



**St George and St Teresa Primary School**  
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**Chair of Governors: Mrs T Wilmot**

Executive Head: Mrs L. Flanagan

**Policy Checklist to be inserted with all current Policies and Key Documents**

**TO BE COMPLETED BY REVIEWER**

<b>TYPE:</b>	<b>Policy</b>	
<b>TITLE:</b>	<b>Behaviour</b>	
Compiled / reviewed by?	<b>All teaching staff</b>	
Does it relate to any change in legislation?	Yes	
Which (if any) model has been used as a framework?	None	
Have any new recommendations / alterations been incorporated?	Yes	
Review Required? If yes, how long	Annually	
If significant changes, who needs to be notified?	✓ as required	
	Teachers	✓
	Pupils	✓
	Learning Support staff	✓
	Clerical Staff	✓
	Ancillary Staff	✓
	Governors	✓
	Parents	✓
	Other (specify):	

**TO BE COMPLETED AFTER REVIEW FOR ATTACHMENT TO FINAL COPY**

When ratified by governors (if required)	
Next Review (if required)	Autumn 2025
Next Governor approval (if required)	



## **St George and St Teresa Primary School**

### **BEHAVIOURAL POLICY**

St George and St Teresa Primary School is a community of love and hope. We welcome, nurture and educate our children as children of God, inspired and guided by the love of Christ and the teaching of the Catholic faith. We share with families and the community a commitment to provide the very best for our children to be all they can be.

### **“Faith: We live it, love it, learn it.”**

St George and St Teresa’s Behavioural Policy reflects the ethos of the school aiming at developing productive relationships where courtesy, consideration, respect and sensitivity are shown and encouraged in others. These qualities should be fostered between children and adults and between classmates and colleagues. Relationships underpin all that we do and all that we are capable of doing.

#### **The aims of this policy are:**

- To adhere to St George and St Teresa’s **3 golden rules** (see below)
- To promote good order with positive attitudes, praise and rewards
- Promote a positive ethos and climate in school
- Create a consistent environment that expects and reinforces good behaviour choices
- Value, respect and appreciate each other, irrespective of age, gender, creed or race and acknowledge that everyone has a positive part to play within our school community
- Develop self-discipline
- To recognise and respond to underlying Mental Health issues including Attachment disorder, anxiety and trauma, especially for key groups of children including Looked after children, Previously Looked after children.

#### **Ethos**

St George and St Teresa school’s ethos is to ensure pupils and staff feel happy, confident and safe, therefore allowing high quality learning to take place. We believe that a healthy balance between rewards and sanctions exist. We regard behaviour linked instances as ‘distress behaviour rather than disruptive behaviour’. We expect everyone to implement the rules fairly and consistently to foster good behaviour choices in a positive way and put in place strategies to support children with ACE (adverse childhood experiences).

We seek to promote an ethos amongst our staff and pupils encapsulating;

Perseverance - Care - Fairness -Honesty - Achievement - Commitment - Resilience -Forgiveness - Respect - Responsibility - Self-discipline -Trust

Our School is a place where:

- Everyone is made welcome
- There is a culture of safety
- We respect and care for ourselves, others and everything around us
- Everyone benefits from, and is committed to, excellence in learning
- When in doubt, the questions asked are: “What would Jesus do?”; “What would St Teresa do?”

This behaviour plan is a teaching document which will be explicitly taught and shared with all stakeholders regularly.

#### School Rules:

We have three whole school rules:

**St George and St Teresa Catholic Primary School**

**GOING FOR GOLD**

**OUR THREE GOLDEN RULES**

<p><b>1. Live</b> life in response to God's teachings.</p> <ul style="list-style-type: none"><li>• We follow instructions first time, every time.</li><li>• We stand up to bullying of any kind.</li><li>• We walk sensibly around our school.</li><li>• We know who to go to for help and support.</li><li>• We stay safe online and outside of school.</li><li>• We support one another all of the time.</li></ul>	<p><b>2. Love</b> God, ourselves and each other.</p> <ul style="list-style-type: none"><li>• We always listen when an adult is talking.</li><li>• We are polite and show good manners to everyone.</li><li>• We respect difference and know we are all equal.</li><li>• We look after our equipment and share it.</li><li>• We look after our environment.</li></ul>	<p><b>3. Learn</b> to achieve our best in everything we do in School.</p> <ul style="list-style-type: none"><li>• We arrive at school on time, every day.</li><li>• We try our best in all aspects of learning.</li><li>• We wear our uniform with pride.</li><li>• We make sure we have the right equipment for school and learning.</li><li>• We take part fully in lessons and show resilience.</li></ul>
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**1. Live life in response to God's teachings.**

**2. Love God, ourselves and each other.**

**3. Learn to achieve our best in everything we do in School.**

#### Consistency in practice

We believe in a whole School consistent response.

- Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, middle and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal praise, phone calls home and postcards for ***above and beyond***.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.
- Consistent respect from adults: Even in the face of disrespectful children.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of children.

