a responsibility to myself and my classmates. I need to reflect on my behaviours and how they affect the learning of my classmates. I need to show resilience and see learning and improvement as a positive challenge. I know that the most important person for improving today is me! I have lost my next break-time. If I don't move out of this zone, my parents will be contacted and I will lose my Golden Time.	I have lost my right to be in our classroom. I need to ensure that I change my attitude and behaviour to be part of this classroom. I need to ensure that I respect the rights of the children and staff in my school to; Be safe Be happy in school Be respected at all times To learn
Receive a prize from your golden zone prize box to celebrate your efforts in class today. Well done!	Receive a blue sticker to let everybody know that you have made a positive contribution to your class and been a good learner today.	Leave school happy because you have been a good learner today.	Loss of 5 mins play or lunchtime to reflect on how I am going to improve. ONLY APPLIES IF A CHILD ENDS UP IN YELLOW ZONE. OUR HOPE IS THAT WE CHILDREN MOVE BACK TO GREEN ZONE.	Loss of 15 mins of play or lunchtime to reflect on how I am going to improve. Parents contacted and removal from Golden Time if I don't move out of this zone.	Removal from class and referred to a senior member of staff or head teacher if the incident is very serious.

Managing Behaviour through the Zone System

All classes will have a zone system in place to explicitly communicate messages about their behaviours for learning. The focus is on praise, promoting positive behaviour and reward for excellent learning behaviours (see above). We all start the day in green. It is always, 'good to be green'. Positive rewards and sanctions will be used to manage the zones and ensure that our expectations are clear.

We aim for at least 20 positive zones (Blue and Gold) to a recorded negative zone (Orange or Red). In 2023-2026 the ratio was over 50:1 in every year. In classrooms it was over 80:1.

Children are encouraged to move forwards through the zones. This should be possible at any point in the school day. Only exception for this will be if a child reaches the red zone. This is a final point as the class teacher will have decided that their behaviour is unacceptably disrupting learning or making somebody unsafe.. This will result in a child being moved out of their class until their parents meet with a senior member of staff. If a red zone is issued at lunchtime a senior member of staff will decide if a child should remain in class or not. However, if a child does move to red but subsequently moves out, a marker will be put on the child's name to acknowledge the red zone.

Children can be moved through zones in any lesson, in assembly etc. All staff have an input into the zones, but it is the class teacher who manages them. Teaching Assistants, Lunchtime Supervisors and other support staff should inform the class teacher if they feel a child should be moved on their zone (forwards or backwards). The key areas are identified below:

Green Zone

All children start EVERY DAY in the Green Zone. 'Good to be Green'. Green Zone must be presented as a positive place to be. Majority of children will end their day here. All staff need to ensure that there is a clarity regarding expectations and effective use of reward systems to encourage children to strive for blue and gold awards.

Blue Zone

This zone recognises children who have made a positive contribution to their class through their excellent behaviours for learning. It is; 'brilliant to blue'. They will be given a blue St. George's sticker by a member of staff to share and celebrate their contribution to our school.

Gold Zone

Children can progress from the blue zone to the gold zone. This zone celebrates outstanding behaviours for learning and their significant contribution to their class. It is; 'great to be in gold!' We expect between 1-2 children in every class to be in this zone every day. They will be given a prize from the golden zone box by a member of staff to share and celebrate their contribution to our school.

All zones are monitored by senior staff and reported to the Governing Body. This will be reported to the full Governing Body termly.

Recording and Behaviour Files

Class teachers and senior staff will maintain behaviour records on **Compass**. These will include:

- Positive Zones and RESPECT Awards
- Negative Zones including Orange Zone Records and Red Zone Records
- Records of parental contact and meetings
- Records for any individual behaviour plans
- Incident/safety records

Yellow Zone				
Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Low level disruptive behaviour such as:				
Shouting out in class	Not respecting children's right to learn	Loss of 5 mins break-time or lunchtime.	Reflection task. Explaining what they need to do to improve	Class Teacher
Disturbing other children's learning	Not respecting children's right to learn	Removal to another table (the quiet zone) and loss of 5 mins break-time or lunchtime.	Removal to another table (quiet zone) until they improve. Reflection task. Explaining what they need to do to improve	Class Teacher
Not following instructions	Not respecting the adult in school.	Loss of 5 mins break-time or lunchtime.	Reflection task. Explaining what they need to do to improve	Class Teacher
Calling children unkind names	Not respecting children/adults right to be respected and be happy.	Removal to another table (the quiet zone) and loss of 5 mins break-time or lunchtime.	Remove from other children (have to protect their right to be safe and happy) for the remainder of the lesson.	Class Teacher
• Sanctions should only be applied if a child fails to move back into the green zone. Children should be caught doing the right thing, praised and moved up the zones accordingly. • Aim of the sanction (if applied) is to promote the behaviours that you want. Children must complete a short reflection task. • If the sanction is applied children should move back to the Green Zone and demonstrate that their behaviour has improved or by the beginning of the next lesson, so children can rectify their behaviour and start afresh. • This should not be a double punishment and affect golden time. Golden time loss should only be for children who are in the orange zone.				

