



## **BEHAVIOUR AND RELATIONSHIPS POLICY**

### **Our school motto**

Never settle for less than your best.

### **Our Vision**

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

### **Our Mission**

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

### **Rationale**

St. George's Central School values are firmly based on the Christian Faith. Therefore everyone in school works to provide an environment within which children and adults can develop good relationships showing care, respect and consideration for each other. We believe that our behaviour and relationships policy will clearly set out how these values are supported so that all members of the school community can use it as a guideline to making good decisions about behaviour. It works closely alongside the Home-School agreement in terms of the responsibilities of the school, the family and the child.

The successful management of behaviour and rewards is central to the school's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community.

Good discipline is the fundamental backbone to creating a safe, working environment in which all children can learn effectively. Appropriate behaviour in school will promote a positive learning environment in which children are given the opportunity to realise their individual potential. Where behaviour is poor, not only does the disruptive child not learn but they also reduce the chances of others learning too. Here at St. George's Central CE School and Nursery we are committed to providing a broad and balanced education for all children whatever their individual needs.

### **Values and Ethos**

*It is the right of all children to be educated and for all teachers to teach.*

The creation of a positive ethos and good behaviour from the children at St. George's Central CE School and Nursery is vitally important. Without mutual respect and discipline the delivery of a broad, balanced and differentiated curriculum becomes impossible. Modelling mutual respect with all members of our school community is the driving force behind the positive behaviour managements active within school, ensuring that effective learning and teaching can take place. Therefore it is vital that we recognise behaviours which fall short of this and develop strategies for dealing with them.

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Our role in the development of self-disciplined adults for the future is crucial.

We understand that it is crucial that at St. George's Central CE School and Nursery we have a consistent approach with explicit boundaries and expectations that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established and made explicit.
- Staff must be consistent in their dealings with pupils.
- All staff should interpret school rules in the same way.
- In most cases we should respond in an agreed way with some flexibility to deal with exceptional circumstances.
- Parents should be aware of the school rules and the consequences of their children's actions. Each year parents will be asked to sign our Home-School Agreement which indicates that they agree to this behaviour policy.

### Aims

We aim to:

- create a calm and positive ethos throughout the school where everyone feels safe, secure and valued, and where effective teaching and learning can take place;
- build a community which values kindness, care, resilience, respect and empathy for others;
- enable children to develop a sense of self-worth and a mutual respect and tolerance for others, and to ensure all learners are treated fairly and are shown respect;
- develop, in children, a sense of self-discipline and a responsibility for their own actions;
- ensure that all unwanted behaviours, including inappropriate use of language, are challenged appropriately (this includes, but is not limited to, derogatory language related to the protected characteristics contained in the 2010 Equality Act – racist, sexist, homophobic, biphobic, transphobic or other discrimination);
- use positive strategies to help pupils achieve their capabilities by celebrating their achievements;
- to develop a proper concern for the school's environment and resources.

### Objectives

#### Principles of Positive Behaviour

Positive behaviour results from a process of co-operative teamwork, including peer relationships and interactions with all adults within the school community.

Within school, staff will deliver Positive Behaviour Management by:

- providing a well-ordered environment with consistent and agreed behavioural expectations;
- acting with courtesy and consideration to all individuals;
- encouraging, praising and re-enforcing good relationships;
- working as a team - supporting and encouraging each other. They will embody the ethos that is agreed as our code of conduct throughout school;
- insisting on acceptable standards of behaviour, work and respect;
- sharing the responsibility for maintaining positive behaviour at all times and in all locations;
- being consistent;
- implementing a range of classroom management techniques to ensure good behaviour;
- specific teaching of strategies to manage behaviour during SEAL, PHSE & C and R.E. lessons and through our acts of worship and work on our whole school Christian Values.

#### Pupils will work towards positive behaviour by:

- knowing and accepting the school's positive behaviour management systems and understanding the reasons behind them;
- being given responsibility to manage their own behaviour;
- developing their understanding of others', and their own, actions;
- accepting and reflecting the Christian or Community values evident throughout schools.