#### **Self-Discipline:**

Self-Discipline and positive attitudes should be promoted in the children throughout the curriculum. Children should be encouraged to have respect for their own and other people's properties. This respect will be encouraged by all children being encouraged to hang up coats and bags, having their full PE kits and being equipped for school.

#### **The Role of the staff:**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. It is the responsibility of all staff to ensure that school rules are enforced in all areas of the school. Staff at St George and St Teresa's will not walk past or ignore behaviour that does not fit within our ethos or comply with our school rules. Children must be treated fairly, with respect and understanding, and school rules enforced consistently. Staff will know the children in their care and be able to differentiate levels of support and sanctions according to need and life experiences of the child. If a member of staff is in doubt they need to refer to the Senior Leadership Team, and ultimately to the Headteacher.

As a Catholic school, the Gospel values underpin everything St George and St Teresa's does with the principles of forgiveness, social responsibility and a belief in the potential of every individual to make good choices about their learning and behaviour; with this aim all sanctions include a process of self-reflection, restorative behaviour and an opportunity for penance.

All staff at St George and St Teresa's Primary School will:

- have high expectations of the children's behaviour.
- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty, courtesy and respect
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability, and disability
- show appreciation of the efforts and contributions of all children

### **The Role of Lunchtime Supervisors:**

A member of the Senior Leadership Team has regular meetings with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties.

Lunchtime staff are aware of this behaviour policy and will implement the rules and apply them when pupils are in their charge. Staff should be positive with the pupils and take notice of good behaviour, kind acts and helpfulness during their lunch break both in the dining room and around school. Throughout lunch break these instances of positive behaviour will be celebrated with praise and may be reported to the class teacher.

Lunchtime supervisors (LTS) are able to give out house points to pupils during the lunch break. In addition to this LTS can issue raffle tickets, which see Pupils entered into a prize draw in the time to shine assemblies. If pupils need "time out" for a few minutes (maximum five) because of inappropriate behaviour they may be sent to stand by a wall.

In the event of more serious behaviour occurring, the midday supervisors will send the pupil into school with a red card. The pupil will report immediately to a member of staff for an immediate sanction.

### **Role of the Interim Executive Head and Interim Head of School:**

It is the responsibility of the Interim Exec Head and Interim Head of School to implement the Behaviour Policy consistently and fairly throughout the school and to report to the Governing Body, when requested, on the effectiveness of the policy. The Interim Exec Head and Interim Head of School is responsible for setting the standards of behaviour and for supporting LAC, PLAC and staff in the implementation of the policy.

The Interim Exec Head and Interim Head of School ensures all staff keep a central record of all reported serious incidents using 'Myconcern' if there is a safeguarding link, or if a straightforward behavioural incident this will be recorded on a secure live 'Google Doc' for regular and timely analysis. The Interim Exec Head and Interim Head of School has the authority to give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Interim Exec Head and Interim Head of School may permanently exclude a child. Both these actions are only taken after the school's Governing Body have been notified and will follow the Local Authority guidance in addition to DFE guidance 2016 on improving Behaviour and attendance: guidance on exclusion from schools and pupil referral units.

### **Role of the children at St George and St Teresa's Primary School:**

Through our Religious Education programme, PSHE curriculum and whole-school assemblies, the children will be taught that their behaviour is a choice and that they can choose good or inappropriate behaviours. They will also be taught that they can take actions to recognise and modify their inappropriate behaviour.

Children should not bring items of value into school (games, toys etc), unless this is supporting the needs of vulnerable groups. Key Stage 2 pupils who walk home from school with parental permission, may bring in a mobile phone which must be handed into the School Office at the start of the day and be collected from there at the end of the day.

### **Year 6 pupils:**

We recognise the contributions and positive impact peer role models can have on the organisation and daily routines of the school. Each September Year 6 pupils are expected to take on additional responsibilities including roles as Play Leaders and Reading Buddies. House Captains will be nominated and, as the most senior pupils on the school, Year 6 pupils are expected to set good examples by helping and supporting younger pupils and demonstrating mature and responsible behaviour choices.

### **Overarching principles:**

At St George and St Teresa Catholic Primary School, we expect all pupils to learn to respect and adhere to the following in school, outside on the playground, field, during offsite learning opportunities and as members of the local community:

- Be honest
- Listen and respond to the teachers' requests the first time and not to answer back (in line with Taking Care Policy, pupils should use their network friends if they feel Early Warning Signs)
- Refrain from using any bad language/ swearing, verbal abuse, gender discrimination or racial harassment
- Refrain from fighting or participating in any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Walk quietly around the school remembering good manners
- Behave appropriately and co-operatively on the playground and to line up sensibly
- Apologise for accidental damage and to tolerate accidents of others
- Be responsible for their own possessions and be respectful of others' possessions.
- Keep the school clean and tidy, picking up equipment and litter and to respect all displays
- Be courteous and polite to all
- Use equipment for its purpose and share it with others
- If a child chooses not to follow the above when outside on the playground or field, then Appendix B will be followed.
- In the classroom any of the above requirements where appropriate, plus
- Adhere to the class rules devised by all members of the class
- Behave respectfully and sensibly
- Sit sensibly without interfering with others
- Listen to the person speaking without interrupting in class/ group situations, and put a hand up before sharing any further comments.
- Share resources and tidy them away

If a child chooses not to follow the above in the classroom, then the school's behavioural system will be followed.