Orange Zone

Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Disruption / continued low level disruption.				
No improvement in behaviour despite being in the yellow zone. Repeated poor behaviour.	Not respecting children's rights to learn.	Loss of following break-time/lunch-time for 15 mins. Child is given the opportunity to start afresh and improve their behaviour by moving back into green after reflection time. Letter home and loss of Golden Time if child does not move beyond green on the Zones by the end of the day.	Manage behaviour and ensure that sanctions are followed.	Class Teacher
Refusal/non-compliance when an instruction is given.	Not respecting school rules and adults in school.		During this time the children must complete a reflection sheet, reflecting on what they did, why, what they could have done differently and how they will put it right.	Class Teacher
Being aggressive with other children (without causing harm).	Not respecting children's rights to be safe and happy in school		At an appropriate time, class teacher to discuss behaviour with the child and how they can improve.	Class Teacher
Causing significant disruption to a lesson.	Not respecting children's rights to learn.		Discussion should focus on impact and consequences of their behaviour on others.	Class Teacher

- Emphasis on orange zone is to ensure that children's behaviour improves. This is a serious warning with an immediate sanction (Loss of 15 minutes playtime/lunchtime). We are then focusing on what we need to improve and catching pupils making right choices.
- Staff must be clear on what behaviour they want to see.
- Child must know that they have the option to move out of the orange zone and back into the green zone. If a child does not improve their behaviour beyond green zone by the end of the day, an orange zone letter to be issued to parents and a log recorded on Compass and golden time removed.
- If the behaviour was poor at lunchtime or playtime they may lose some of their playtime/lunch time over the next day and complete a reflection task so senior staff are convinced that they can improve their behaviour
- If the behaviour is in Dragon Club the sanction must be applied in Dragon Club.
- If orange zones persist, or a child is repeatedly in the orange zone for this level of behaviour then the class teacher should approach their unit lead for support, once they have completed the steps in the behaviour flow chart. This support should consider the need for a Support Plan and a further meeting with parents/carers.

Red Zone				
Type of Behaviour	Reason for sanction being enforced	Sanction	Strategy	Who is responsible?
Serious disruption that affects learning in the classroom, puts children and adults at risk of harm. See Management of Unacceptable Behaviour.				
No improvement in behaviour despite being in the orange zone. Repeated disruptive behaviour that cannot be tolerated.	Not respecting class charter and children’s rights to learn.	Could result in internal exclusion or a fixed term exclusion. Letter home and parents invited in for a meeting with assistant, deputy or head teacher.	- Remove from the classroom with work to complete or reflection task. - Refer immediately to a senior member of staff - Need for an OSP and further support to be considered.	Unit Lead Dealt with by a senior member of staff. If urgent referred directly to the assistant, deputy or head teacher.
Hurting other children by either hitting or hurting them (including use of homophobic language, racist language or inappropriate use of social media/internet).	Not respecting children’s right to be safe.		- Remove from the classroom with work to complete or reflection task. - Refer immediately to a senior member of staff - Need for an OSP and further support to be considered.	Unit Lead Dealt with by a senior member of staff. If urgent referred directly to the assistant, deputy or head teacher.
Unacceptable conduct towards a member of staff.	Not respecting adults in school.		- Remove from the classroom with work to complete or reflection task. - Refer immediately to a senior member of staff - Need for an OSP and further support to be considered.	Unit Lead Dealt with by a senior member of staff. If urgent referred directly to the assistant, deputy or head teacher.
- Red zone behaviour is an immediate sanction to ensure that school protect everybody’s right to be in a safe, happy, respectful place to learn. - If the Unit Lead feels that the issue is serious it will be referred to the deputy or head teacher. - If the behaviour was poor at lunchtime or playtime they may lose some of their playtime/lunch time over the next days and complete a reflection task so senior staff are convinced that they can improve their behaviour - If the behaviour is in Dragon Club the sanction must be applied in Dragon Club unless their presence would affect the safety of other pupils. For example if a child has physically harmed or used prejudicial language with another child in their class. Therefore their presence would have a detrimental impact on somebody’s right to be safe or respected. - Unit Leads can enforce internal exclusions. If the behaviour was poor at lunch and playtime they may lose some of this time over a set number of days until senior staff are convinced that they can improve their behaviour. - Parents must meet with a senior leader in school if a red zone letter is issued and a log recorded on Compass. Parents must accommodate this as part of the home-school agreement. If parents don’t support this, school may have to consider exclusion. Fixed term exclusions can only be enforced by the head teacher.				

Section 3: Positive Behaviour and Reward Systems

Underlying aim of this policy is to promote positive behaviours and attitudes. **We want to influence children's choices and values, not just seek compliance.**

Our policy and ethos is underpinned by a recognition of rights. It should be the aim of everyone in our school to act with care, courtesy and consideration towards each other at all times. The School Council worked together to create a school charter which focuses on rights and associated responsibilities:

Rights	Responsibilities
We all have the right: • To be safe and cared for. • To be able to learn and play. • To be respected. • To give our opinion and to be listened to. • To have help when we need it. • To have a nice school environment.	We all have responsibilities: • To be respectful to other people and things. • To listen and be ready to learn. • To accept help and learn from it. • To come to school every day with a positive attitude. • To be honest, sensible and kind. • To be helpful to other people

Each classroom will develop their own charter.

Whole School Reward Systems

Use of explicit praise.

If we are going to acknowledge achievement, we have to be specific about what behaviours we are acknowledging. "Well done!", may be a positive remark, but "Well done for working really hard on that maths problem, even though it was very difficult" or "Well done for showing me that you are listening by looking at me" makes much more of an impact. It reinforces positive behaviours for learning and communicates to other children what we value in school.