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## Parents/Carers can support the Positive Behaviour Management Policy by:

- accepting the Positive Behaviour Management Policy of the school through agreeing to the home-school agreement;
- praising children for their achievement;
- actively supporting staff in developing their child's ability to take responsibility for their actions. This will be done through supportive parenting, but also through supporting the school at strategic points for development, when requested.

## Rules

It is very important that as adults we act as good role models to which children can aspire. The following rules are for everyone. We will encourage our pupils to:

- be kind, considerate and caring. They should show thoughtfulness to others and be able to accept differences;
- be dependable, polite and helpful;
- always try hard in school to improve their work.

'School can be fun if we...':

- show respect for each other e.g. hold the door open to let someone pass through;
- respect the property of others e.g. pick a coat up which has fallen on the floor;
- be friendly and treat others as we would want to be treated;
- always work to the best of our ability every day;
- remember the school motto 'Never settle for less than your best.'
- listen to all adults in school;
- walk and talk quietly around school remembering others may still be working;
- look after our classroom and school environment. E.g. put litter in the bin;
- wear the correct uniform at all times – including no jewellery or inappropriate haircuts.

These expectations are a set of broad rules for our pupils, which the adults in school also support. We will help pupils to apply these rules by using positive recognition given at three levels – individual, small group/class and whole school.

## Rewards

Children who keep to the rules are rewarded in many ways. The following is a list of rewards currently being used in school;

### **Individual:**

- Each child in school, from nursery to Y6, is a member of one of 4 teams (either St Matthew, St Mark, St Luke or St John). Their team stays the same throughout their time at St. George's Central CE School and Nursery. Team points are awarded to individual children for a variety of reasons, some of which include good work, good behaviour, effort, homework, attendance and punctuality, remembering equipment or activities undertaken outside school. These are recorded on a class chart so that points for each team can be tallied each week. Every Friday the points for each team are totalled across the school and the team with the most points for that week moves along one space on our whole school reward board. This reward board is based on the Manchester to Tyldesley Guided Busway and the ultimate aim is to be the team that gets the closest to Tyldesley by the end of the school year. There are rewards for the winning team.
- Weekly 'Star of the Week' certificates awarded to one child in each class (for various achievements). The child chosen as 'Star of the Week' is also invited to sit at 'Top Table' in the hall on the Friday lunchtime, with a friend of their own choosing' as an extra recognition of their effort and/or good work.
- A weekly 'Christian Values' award is given to a child from each key phase in school (Early years, KS1 and KS2) who has shown themselves to be a role model for our school Christian Values.
- Weekly 'Golden Tickets' are given by each welfare assistant to children who have demonstrated excellent behaviour and attitude during lunch times.
- Home notes – sent home to parents for good work, behaviour, effort etc.

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### Individual continued:

- Each week, children who have not had their name moved to the class whiteboard for any reason (see 'Sanctions') will go into a class draw. On a Friday, class teachers will draw one name from these and take that name into Friday morning celebration assembly. An overall winner for the week will then be chosen to win a special prize.
- Positive feedback.
- Stickers.
- Showing work to other teachers/classes.
- Positive comments in planners.
- Visit to headteacher.
- Lunchtime awards

### Whole School:

- All classes have thirty minutes of Golden Time each week, usually on a Friday afternoon, as a reward for good behaviour and recognition of home learning. The children will decide how this time is to be spent in consultation with the class teacher.
- 'SUPERCLASS' display in the hall – each class aims to build up the letters which spell out 'SUPERCLASS' to receive a whole class reward (which children can decide on for themselves). Letters can be earned specifically for behaviour during whole school worship and assemblies and for entering and leaving the hall in a respectable and sensible manner.
- Rewards for the team to have moved closest to Tyldesley on the whole school reward board by the end of the year.