### **Behaviour Outside School**

The school may give sanctions for inappropriate behaviour outside school, in particular bullying anti- social behaviour especially if it impacts on school life, causes distress to another pupil or member of the public or reflects badly on the school. If staff, parents /carers, members of the community know of behaviour that might concern the school has occurred the Headteacher should be informed and sanctions must be given in school if appropriate.

Bullying starts in a small way. If unchecked, it may spread in severity and be copied by others. If bullying is judged to be acceptable by peers, it will gain momentum. Bullying may or may not be secretive. Bullying may be dismissed as fun or horseplay. Bullying is contrary to our mission statement, aims and ethos. Any incidents of bullying will be investigated with staff and governors taking action immediately as detailed in our Anti-Bullying Policy.

### **Role of parents/carers**

Home is quite properly the dominant influence in child's life and affects the development of their attitude, performance and behaviour. We believe that all parents want their children to be able to take full advantage of all the activities and opportunities which are offered in school, therefore co-operation between staff and parents is essential. The school works collaboratively with parents/carers, so that children receive consistent messages about how to behave at school.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-learning agreement. Parents will sign the behaviour contract to agree with the school's behaviour

approach and these acknowledgments will be kept as a record. We will build a supportive dialogue between the home and the school and inform parents/carers immediately if we have concerns about their child's welfare or behaviour in alignment with the points set out in the behaviour contract. We will do everything possible to help each pupil whilst he/she is at school, and expect that parents will support the staff by doing the following:

- Discuss the behaviour policy with their child.
- Ensure that when on school premises that they are mindful of our rules
- Ensure their child has adequate rest and sleep. A tired pupil is often irritable and disrupts the learning of others and will not be able to learn him/herself.
- Make sure their child is not left unsupervised at the school gate before 8.45am and is collected promptly after school.
- At St George and St Teresa's Primary School, we do **NOT** have an eye for eye culture. If a child is hit, he/ she should **NOT** hit back, and if their parents encourage them to do this, they are not supporting the school policy and putting the child at risk of sanction. Hitting back promotes aggression rather than discouraging it and is completely contrary to our school ethos.

If the school has to use reasonable sanctions to punish a child it is essential that parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Interim Executive Head or Interim Head of School. If these discussions cannot resolve the problem, the matter may be referred to the Chair of Governors, who may then arrange a meeting between themselves, parents/carers and members of the school SLT team.

### **Role of Governors**

The Governing Body has the responsibility for oversight of the principles for behaviour which must be adhered to in the formulation and review of this policy, and of reviewing its effectiveness. The governors support the Interim Executive Head and Interim Head of School in carrying out these guidelines. The Interim Executive Head and Interim Head of School and staff have the day-to-day authority and responsibility to implement the school Behaviour Policy using their professional judgement. Governors may give advice to the Interim Executive Head and Interim Head of School about what is to be included within the behaviour policy. The Interim Executive Head and Interim Head of School and staff should have regard to this when drawing up the policy. In the event of the parent's dissatisfaction about behavioural matters, the Interim Executive Head and Interim Head of School and staff in the first instance will try and resolve the matter. If parents contact a member of the Governing body, the Governors should follow the normal grievance procedures. The Behaviour Policy will be reviewed annually. It will also be brought to the attention of parents annually.

The Behaviour Policy is available on the school website.

### **Other adults volunteering working in school**

All who volunteer or work in the school must read the behaviour policy and follow the expectations of all adults/staff. Teachers must ensure that the adults in their classroom follow the policy. For example: children are given two warning before action is taken to address any issues. Volunteers should always refer any instances of unacceptable or inappropriate behaviour to a member of the school staff.

### **The curriculum and learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour choices. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. (See Our School Prospectus, Marking Policy and the Teaching and Learning Policy).

## Classroom management

Classroom management and teaching methods have an important influence on children's behaviour choices. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. We recognise that relationships between teacher, learning support assistant and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Therefore;

- the classroom should be a welcoming environment
- classrooms should be organised to promote independence and personal initiative
- furniture should be arranged to provide an environment conducive to on-task behaviour
- materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- displays should help develop self-esteem through demonstrating the value of every individual's contribution
- teaching methods should encourage enthusiasm and active participation for all
- praise should be used to encourage and acknowledge good behaviour choices as well as achievement.
- Catholic Virtues and values will be taught, and all children will be expected to model them at all times.