Blue Zone Stickers

If a child makes a valuable contribution their classroom environment, they will be moved into the Blue Zone and given a St George's Primary blue thank-you sticker to celebrate their contribution and thank them for making our school a better place. We encourage parents and other children to celebrate this and ask them why they were given a blue sticker. Children will also accrue points for the 'prize shop'. The prize shop was developed in 2019 with the school council to allow children to accrue points and choose termly from a range of prizes. **All blue zones will be recorded on Compass.**



Gold Zone Awards

Moving into the Golden Zone is very prestigious at St George's Primary. It means that a child has made a significant contribution to their classroom or the well-being of others. This is celebrated in the classroom. Children will also accrue points for the 'prize shop'. The prize shop was developed in 2019 with the school council to allow children to accrue points and choose termly from a range of prizes. **All gold zones will be recorded on Compass.**



Celebration Postcards

These are awarded by all members of staff in recognition of something that individual children have achieved in school. The postcards are completed, then either e-mailed on Compass or posted by our administration officer every Friday morning.

Golden Time

Golden time is every Friday afternoon in Key Stage Two. It is our staff's way of celebrating our children's positive behaviour and saying thank you to our children and ensuring that the week finishes on a celebratory note. In KS2 the children have a choice of skills led activities to choose from. These are chosen with the help of the School Council to ensure that they represent an appropriate reward for the children. In F2 and KS1 the children are asked what activities they would like.

Referral to head teacher and members of the SLT

Throughout the school, if children display positive behaviour regularly, in a notable way, or achieve highly in a work task the class teacher may refer them to another teacher or the head teacher for special praise. We expect the majority children to be sent to senior staff for positive reinforcement – not negative sanctions.

Learning Hero Awards

Children are awarded certificates, in our celebration assembly every week. These are awarded by all members of our learning and teaching staff to children who have promoted our school's RESPECT values. All rewards are explicit about what the child has done to achieve their award. **All learning Hero rewards will be recorded on Compass with celebration e-mails automatically sent home to parents and carers.**

Learning Hero Award



**St George's
Primary School**

Resilience _____

Empathy _____

Self-Awareness _____

Positivity _____

Excellence _____

Communication _____

Teamwork _____

Thank you for promoting
RESPECT
and making our school
a better place

Name _____

Class _____

This week we noticed you _____

Signed _____ Date _____

Promoting Positive Behaviour in the Early Years

Our Early Years children follow the Georgie Bear rules.

- Take turns and share.
- Use your listening ears.
- Have kind hands and feet.
- Have helping hands.
- Use your talking voice.
- Walk in school.

Children have the zone system in place to communicate positive messages about their behaviours for learning.

Dragon Scales

In Foundation Stage good behaviour means that children progress along the dragon scales. This is a good visual representation for our youngest children.

Lunchtime Reward Systems

Lunchtimes are supervised by lunchtime supervisors. Same policies and standards are applied at lunchtime. Staff can award reward stickers and liaise with school staff on use of zones.

Senior staff will be available to support lunchtime supervisors at all times.

We have developed a lunchtime charter.

Dragon Club

Dragon Club is our extended service. We run breakfast, after school and holiday clubs. Staff in Dragon Club will fully apply this policy. Staff can award reward stickers and liaise with school staff on use of zones. They will apply their own reward systems including raffles for gold zone behaviours.



**I have
been
brilliant
at**





**St George's
Primary School**



Our Play and Lunchtime Charter

Children's Responsibilities:

- Show respect to each other.
- Listen to each other.
- Help each other to solve disagreements.
- Treat staff with respect.
- Treat our building and equipment respectfully.
- Play nicely and have fun.
- Be fair. Show no prejudice.
- Stand up to bullying and unkind behaviour.
- Take turns and share equipment and space.
- Include everybody in our games and play.
- Make good food choices.
- Eat nicely and lunchtime and show good manners.
- Keep our dining room clean.
It should be a nice place to eat.
- Listen to our peer mediators and play leaders.

OUR RIGHTS

1. To be happy.
We want to enjoy our playtime and have fun!
2. To be respected, supported and listened to!
3. To be safe. Our school should be a nice environment that is safe from physical and emotional harm.
4. To be healthy. We need good food choices, opportunity for exercise and support with our mental health.
5. To be treated fairly and without discrimination.

Promoting RESPECT@St George's

Staff's Responsibilities:

- Respect children with our voice and body language.
- Smile. Be cheerful and positive.
- Listen and show understanding.
- Support our children if they are having difficulties.
- Be firm on poor behaviour.
We must value our rights of St George's.
- Ensure our lunchtimes are well organised with play equipment, clubs and quiet areas.
- Treat everybody fairly.
Show no favouritism.
- Promote equality and challenge prejudice.
- Give us healthy options for our food choices.
- Ensure that the dining room is well organised.
- Help our peer mediators and play leaders.

Section 4: **Managing Negative Behaviour and Sanctions**

Although the focus of our Behaviour Policy is developing positive behaviours and relationships, the use of sanctions is an essential part of our approach. It is essential that we communicate that unacceptable behaviour will not be tolerated. We have to ensure that our children are developing in a school where their rights to safety, happiness, respect and to learn are protected.