### Sanctions

All children are expected to follow the requirements in the home-school agreement which is signed each year by the headteacher, parents/carers and children. Adults will use a number of strategies to ensure excellence in the learning environment and consequences and sanctions will always focus on the behaviour with the reasons for the sanctions being explained. Children are aware of the types of behaviours that will not be tolerated and would result in consequences and sanctions. For example:

- discrimination of any kind, such as race, age, ability, background, gender, sexual orientation, gender identity or disability;
- bullying;
- threatening behaviour;
- physical abuse towards staff or children;
- deliberate damage of school property;
- swearing;
- refusal to follow instructions.

Following the agreed whole school class system for rewards and sanctions, children will begin each session following a break/play time on the class **positive** behaviour display board (this may be a green circle, smiley face board etc). If behaviour within a lesson causes concern:

- Initial warning given – child's name is moved from the class display to an area of the class whiteboard as a visual reminder for the child to improve their behaviour. The child then makes a choice to behave;
- If poor behaviour continues – a cross is put next to the child's name and 5 minutes of the next break/play time is missed (teacher will supervise this in class);
- If poor behaviour does not improve – a second cross is put next to the child's name and a further 5 minutes of the next break/play time will be missed (10 minutes in total, supervised in class by the class teacher). Parents will be informed at the end of the school day (or as soon as it is possible to speak to them about the concerns.).

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Other sanctions may be deemed to be suitable, dependent on the circumstances. These may include time out – for example, a child causing disruption may be sent to a different room for a period of isolation. Isolation will involve a child spending time in a different area within school, supervised by an adult (usually Mrs Kearns, our Learning Mentor). In this case, parents/carers would be informed. If, despite these sanctions, the poor behaviour continues, the Headteacher will be informed. At this point a letter may be sent home and parents called to a meeting. From this an Individual Behaviour Plan may be written to help the child work towards small achievable behavioural targets.

Lunchtime behaviour will be monitored separately. Lunchtime Welfare Assistants will report to the Learning Mentor (Mrs. Kearns) who will decide if a child needs to be removed from the playground at lunchtime – they will initially stay inside with the Learning Mentor (Mrs. Kearns).

If behaviour continues to be a problem for a particular child, it may be necessary to implement a Pastoral Support Plan (PSP) to further support the child or outside agencies may need to become involved. Again parents will be kept informed. Further interventions may include exclusion in line with LA policy, part time education, managed move and finally a permanent exclusion. It is, however, anticipated that only a very small minority of children will go down this intervention route as on the whole it is only children with severe behavioural difficulties who will find themselves in this situation. Parents will be kept informed at all stages.

### **Exclusion**

Exclusion of a child will only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school it will be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. There are two types of exclusion - fixed term, which is temporary exclusion for a fixed amount of time, and permanent exclusion. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. Exclusions may be considered for incidents such as:-

- Aggression towards staff
- Aggression towards peers
- Bullying (including cyber bullying)
- Physically violent behaviour
- Sexual harassment
- Theft
- Carrying/using an offensive weapon
- Persistent defiance
- Persistent disruption
- Vandalism
- Persistent use of foul language/verbal abuse
- Drugs/alcohol

If the Headteacher excludes a child, he will inform the parents/guardians immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. School will advise the parents how to make any such appeal.

The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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### **Restraint of Pupils – reasonable force**

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Reasonable Force. Only members of staff who have received the 'Team Teach' training on the use of positive force will physically intervene to reasonably control or restrain children, as necessary, to prevent injury to another person, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person including their own, or from causing disorder. Trained adults may use 'Team Teach' techniques to physically separate pupils found fighting or if a pupil refuses to cooperate when told to move to another area of school. The level of physical intervention will always be proportionate and will reflect the level of behaviour they are intended to prevent.

### **Power to discipline beyond the school gate**

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff and members of the general public. This includes any misbehaviour when pupils from St George's Central CE Primary School and Nursery are:

\*on the journey to and from school;

\*on educational visits;

\*using the internet, digital recording devices and mobile phones;

\*wearing school uniform outside of school hours.