Children will be reminded of the three School rules when each new year starts, with daily reminders and prompts through the behaviour management system taking place. The children should be told what each rule means, and the kind of behaviour expected. The children should be made aware when they have broken a rule and be sanctioned accordingly. The class teacher should make it clear that it is the behaviour that is not acceptable and talk to the child in terms of behaviour choices

### 'Going for gold' approach to positive behaviour (Nursery through to Year 6)



#### The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school's 'Golden Rules' are recognised and celebrated. Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

#### How it works:

- In the class there is a prominent 'Going for Gold' display. (Gold through to red).
- On this display, all children have a label with their name on it.
- Each day, children start with their name on green.
- If children make positive impact individual choices that exceed expectations (effort, virtues, actions, quality of work), they are celebrated by placing their name onto silver. This should be a short reward as this is beyond expectation. One house point will be awarded.
- From silver, if expectations continue to be exceeded, the child will be promoted to Gold. For exception, good choices, children may be moved straight to gold. Three house points will be awarded. Parents/Carers will receive a message, prompting them to ask their child why they received gold and celebrate this together.
- If children make negative impact individual choices they should be warned twice, then placed on amber in the first instance. If a child's behaviour still doesn't improve then their name would be

removed entirely into a separate red pot, stored out of site. It is important that children are not kept on red for long periods of time. ***The reason their name is put into a red pot is to maintain the child's self-esteem, in that their name isn't visible to other children or visitors to the classroom. However, the child will know they are on red and this is what matters in the reflective journey to improving behaviour.***

Behaviour	Action	Who involved?
Gold	Consistently exceeding expectations from silver. Doing something amazing from green. Three house points. Parent/Carer text.	Classroom staff Leadership team
Silver	Exceeding expectations specific for that child: effort, virtues, actions, quality of work. One house point.	Classroom staff
Green	Everyone starts the day here. This is basic behaviour expectations.	Classroom staff
Amber	Low-level unacceptable behaviour specific for that child. Two warnings before moving down from green. Encouraged to move quickly back to green.	Classroom staff
Red	Continued low-level unacceptable behaviour from orange. Severe unacceptable behaviour.. If a student is on red for long periods then a referral should be made to the head of School and if necessary the Executive Head..	Class teacher Learning assistants  On-going issues should be discussed with Leadership team.

**The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green.**

- Between each stage, children are given time for reflection and opportunity to change behaviour.
- Warnings or reminders must be given before consequence.
- Children must be given opportunity to move from consequence stage back to green and towards gold.

### Dragons

Children attending the schools Dragon care will follow their own behaviour routine. As these take place outside of the school day as a result staffing structures differ. This also reflects the different environment associated with before, afterschool and holiday club care.

### Rewards / Praise

## Praise:

Positive reinforcement of 'good' behaviour is essential. This can be as simple as a verbal 'well done' from the teacher, or stickers. Fortnightly 'Time to Shine' assemblies take place where the Head rewards children who have been identified by the class teacher as having worked hard or behaved well. These assemblies are held on Fridays where class head teacher awards will be given to those children identified by their class teacher as working hard or showing a positive attitude around school. The class teacher will also nominate a child for the Children's Charter award linked to behaviour demonstrating the OLAAS Children's Charter values. Parents are invited to attend these assemblies. The children receive House Points for good behaviour and learning attitudes which are counted fortnightly and totalled half termly with a reward for the House with the most points. As a class the children have a reward system for recognising good 'team' choices and behaviours e.g. house points.

When giving rewards to pupils we always make the reason for the reward clear and intend that other pupils will also learn from the exercise. We know that effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behaviour and fosters motivation for improvement.

**Rewards** we give to pupils include:

- Positive praise from all staff in the classroom
- House points.
- Examples of outstanding work displayed around the school.
- Special time with the SLT, hot chocolate, chats and cinema club.
- Lunchtime awards for good behaviour beyond the classroom
- Approving look, nod, smile
- Stickers
- Smiley faces and positive feedback in marking
- Public praise in class and in assemblies
- Informing parents/carers by letter or telephone
- Displaying work and sharing in achievement assembly
- Fortnightly 'Time to Shine' Assembly certificates

## Zones of Regulation

Staff will be adapting zones of regulations to their welfare programme. '*The Zones of Regulation*' is a framework and easy-to-use curriculum for teaching children strategies for emotional and sensory self-management. Rooted in cognitive behavioural therapy, The Zones approach uses four colours to help our children identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour impact those around them, children learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

Using a cognitive behavioural approach, the curriculum's learning activities are designed to help students recognize when they are in different states or "zones," with each of four zones represented by a different colour:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

This is discussed in more detail in a separate policy.

### **Sanctions for unacceptable behaviour**

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, rudeness or bad language within our school community and these types of behaviour will be strongly discouraged. We always try to work within a positive framework keeping parents / carers (and if necessary, governors) informed and recognising the mental health and wellbeing of the child. We understand that at some time during their time at St George and St Teresa school, pupils may have instances when they have difficulty in behaving in the appropriate manner and may need an individual behaviour plan. However, when there are some pupils who present with persistent behaviour that we find very difficult to manage, we will refer to an outside agency such as the Educational Psychology Service or SMBC for further help and guidance. See Appendix A and B for the structure of discipline for unacceptable behaviour, which is displayed in all classrooms and learning areas.