When sanctions are enforced, it is essential that we use them to allow children to reflect on their behaviour and consider their future actions. **Sanctions are only effective if they improve school life and change behaviour and attitudes.** Staff cannot simply punish children and make them miss playtime etc. they must be engaged in a reflective activity. It is essential that sanctions are not vengeful. It is the inappropriate behaviour that we wish to eliminate, not to shame the child.

We also do not allow blanket punishments for groups or classes. It is essential that any sanctions tackle the behaviour and are not punitive.

Sanctions must also not be a threat. Our aim is to promote the behaviours that we want.

In all classrooms across the school, we use our zone system to manage sanctions.

Steps staff must follow, when applying sanctions must:

- **Specifically communicate what behaviour they want, what behaviour they are unhappy with and why that is unacceptable.** Children must understand why they are being sanctioned. Ensure that sanctions are fair (proportionate) and follow school policy.

For example:

1. I want you to focus on your work and not disturb other children. At the moment you are out of your seat and trying to talk to other children. That is preventing them from learning effectively.
 2. I want you to ensure that everybody is safe and respected at playtime. At the moment the staff say you are being aggressive with your words and physical on the football pitch. That is not safe or allowing anybody to be happy.
- **Use the zone system to apply sanctions.** Loss of break time/golden time etc cannot be applied without use of the zone system.
 - Communicate with parents when children are placed and remain in the orange and red zone using Compass.
 - Refer child to unit lead if behaviour is persistent (with evidence logged on Compass).
 - Follow the behaviour flow chart for steps in reporting and communicating behaviours, both positive and negative.
 - Consider a Support Plan and liaise with school SENDCO. SENDCO can consider referral to outside agencies with parents' consent.
 - Refer to head teacher who will once again contact parents.
 - If these steps fail to improve the behaviour of the pupil, then, as a last resort, school may need to consider further steps including transfer, alternative or the use of fixed term and ultimately permanent exclusion.

At St George's, we are committed to positive behaviour and relationships which is part of the children's learning process and supports the child's personal development. For this reason, we do not use the following sanctions:

- Corporal punishment of any kind
- Any punishment without a reflective task.
- Children being sent out of class without any supervision.
- Lines
- Ridicule or sarcasm
- Criticism of the child rather than the behaviour e.g. 'that was unkind' NOT 'you are unkind'.
- Jumping to conclusions based on a child's reputation or previous behaviour.
- Threats of punishments, which are then not carried out.
- Sending children home with incidents unresolved, so that they worry unnecessarily about them.
- Group punishment must be avoided as it breeds resentment and doesn't target behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases school has to respect the needs of the individual but safeguard or duty to ensure that St George's is a safe, respectful, happy place to learn.

For individuals with such behaviour careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. School should seek external advice from agencies including behaviour outreach team and if necessary, consider alternative provision. School will also consider any issues relating to inclusion or safeguarding.

Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the SENCO/head teacher first.

Section 5: Roles and Responsibilities

Expectations in this policy reflect national standards and expectations for:

- Teachers
- Head teachers
- Teaching assistants
- Governance

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, the school will consider whether it is appropriate and lawful to sanction the pupil. However, SEND needs and poor behaviour choices can also be present. SEND needs can impact choices but not be used as a blanket reason to excuse poor behaviour.

If a child presents with behavioural problems, we will ensure that they are supported to manage their needs and self-regulate appropriately. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school 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
- If necessary implementing an individual plan and risk assessment. **SLT and SENDCO will oversee this step if required.**

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. Focus on what behaviour they want.
- Identifying any points of agreement to build a rapport.
- 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".
- If necessary implementing an individual plan and risk assessment. **SLT and SENDCO will oversee this step if required.**

Role of the Governing Body:

Governing Body has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Ensuring a whole-school culture to promote rights of everybody to be in a safe, happy, respectful environment.
- Handling complaints at appeal stage regarding this policy, as outlined in the school's Complaints Procedures Policy.

Role of the Head Teacher:

It is the responsibility of the head teacher to:

- Lead the school and ensure that the ethos of the school is demonstrated through positive personal behaviours.
- Implement the school behaviour policy and ensure consistently throughout the school.
- Strategically lead SEMH policies and provisions for the school
- Ensure that our guidance to pupils is excellent and our PSHE curriculum equips them to make informed choices and respect the needs of others.
- Report to governors on the effectiveness of the policy.
- Refer to records and data on Compass to analyse trends and ensure that nobody faces discrimination.
- Ensure the health, safety and welfare of all children and staff in the school.
- Supporting the staff in the implementation of the policy through guidance, CPD etc.
- Ensure the school keeps records of all reported serious incidents of misbehaviour and has the responsibility for decisions regarding fixed-term and permanent exclusions to individual children for serious acts of misbehaviour.
- Ensure that the policy is fair and applied in light of equality legislation.
- Seek feedback from stakeholders on the effectiveness of this policy.

Staff must:

- Ensure that they model respectful and positive relationships.
- Demonstrate and model positive characteristics towards pupils at all times so that they will develop into happy, confident, successful members of the school.
- Focus on the behaviours that they want.

"Thank you for speaking respectfully".

"Thank you for listening and showing resilience".

"I need you to show me that you can share and use kind words".

- Promote the values of St George's at all times. Must reinforce RESPECT values.
- When dealing with negative behaviour always remember that it is the behaviour that is unacceptable and not the child.
- Follow the school rewards and sanctions system.
- Make children aware of appropriate behaviour in all situations.
- Work in partnership with parents in dealing with any behavioural issue.
- Act as a role model for desired behaviour, treating all adults and children with respect, speaking in an appropriate manner and at all times remaining 'the adult' in any situation.
- Refer to class/lunchtime charters and mention them frequently.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that children with additional needs are well supported.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rewards and sanctions.
- Not apply punitive sanctions or punishments.
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Maintain clear records of positive and negative behaviour on Compass.