### **Right to search**

The Headteacher can authorise a search of pupils or their possessions (including bags and trays) without the child's consent, if there is reasonable grounds for doing so, for any item which is banned by school rules (these items include weapons, alcohol, controlled drugs, stolen property, cigarettes and tobacco products, pornography, fireworks, personal electronic devices such as mobile phones and music players like iPods etc. and items which may be used to commit an offence). Reasonable force may be used to execute the search (this would be undertaken by staff trained in 'Team Teach' techniques). Teachers can instruct pupils to turn out their pockets and enforce sanctions if they refuse to do so. A pupils' possessions will be searched while the pupil is present. School has the right to confiscate and keep hold of, or destroy, any items which pupils should not be in possession of (depending on the nature of the item).

### **Drug and alcohol abuse**

It is the policy of St George's Central that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken according to school policy and procedures. The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed term exclusion. If the offence is repeated, the child will be permanently excluded, and the Police and Social Services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school grounds any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed-term. A parent or guardian of the child will also need to visit the school to discuss the seriousness of the incident with the Headteacher.

### **Dealing with allegations against members of staff or other adults within school**

All allegations should be made, in writing, to the headteacher or, in the absence of the headteacher or if the allegation is against the headteacher, they should be addressed to the chair of governors. All allegations will be taken seriously and investigated and reported to the Local Authority Designated Officer (LADO) who will provide advice and monitor progress of cases. Staff suspension will not be the default option in response to an allegations. Allegations found to be malicious will be removed from personnel records and pupils found to have made malicious allegations will be sanctioned appropriately in line with this policy.

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### Additional support for parents

If parents wish to seek additional support and advice on developing their child's social, emotional and behavioural skills, they should first contact Mrs. Kearns, the school Learning Mentor, who can offer initial guidance and/or signpost parents to other agencies who may be able to help further, for example local Startwell Centres. If necessary, school will support parents through working with external agencies such as Gateway, TESS team etc.

### Managing pupil transition

All pupils throughout school will be fully supported in preparing for any move to a new class, Key Stage or school. During the summer term, each year, children will be given the opportunity to spend some time in their 'new' class ready for the following September. In particular, children moving from Y2 to Y3 will be specifically shown where toilets, cloakrooms and resources are and the new routines explained to them to ensure a smooth transition and to ease any concerns. Y6 pupils will be given opportunities to attend 'taster days' at their chosen High School in order to prepare them for starting there in the following September.

### Monitoring and Evaluation

This policy has been developed in consultation with the whole school community. All members of the school staff are consulted and copies of the policy are readily available for all parents and pupils to look at whenever they wish. Parents are also consulted when reviewing this through parental questionnaires.

The effectiveness of the behaviour policy will be monitored by the headteacher and senior management team. They will report to the Governors on the effectiveness of the policy. The behaviour policy should be seen primarily as a working document, subject to revision in the light of changing circumstances and impact on actual practice. We recognise that reward systems used in school often have short term benefit and that there is a need to continually review the systems in place.

### Related Policies

\*Personal, Social, Health, Education and Citizenship Policy  
\*E-Safety Policy

\*Anti-bullying Policy  
\*SEND Policy

\*Safeguarding Policy

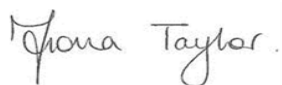
### Inclusion

The principle aim of this policy is to develop well-behaved, confident, responsible, tolerant individuals with high self-esteem and accordingly all pupils should have access to their education and school life regardless of gender, race, cultural background, ability or any physical or sensory disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

### Governors

The governing body will be kept up-to-date on all matters relating to this policy. It will be reviewed every two years, but governors may choose to review it earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

**Developed by: Mrs J Morris/Mr M Grogan**



Chair of Governors

Date: April 2019



Headteacher

Date: April 2019

**Policy approved: April 2019**

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