### **Escalation of the discipline plan may include:**

- Telephone call or letter home detailing next step i.e. removal of privileges.
- Note in the Child's planner with an accompanying text home.
- Parental involvement, if this escalates then a joint meeting between leadership and if absolutely necessary governors.
- Behaviour plan/report
- Interim Executive Head and Interim Head of School Referral
- The Interim Executive Head and Interim Head of School and SLT will decide on a course of action in line with LA guidelines and current government legislation. When dealing with inappropriate behaviour we are conscious of always maintaining the pupil's self-esteem – it is the behaviour that is unacceptable not the pupil.

### **Red and beyond - staged process of escalation for unacceptable behaviour**

**Stage 1** – On red, parent/carer text explaining behaviour and consequence. This will be arranged by the class teacher. If there are further issues after red, a telephone call would be arranged to further discuss the issue to stop the possibility of escalating to stage 2.

**Stage 2** - If child continues to make same wrong choices, meeting with parent/carer, child, class teacher and Head of School to discuss the behaviour and next steps. Child's behaviour monitored and fed back to parent/carer.

**Stage 3** If child continues to make wrong choices, meeting with parent/carer, child, class teacher and Executive Head to discuss the next route and any additional support needed.

**Stage 4** - If after the necessary support and resources implemented, child still continues to choose to make bad choices, parent/carer meeting with a governor and Exec Head where next steps will be discussed on a case-by-case basis.

**Transparent/United approach.**

For this behaviour system to work, where we first focus on positive praise but have consequences for misbehaviour that affects the other children in the class, we have to have the support from the parents. We ask that if we inform them of their child misbehaving in school that they work alongside us to sanction this behaviour as we want to provide an environment where all children can learn without the distraction of children continually misbehaving. Transparent relationships and united support are fundamental in our children being successful, happy learners. This is why we get them to complete the slip (Appendix A) to state they're happy to support the school with implementing the behaviour procedures mentioned.

### **Sanctions**

We encourage sanctions to be used that are appropriate to the offence.

#### **We will:**

- Check with the pupil that he/she understands why they are in trouble.
- Establish that the pupil knows that their behaviour was unacceptable
- Explore with the pupil the effect their behaviour has on others.
- Examine with the pupil strategies for avoiding the same situation in the future.
- Encourage the pupil to think of an alternative acceptable strategy to use in similar situations for the future.
- Use problem-solving strategies.

The most powerful sanction for the majority of the pupils is the disapproval of those whose views (adults or peers) they respect. We use PSHE to actively encourage a greater knowledge of, and respect for, one's peers, to enhance self-esteem and to foster a caring ethos.

#### **Sanctions include:**

- A non-verbal sign (e.g. Shake of the head)
- Ignoring (within boundaries)
- Discussion with an adult
- A private verbal rebuke and reminder of acceptable behaviour
- Repetition of a task if necessary
- Removal from the scene of disruption
- Isolation within classroom (Time out)
- Removal from the classroom to an alternative supervised area
- Withdrawal of privilege
- Drawing up a behaviour contract
- Referral to Head of School/ Senior Leader – **three periods on red in a week.**
- Referral to Executive Headteacher – **four periods on red in a week.**
- Informing and involving parents by phone

**Moves to Amber** should be issued for the following actions;

Continuous low level disruption

Not following an adult's instructions

Failure to respond to the warnings given

Leaving the classroom without permission

**Children should move straight to red** for the following;

Swearing

Physical violence

Damage to property

Lack of respect to an adult or child

**Damage to property, lack of respect to an adult or child**

We deal with serious offences in more formal ways such as:

- Keeping an official record of incidents
- Referral to external agencies
- External agency support initiated
- Letter to parents and a formal meeting to discuss the misbehaviour with them
- Withdrawal of a major privilege
- Isolation from peers during lunchtime (internal lunchtime exclusion)
- Removal from the school site for lunchtimes (lunchtime exclusion)
- Removal from class for an agreed period of time – internal exclusion. We believe that the above sanctions will be effective in dealing with most situations, which occur in school.
- We should only consider using the following sanctions once other strategies have proved unsuccessful, or to deal with a very serious isolated incident:
  - Imposition of detention outside school hours. Although parental consent is not required parents must be notified
  - A formal meeting between the pupil, parents and a member of the governing body
  - Permanent exclusion
  - A short fixed term exclusion
  - The Interim Executive Head and Interim Head of School only are authorised to carry out these sanctions

**Fixed term exclusions will be considered for the following:**

- Fighting or aggressive behaviour;
- Blatant verbal abuse of staff;
- Physical abuse of staff;
- Repeated refusal to conform to the requirements of this behaviour policy;
- Persistent behaviour detrimental to the learning or well-being of others.