Pastoral Staff and Mental Health leads (SLT, SENDCO, Mental Health Leads and Learning Mentors) will:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SMST team.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (SMST or CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.
- Work with appropriate staff to include behaviour targets in individual support plans for children with additional needs.
- Work with appropriate staff to draw up positive behaviour management plans using OSP format for pupils with persistent significant behaviour difficulties.
- Work with staff on implementation and review of Support Plans and Positive Behaviour Management Plans.
- Give advice and support staff to implement appropriate behaviour strategies.
- Liaise with parents and outside agencies as necessary.
- Learning Mentors should work with children, individually or in groups to support their behaviour.

Pupils must:

- Respect children's rights to be safe, happy, respected and learning at St George's.
- Welcome challenge to be the best that they can be!
- Follow class and school rules/charter.
- Co-operate and be respectful with all staff and visitors at the school.
- Take responsibility for their behaviour, making appropriate choices.

Parents must:

- Support the school's policy to ensure the rights of all our community to be in a safe, happy, respectful place to learn.
- Accept the school's decisions on rewards and sanctions.
- Work in partnership with the school to promote high standards of behaviour, safety and RESPECT at all times.
- Ensure their child attends school regularly and on time and notify the school of reasons for absence.

Working with Parents and Carers

We value our work alongside parents and are keen to work in partnership with them to promote good behaviour. We will consult with our parents regularly on behaviour. This topic will be discussed with our parents' forum at least annually. We will use our self-evaluation questionnaires to get feedback on parent/carers perceptions on behaviour and school systems.

Our expectations are communicated annually through transition meetings. All families have to sign our home school agreement on admission.

This policy will be available to parents through a leaflet and on our website. We will ensure that we:

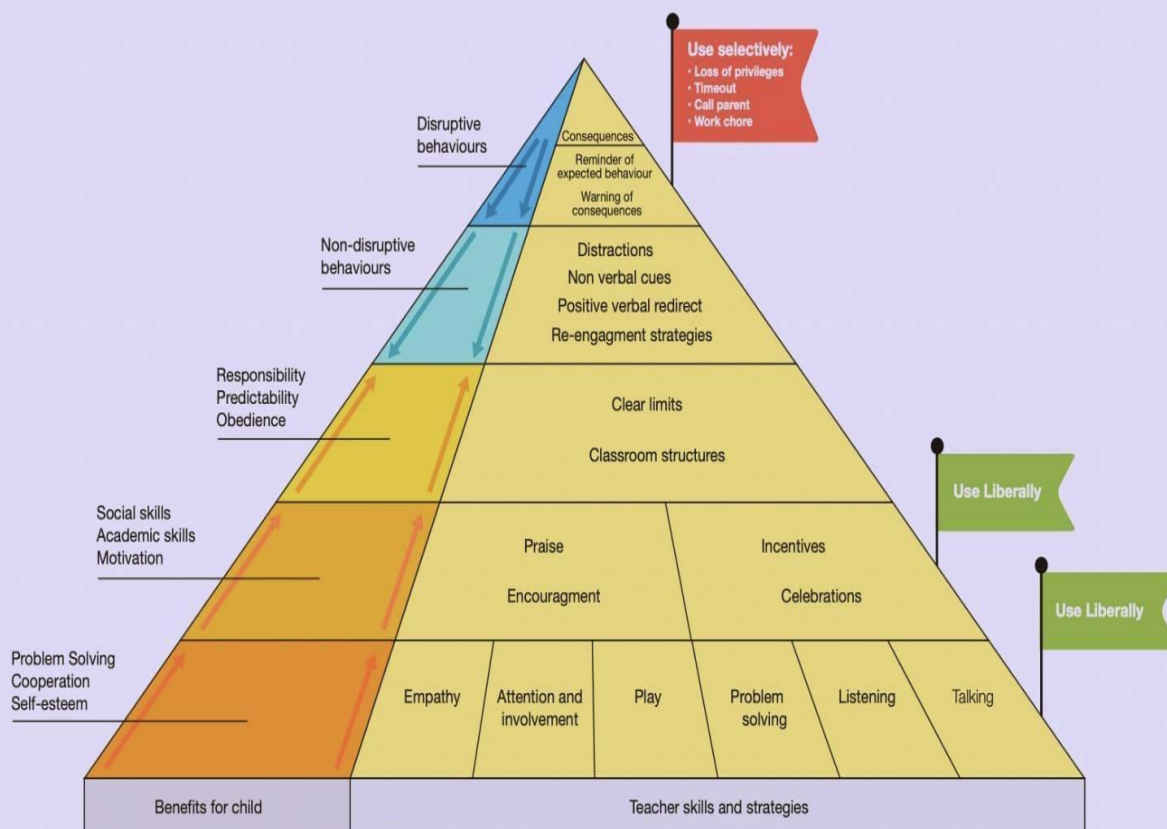
- Celebrate positive behaviours. That is central to our behaviour policy.
- Inform parents and carers of problems related to behaviour.
- Meet with them formally up to two times per year (parents' evenings)



- Be available at other times to discuss their child's behaviour, as the need arises.
- Keep them informed before consulting outside agencies.
- Share with them the procedures that are available in school for dealing with behavioural difficulties.
- Provide access to support in school through our drop in sessions and specialist support.
- Signpost places where they may seek help for dealing with behavioural difficulties at home.

If these steps are not successful, school may seek agreement to involve external agencies. This should occur when a child's behaviour is causing concern regarding their impact on others or having a negative effect on their mental health. This will be promoted initially through an Outcome Support Plan and records kept of behaviour and conduct. A Positive Behaviour Management Plan may also be written using our OSP format.

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

Section 6: Statutory Duties and Powers for Behaviour Management

The school has adopted the following policies related to statutory powers.

All statutory powers are applied with full recognition that we must be mindful that nobody faces prejudice or discrimination.

6.1 Power to Search and Confiscated Items

The school will only enforce the **power to search** when they believe that a child is at risk of harm. This could be related to weapons, drugs, alcohol etc. This must be undertaken by a senior member of staff. This must be recorded, logged in school and communicated to the child's parents in writing.

Items that are not allowed in school (see appendix 5) may be confiscated.

- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The head teacher will always be notified when any item is confiscated.

6.2 Detention

Teachers have a legal power to put pupils in **detention** this is a sanction that could be used in exceptional circumstances (normally related to safety of others) Only members of the senior staff have authority to impose this sanction at St. George's Primary School. Parental consent is not required for detention although school would make every effort to contact parents to ensure arrangements for travelling home safely were in place.

6.3 Behaviour Outside School

If behaviour that takes place **outside the school** affects a member of school community, senior staff may apply their statutory right to enforce the school's behaviour policy. DFE guidance stated school may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform or is in some other way identifiable as a pupil of the school.

Staff may discipline pupils for misbehaviour at any time, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

If the policy is applied in relation to conduct outside school, senior staff will be involved and parents will be contacted.

6.4 Use of Physical Intervention by Staff

We do not envisage use of physical intervention being part of the school's regular routines. We do not apply 'team teach' or regular restraint unless it is part of a child's agreed support plan. Therefore, physical intervention would only be applicable in exceptional circumstances.

School staff have a power to use physical intervention and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using physical intervention. Senior school leaders should support their staff when they use this power.

Who can use physical intervention? All members of school staff have a legal power to use physical intervention. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can physical intervention be used? Physical intervention is last resort and used can be used to in high risk situations to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, **physical intervention** is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

If any physical restraint is required, this will be reported to SLT who log this on Compass, review the incident and ensure this is reported to the child's parent or carer.

Physical restraint and use of physical intervention may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil.
- A pupil tries to, or does, conduct deliberate damage or vandalism to property.
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others.
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only were doing so may lead to a risk of injury, property damage or serious disruption.
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit.
- A pupil is behaving a way that is seriously compromising good order and discipline.
- A pupil persistently refuses to obey an order to leave the classroom.
- The head teacher and other authorised members of staff are permitted to use physical intervention when conducting a search without consent for certain prohibited items, including the following:
 - Knives
 - Weapons
 - Illegal drugs
 - Stolen items
 - Tobacco, e-cigarettes and cigarette papers
 - Fireworks
 - Pornographic images
 - Any articles that have been used, or could be used, to commit an offence or harm.

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 head teacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

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

Teachers who identify children who present regular challenging behaviour that may cause themselves personal risk or risk damaging property should refer to the senior staff or the Special Educational Needs Co-ordinator for advice. If required, we could implement an agreed:

Safe handling plan

A safe handling plan should be drafted with teachers, teaching assistants and parents to plan for safe strategies to identify how to de-escalate situations that may arise during the school day. These plans may refer to specific safe handling approaches such as guiding and holds. Schools do not require parental consent to use force on a student.

School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND) with regard to the use of physical force. It is accepted that some pupils require a more sensitive and differentiated approach.

If a child should run out of class or school for whatever reason, staff should not overreact and must never run after them or use force to restrain them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible. Leaving class is regarded as 'red' behaviour and a consequence will follow.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, police and parents should be informed immediately. If parents and emergency contacts are unavailable, the police should be informed directly. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained

6.5 Exclusion

Head teachers have the authority to exclude pupils from a mainstream primary school. Alternatives to exclusions are always considered and may include:

- Restorative justice
- Transfer to alternative locations within the school sites (internal exclusion)
- Mediation
- Internal Exclusion
- Managed moves

Head teachers can decide to use a fixed term exclusion or permanent exclusion depending on the individual context of the incident. The head teacher will take into account the following when responding to serious breaches of behaviour:

- School's behaviour policy;
- Serious harm to the education and welfare of pupils or others;
- Pupils' opportunity to present their case;
- Contributing factors;
- Early intervention;
- Multiple exclusions.

Permanent exclusion can be used under the following circumstances if the head teacher is confident that there is evidence that there has been:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug
- Carrying an offensive weapon;
- Use or threatened use of an offensive weapon.

If an exclusion is made, then parents will be notified in writing within a reasonable timeframe. They will be informed of the period of exclusion and reasons, including their right to appeal to the Governing Body Discipline Committee and their right to appeal later in the process to an Independent Review Panel.

Parents have legally defined rights within the review process and should contact the school for more information if necessary. For example, all parents have the right, when appealing to an independent panel, to request the involvement and advice from a Special Educational Needs expert.