**The Power to search and confiscate property from pupils**

If staff feel that it is appropriate to search pupils two members of staff must be present and the Executive Head notified unless there is an immediate Health and Safety issue. Staff must follow the schools Safeguarding Policy. Although parents need not be notified, this should happen as soon as possible. Items that can be searched for without consent

- Knives
- Alcohol
- Cigarettes
- Fireworks
- Articles that have or could cause injury or damage to property
- Pornographic images

In the case of any of the above then Social Care may need to be informed or the Police. Some items may need to be returned when and if the Head decides it is appropriate. If necessary, reasonable force may be needed when confiscating the item.

**Support for pupils with SEBD (Social, Emotional and Behavioural Difficulties)**

The school acknowledges its responsibilities under the Equality Act 2010 in respect of Safeguarding and of pupils with Special Needs and The Code of Practice 2014. Staff should always consider whether continued poor behaviour by a child, despite support and intervention gives cause to suspect that a child may be suffering or likely to suffer significant harm or may be the result of an unmet need.

Early intervention is crucial. The school will support children in having good mental health and be mindful of the fact that poor behaviour can mask mental health issues. The SENDCo in liaison with teachers and the parents will organise support from outside agencies where it is deemed appropriate.

Children who have behaviour related conditions will have Personalised Behaviour Plans. In-school support may include support to the pupil's teacher or additional one to one work.

Staff will be mindful that children with diagnosed conditions such as Autism, Attachment Disorder etc. may present behavioural challenges. In such cases a specialised Personalised Behaviour Plan may be followed.

### **Restraining Pupils**

Physical restraint of a child should be a last resort and should only be used in the following situations: if the child is at risk of hurting themselves or others; if the child is causing significant damage to property; if the child is disrupting the good of the school.

Members of staff requiring assistance should send a red card and the first readily available member of staff should offer assistance.

The incident must be recorded on Myconcern/Behaviour tracker. A debrief must take place. A letter to parents informing them of the incident must be sent and if there is a risk of repeat incidents, a signed consent form must be completed.

Restraining does not automatically mean a child should be sent home or excluded. This decision will be made at the Executive Head's discretion.

### **Pupils who make accusations against school staff**

All accusations will be taken seriously. The advice and Policy Dealing with Allegations of Abuse Against Teachers and Other Staff will be followed.

Staff so accused will not be automatically suspended. Malicious allegations against staff will be taken seriously and the appropriate sanction imposed dependent on the age of the child.

### **Related documents**

- This policy should be read in conjunction with:
  - The feedback policy
  - Online safety
  - School Prospectus
  - Teaching and Learning policy
  - Safeguarding and Child Protection Policy

**See attached appendices:**

**Appendix A: Behaviour procedures parent acknowledgement/agreement**

**Appendix A**

Childs' name: \_\_\_\_\_

Class: \_\_\_\_\_

I agree to support the school with implementing the school behaviour policy.

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

## **Appendix B: Bullying**

In September 2017 St. George and St. Teresa became a KiVa School. KiVa is an innovative school-based anti-bullying program which has been developed using cutting-edge research on bullying and its mechanisms. KiVa is based on decades of research on bullying and its mechanisms. KiVa was developed at the University of Turku in Finland, with funding from the Finnish Ministry of Education and Culture.

### **Prevention, intervention, and monitoring**

KiVa is an evidence-based program to prevent bullying and to tackle the cases of bullying effectively. No prevention efforts will make bullying disappear once and for all, therefore, the school needs tools that can be utilised when a case of bullying comes to light. Another aspect of KiVa is constant monitoring of the situation in our school and the changes that are taking place over time; this is enabled by the online tools included in KiVa. These tools produce annual feedback for each school about their implementation of the program as well as the outcomes obtained.

### **The main components of KiVa**

KiVa includes universal and indicated actions. The universal actions are where KiVa principles are included in the children's curriculum. They look to prevent bullying in school. The indicated actions are to be used when a bullying case has emerged. They are targeted specifically to the children who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim; the aim is to put an end to bullying.

The effects of the KiVa anti-bullying program have been evaluated in numerous studies. In addition to the studies based on the data collected and analysed by our KiVa research group, also independent data collected by National Institute for Health and Welfare indicates that bullying and victimisation have decreased in Finland since the broad rollout of the KiVa program. KiVa is now being evaluated in several countries: the first international studies from the Netherlands, Estonia, Italy, and Wales are emerging, showing that KiVa is effective outside of Finland as well.

To read the online parents' guide follow this link:

[Parents' guide | KiVa Program](#)

### **KiVa definition of bullying adopted by St. George and St. Teresa School**

1. It is on-going and repeated
2. It is deliberate and intentional
3. There is a power difference between the person/people doing the bullying and the person experiencing it.