St George's supports the Local Authority's stance that exclusion should only ever be a final resort. Exclusion checklist is included in appendix 10.

All exclusions will be anonymously reported to the Governing Body.

Appendix 1 – Definitions of Unacceptable Behaviour

We have set our zone expectations in relation to negative behaviours and how they may be applied. DfE has set out an expectation for schools to establish clear definitions of unacceptable behaviour. This is detailed below:

For the purpose of this policy, the school defines **“serious unacceptable behaviour”** as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Include any prejudicial behaviour that undermines anybody’s protected characteristics and right to safety or dignity.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions.
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines **“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
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission.
- Graffiti

“Unacceptable behaviour” may be escalated as **“serious unacceptable behaviour”**, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying

- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, 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 attention of a staff member

Appendix 2 – Management of Drugs, Smoking and controlled substances

- In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's **Drug and Alcohol Policy**.
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- The staff member will store the sample in the head teacher's office. Ideally in a sealed container.
- The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.
- Any further measures will be undertaken in line with the school's **Child Protection and Safeguarding Policy**.
- Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

Appendix 3 - Items banned from the school premises

The following items are banned from the school premises. Head teacher or Governing Body may add to this list at any time. The list is to demonstrate what is not allowed. It is not a definitive or limited list of items.

Fire lighting equipment:

- **Matches, lighters, etc.**
- **Fuel sources (petrol, gas canisters etc).**

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs or vapes)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure and passed to staff.

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Electronic Devices

- Mobile phones (on person)
- Non school laptops or tablets (all school devices have strict firewalls and cyber security controls)
- Recording devices
- Smart watches/glasses etc.
- Cameras
- Items that may cause ignition/be plugged in etc.

Other items:

- Liquid correction fluid

- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray

Appendix 4- Managing sexual harassment

St George's school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body.
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing.
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication.

St George's school 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.

- Punishments 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.
- The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Appendix 5; **Staff Physical Intervention Monitoring Form (recorded on Compas0**

Physical intervention is not part of the school's regular behaviour management routines. As directed in school's behaviour management policy it is only used as a last resort when a child is at a high risk situation.

We do not apply 'team teach' or regular restraint unless it is part of a child's agreed support plan. Therefore, physical intervention would only be applicable in exceptional circumstances.

Name of Child	
Class	
Is this child on SEND register	No Tier 1 Tier 2 Tier 3 Tier 4
Date	
Location	
Time	
SLT lead recording physical intervention	
Names of any other children involved	
Names of any staff involved	
Description of incident (include specific details of who, what, how and time)	

Description of physical intervention required.	1. Guided arm/direction (friendly guide) 2. blocking/screening 3. Holding hand or wrist (soft c hold) 4. Holding single elbow 5. Double elbow hold 6. Extended arm to maintain distance 7. Holding hug 8. Other (record details above)
Reason why physical restraint was needed? Why was this a high risk situation?	1. Causing physical harm to another child? 2. Threatening harm to another child and trying to physically attack them. 3. Causing physical harm to a member of staff? 4. Threatening harm to a member of staff and trying to physically attack them. 5. Damaging property. 6. Trying to escape premises or putting themselves at high risk. 7. Other.
What de-escalation techniques were applied (tick all)?	1. Area cleared of other children 2. Child given direct instructions 3. Child reassured that we are here to help 4. Adult give positive choices 5. Children given alternative space to move into 6. SLT support requested
Was any first aid administered to the child who was physically restrained?	Yes No Unsure
Was any first aid administered to the staff who managed physical intervention?	Yes No Unsure

Was any first aid administered to the other child in relation to this incident?	Yes No Unsure
SLT evaluation of incident	
Any context notes for this child (new admission, recent trauma etc).	
Has there been any previous serious safety incident for this child?	Yes No Unsure
Has there been any previous physical intervention incidents for this child?	Yes No Unsure
Does the SENDCO need to be involved?	Yes No Unsure
Does this child need an individual de-escalation plan?	Yes No Unsure
Does this child need an individual risk assessment?	Yes No Unsure
Name of parent/carer contacted	
Time of phone call	

Appendix 6 – Exclusions Checklist for Schools

Pre-Exclusion Checklist

Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion (DfE, 2017)

Action	Yes	No	Evidence
Does the pupil have an assigned key worker that they meet with regularly?			
Do they have a peer mentor?			
If incidents are occurring at unstructured times e.g. breaks and lunch, have systems been put in place to minimise this e.g. supervised inside or elsewhere?			
Has the pupil's timetable been modified to try and reduce the likelihood of incidents?			
Have reasonable adjustments been made to accommodate the needs of the pupil and can this be evidenced?			
Has a positive reward system been put in place emphasising recognition of what the pupil is doing right?			
Has a one to one been put in place?			
Has the school nurse been contacted for advice?			
Has the pupil been referred to Gilbrook/Kilgarth Outreach programme?			
Does a referral to Speech and Language need to be made?			
Has the pupil been referred to a nurture base in the school environment for therapeutic work for possible SEMH issues?			
Has a referral to the Integrated Response Pathway been made? <i>(Primary only)</i>			
Has the pupil been referred to a counselling service?			
Has the CAMHS advice line been contacted?			