### **Prevention**

We encourage the children to:

- Tell the person to "Please stop doing that to me"
- Tell a friend
- Tell a member of the KiVa team
- Tell the class teacher, the member of staff on duty or another teacher

We ask parents to:

- Keep us informed if they are aware of unacceptable behaviour
- Look out for signs of bullying (See Appendix 2: What are the possible signs of bullying? which can be accessed by parents from a link on our web-site)

Staff will help promote the message that bullying is unacceptable by:

- Frequent reference to the school's rules.
- Being fair and consistent in their approach to children
- Listening to and dealing with reported incidents of bullying
- Being a positive role model

- Giving frequent formal and informal opportunities for children to discuss their feelings and emotions and develop their confidence and self-esteem
- Using teaching materials in KiVa and Jigsaw PSHE curriculum to enhance children’s understanding of bullying and how to prevent it.
- Creating regular opportunities within the curriculum and through Assemblies to discuss bullying
- Watching for early signs of distress in children

### **Responding to incidents of bullying**

St. George and St. Teresa are following the KiVa pathway to deal with reported incidents of bullying. This is detailed below.

#### ***Step One: Incident is witnessed or reported to a member of staff***

##### **Is this bullying or a behaviour incident- a one off?**

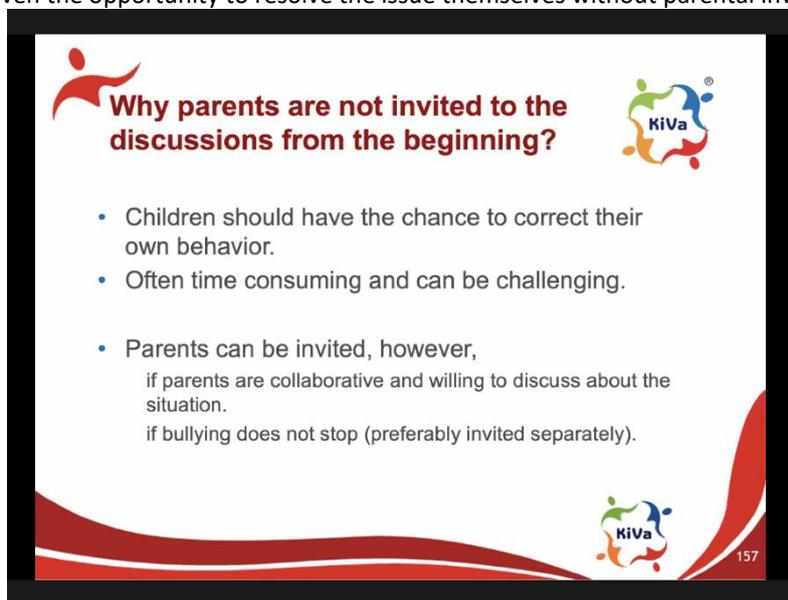
Member of staff, usually the class teacher listens to the victim and reassures them. The incident is logged and support is offered to the victim to ensure that they feel safe in school.

#### ***Step Two: Speaking to the alleged bully***

The alleged bully will be spoken to and asked for their understanding of the incident. They will be encouraged to see the incident from another’s point of view and will be helped to recognise that their behaviour is unacceptable. The school’s behaviour policy will be followed. Support may be offered for the bully to ensure that they can change their behaviour in the future.

#### ***Step Three: Speaking to Parents***

Children may be given the opportunity to resolve the issue themselves without parental involvement.



However, each case of bullying is unique and parents may be invited to discuss the incident sooner.

#### ***Step Four: Peaceful problem solving: where a group of children are involved***

Children are given the tools to peaceful problem solving in a variety of ways at school. It is at the heart of our school mission statement, children of all ages are taught to respect others. Teaching to aid peaceful problem

solving takes place in both KiVa lessons and Jigsaw lessons, mutual respect and tolerance are rooted in British values and delivered to children in assemblies, lessons and other learning opportunities.

After consultation with the victim, the teacher may arrange to meet with the group of children who have been involved. This may include some of the bystanders who joined in but who did not initiate the bullying. The purpose of the meeting is so that all the children get an understanding of how the victim feels and what have been the consequences of their behaviour. As a result, the children will be involved in what needs to happen next, how a peaceful resolution can be achieved, and how they can support one another to try to ensure the incident does not reoccur.

***Step Five: Checking on the outcome***

The teacher may meet again with the victim to ensure they feel that the incident has been resolved. Parents will be contacted again to inform them of the outcome of the investigations and to ask them to inform the school if there are any further signs of bullying. The teacher will arrange for appropriate monitoring.

***Step Six: Involving outside agencies***

Where upon investigation it is found that there are underlying causes of the bullying which cannot be easily resolved by using the steps above, the school will seek support from appropriate external agencies. The school's SENCO will be informed and the appropriate agency e.g. Engage, may be considered.

**Monitoring, evaluation and review**

Behaviour is a regular focus of the governing body.

Bullying incidents are monitored and tracked through the KiVa system.

Unacceptable behaviour is regularly discussed in School Council and the representatives' report back to their class.

Unacceptable behaviour is regularly discussed as part of our Jigsaw PSHE framework, in the 'Celebrating Difference' puzzle.

The school participates in the Solihull Health and Related Behaviours questionnaire. This takes place biennially for children in year 2, 4 and 6 and includes questions about feeling worried, upset or scared. The results of the survey are analysed and shared with the school community and any issues raised are addressed.

The School's KiVa Team is led by:

Mrs L Flanagan, Executive Headteacher  
Mr S Hainie, Head of School  
Mrs C Fahy, Class Teacher  
Mr S Langford, Sports Coach  
Mrs C Delahay, Teaching and Learning Support  
Mrs T Willmott, Governor Lead

## KiVa

### What are the possible signs of bullying?

*The following signs may give an indication that a child is being bullied:*

- Refusal or unwillingness to attend school or truancy.
- Feeling ill in the morning
- Deterioration in schoolwork and concentration levels.
- Withdrawal from social situations; refusal to socialize, start stammering
- Come home regularly with torn clothing, books destroyed or possessions lost
- Avoidance of certain children or activities e.g. not going to an after school activity
- Become distressed or anxious, have a loss of appetite or complaining of frequent stomach aches or feeling sick.
- Harsh self-criticism; holding persistent negative views of themselves e.g. 'ugly' 'stupid' 'failure.'
- Personality change, moodiness, depression, or aggression.
- Sleeping difficulties or nightmares or bedwetting.
- Have unexplained cuts or bruises
- Attempts to change their appearance e.g. refusal to wear glasses or certain items of clothing.
- Angry outbursts, bullying behaviour towards a sibling, parent or friend.

These signs may possibly indicate bullying, but there could be many other reasons for these changes. Noticing these signs is a good starting point for talking to your child to find out more. Could there be something else bothering them? Have there been changes in your family, or other incidents that may have upset them? Opening up communication with them in a non-judgmental way is important whatever the reason.

### What should I do if I think my child is being bullied?

- Bullying is a serious problem and can be very upsetting for both you and your child so it must be taken seriously.
- Bullying is frightening and children may find it hard to talk about being bullied or bullying others so it is important that you listen to your child calmly without interrupting and give them time to express their feelings, which may be different from your feelings as a parent. Talking about their situation and feeling listened to can lessen many of your child's worries.
- Find time to sit down with your child to talk to them about how they are feeling
- Make a note of what your child says has happened, who was involved, how often the bullying has occurred and specific details of incidents, or ask your child to keep a diary. Give your child a say in how they

would like the situation to be dealt with, but be clear that it is important the bullying stops and that the school will be involved if there are any further incidents

- Reassure your child that he/she has done the right thing to tell you about the bullying
- Make an appointment to see your child's teacher in the first instance and as soon as possible. Give us any details you have in order that we can investigate the incident. If the incident involves cyberbullying, it is important that your child keeps a record of any text messages, emails or conversations that have taken place online wherever possible. Such records can further assist us in investigating the incident.
- Give us time to investigate the situation thoroughly and to respond to the situation in an appropriate manner. We will inform you of the outcome of the investigation
- In the meantime, keep supporting your child.
- Encourage your child to continue attending school. This will help maintain any positive friendships your child has.
- Praise and encourage your child and explore ways in which you can empower and help them to build or re-build their confidence. This may be by undertaking a new activity or just spending more time together. This may help your child feel confident enough to deal effectively with any bullying they encounter in the future. Their increased confidence may also have the effect of dissuading other children from any attempt to bully your child.

### **What should I do if I think my child is bullying others?**

- Talk with your child and explain that what he/she is doing is unacceptable, and makes other children unhappy
- Find out if there is anything that is troubling them and try to suggest ways to sort it out
- Explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how we can work together to stop him/ her bullying other
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

## APPENDIX C THE LEGAL FRAMEWORK

Section 89 of **The Education and Inspections Act 2006** establishes that governors must make, and from time to time review a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline and the well-being of the children in their schools. This must be communicated to all children, school staff and parents. It also gives head teachers the ability to ensure that children behave when they are not on the school premises or under the lawful control of school staff and where unacceptable behaviour occurs outside school and impacts on the safety and well-being of the children in school and is reported to school staff it should be investigated and acted on.

**The Education and Inspections Act 2006** also provides for school staff to have a legal power to use reasonable force to prevent children from hurting themselves or others, from damaging property or from causing disorder.

Under **The Children Act 1989** a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

**The Equality Act 2010** introduced a public sector Equality Duty with which schools are required to comply. Schools are required to eliminate unlawful discrimination, harassment and victimisation.

Although bullying in itself is not a specific crime, under **The Malicious Communications Act 1988** it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety.

**The 2011 Education Act** provides for headteachers and staff authorised by them to search children, without consent where they suspect children are in possession of certain prohibited items.

**Behaviour and discipline in schools 2016**, providing advice for head teachers and school staff