Has school consulted an Educational Psychologist or attended one of the EP drop-in sessions for advice?			
Has a referral to Early Help been made to help put support systems in place both at home and at school? If the family are reluctant to engage, has the Early Help Locality Social Worker been contacted to request support to engage the family?			
Has a multi-agency meeting occurred? (Preferably more than one.)			
Has advice been sought from ASC Team?			
Could there potentially be unidentified SEND such as ADHD/ASC/other mental health difficulties and if so, it should be considered whether it is more appropriate to make a referral for formal assessment rather than action an exclusion. (Please refer to further DfE guidance for supporting pupils with SEND to ensure that the exclusion is lawful.)			
Has the pupil got mental health problems that could have contributed to their actions? Have they suffered a recent trauma such as a bereavement or bullying? Consider the impact of this on their actions and whether an exclusion is the most appropriate avenue to best support the pupil.			
Does the pupil have a history of such behaviour or is this out of character? If the incident is out of character, is there an alternative to permanent exclusion that could be considered?			
Has the advice gained from external sources been put into action and outcomes evidenced?			
Has the child been issued with a Child Centred Plan/One Page Profile?			

Are all adults in school aware of this plan and is everybody carrying out the recommendations in the plan? (Inconsistencies in delivery of the plan put the success of it in jeopardy and should be addressed immediately.)			
Do interventions in the plan link to clear outcomes? The plan should reflect an ' Assess, Plan, Do, Review Cycle '. This could be an Additional Support Plan for pupils that have been identified with possible special educational needs and/or a Pastoral Support Plan for children who do not have identified SEND. Has this plan been reviewed at least once?			
Have the outcomes been recorded and is it clear how you have responded to the outcomes by adapting the plan?			
Has a request for an EHCP assessment been made?			
Has an "At Risk of Permanent Exclusion" form been submitted to the Local Authority?			
Has a Managed Move been sought?			
Is permanent exclusion the only reasonable outcome? Will the pupil remaining in school put others at significant risk or can an alternative solution be found?			

Appendix 7: Reflection Tasks for children in yellow. Orange and red zones

Ideas in here are examples of reflective tasks.

Reflection Sheet

Take a few minutes to reflect on what has happened. Complete these questions as best you can.

Name:

Date

1. What did you do?



2. Why did you do it?



3. What could you have done differently?



4. How will you put it right?



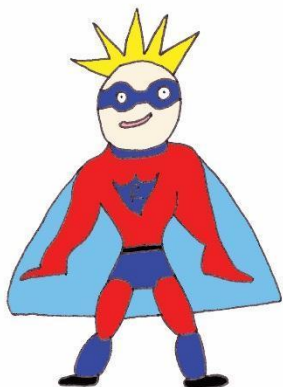
Name _____

The Person, I would like to be!

How would you like your classmates to describe you?

Think of 10 words that you would like to be described as.

Want some help? How about friendly, caring, hard working?



Put your 10 words in here.



Now think of 5 things that YOU could do to achieve this!

1.
2.
3.
4.
5.

Name _____

Making our playground a better place to be



Reflective Rita

When we need to improve, YOU are the most important person. You have to think about;

Why things happen

What you want

How you can make it

Think of 5 things you could do to make your playgrounds safer and happier:

1.

2.

3.

4.

5.

How will you feel if you get this right?

How will the other children feel?

How will the staff feel?

Name _____

Making our classroom a better place to be



Reflective Rita

When we need to improve, YOU are the most important person. You have to think about;

Why things happen

What you want

How you can make it

Think of 5 things you could do to make your classroom a better place:

1.

2.

3.

4.

5.

How will you feel if you get this right?

How will your classmates feel?

How will your teacher feel?

Name _____

What Makes Lisa Simpson somebody to admire? Think of 5 things?
1.
2.
3.
4.
5.

My Learning Hero!



Now think about your own learning hero. What makes you admire them? Draw them in the box and tell us 5 great things about them.
My Learning Hero is:
1.
2.
3.
4.
5.

--

Resilience Quotes



Resilient Melicent

Being good at things and improving takes determination. Choose your favourite quote from the ones on this page.

“Keep your dreams alive. Understand to achieve anything requires faith and belief in yourself, vision, hard work, determination, and dedication.” **Gail Devers, Olympic Champion**

“Every accomplishment starts with the decision to try.”

“Some people dream of success while others wake up and work hard at it.”

Why did you choose this quote?

Draw a banner for this quote (Big Writing and a picture)

The answers are below:

	Order	Number of Votes		Order	Number of Votes		Order	Number of Votes
Respect	1 st	53	Resilience	8 th	14	Seeing people's individuality	15 th	10
Honesty	2 nd	39	Acceptance	9 th	13	Strong self-esteem	15 th	10
Kindness	3 rd	29	Empathy	9 th	13	Confidence	15 th	10
Happy	4 th	24	Compassion	9 th	13	Understanding	18 th	9
Freedom of Speech	5 th	22	Valuing Others	12 th	12	Open minded	19 th	8
Independent Thinkers	6 th	19	Accepting differences	13 th	11	Forgiveness	20 th	7
Democracy	7 th	15	Responsible	13 th	11	Optimism	20 th	7

Choose the three most important to you and explain why they are important:

Value	Why is it important at our school?
1.	
2.	
3.	

Choose three that you could work on and improve. Explain how you will improve

Value	How will you improve?
1.	
2.	
3.	

How will you feel if you get this right?

How will your classmates feel?

How will your teacher feel?

Name _____

Thinking Word-Search

(Choose a quality or one of the RESPECT words)

Now put them in a word search

[illegible]

