



BEHAVIOUR POLICY

Review date: January 2026

Next review date: January 2027

Staff responsible: Lindsey Fidrmuc (Deputy Headteacher & SENCO)

Chair of Directors: Ben Whitchurch

This policy should be read in conjunction with the following St George's policies:

- Safeguarding policy
- Child Protection Policy
- Anti-Bullying policy
- Supervision

Rights Respecting School Statement

Our school's vision and values have, at their heart, the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNCRC and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to the following articles:

- **Article 3:** Best interests of the child
- **Article 12:** Right to express views and be heard
- **Article 28:** Right to education and positive behaviour expectations
- **Article 29:** Education should develop respect for others
- **Article 40:** Dignity and respect when responding to behaviour concerns

Purpose

It is a primary aim of St. George's that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our core school values are:

Kindness - With kindness, we all flourish. We are always kind to our friends. Our school community is based on the principle of treating others as we would wish to be treated. We understand that with kindness and support, we can achieve anything.

Achievement - We work hard to achieve our greatest individual potential. We know that success can look different for each person. With support, we maximise our strengths and face our challenges head-on. We celebrate success in all its forms, we are capable of great things.



Resilience – We work hard to develop our capacity to adapt. We may not succeed first time or get the outcome we anticipated, but we understand that the most important thing is to always try our best and never give up.

Responsibility -We are citizens of the world. We have an ability and a responsibility to contribute positively to our school community, our island and the wider world, in whatever way we can.

Aims

This policy aims to:

- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Provide a consistent, positive approach to behaviour management
- Outline our rewards
- Define what we consider to be unacceptable behaviour and outline our sanctions
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

The school's stance and actions regarding bullying are dealt with in the schools' Anti-Bullying policy.

Promoting Positive Behaviour

The school has very high expectations of behaviour when pupils are on and off site. Recognition of good behaviour is very important, and staff will use opportunities to praise individuals for good behaviour and acts of kindness which are a positive contribution to school life. Good behaviour is encouraged and as a school we:

- Recognise and highlight good behaviour as it occurs.
- Praise the pupils for behaving well.
- Ensure that we are firm but fair and that any criticism is constructive.
- Explain and demonstrate the behaviour we wish to see.
- Encourage the pupils to be responsible for their own behaviour.
- Reward individuals and groups for behaving well and praise the pupils accordingly.
- Lead by example.

The school has a prescribed set of school rules (Appendix 1) which all children, staff and members of the school community are expected to adhere to. The school also uses a School Charter which all children contribute to as part of their Jigsaw lessons. A copy of this year's School Charter can be found in Appendix 2.

If a child has a Specific Behaviour Difficulty (e.g. ADHD, Autism) then they will be placed on a behaviour management plan where the sanctions for behaviour will be outlined. This plan will be published to staff to ensure consistency and will be open to change and updating as required and this will override sanctions set out in the Behaviour policy for other children.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.



- Teachers give children stickers .
- Children are sent to the Headteacher to receive a Headteacher's award. This can be for good work or for any other aspect of school life. A gold token, worth 10 house points is received.
- House points are awarded from Reception upwards
- Children earn tokens linked to each of the school values. These are posted into their house container in the machine outside the Headteacher's office.
- The child with the highest number of house points in each Form from Reception – VI is acknowledged in the Celebration Assembly.
- Celebration assemblies occur every week and provide occasions for reinforcement and celebration of positive conduct and success. Children from Reception to Form VI are awarded a certificate based on the focus within Jigsaw lessons for the week. Individual or small groups of children can also be nominated by their peers or adults, these children will have done something noteworthy in relation to the Jigsaw focus of the week. Children receive a silver token, worth 5 points, is received.

In Nursery, Reception and Form I, each class has its own system to positively reinforce good behaviour. This may be marbles in a jar, sticker charts or working towards a special reward as a class.

Reception and Form I also have a star of the week which is awarded to the child they feel has done particularly well in any aspect of school life that week.

Pupil work is displayed around the school and the weekly newsletter is also used to recognise achievements.

The school acknowledges all the efforts and achievements of children, both in and out of school, including publishing in the Weekly Newsletter, posting on social media and displaying on the Awards Board.

Unacceptable Behaviour

In the classroom

Level	Example	Potential Action	Personnel
1	Minor misbehaviour or disruption	Non-verbal cues/Tactful ignoring Use school rules/class charter to remind and re-enforce appropriate behaviour. Modelling behaviour by class teacher	All staff
2	Behaviour that significantly disrupts learning in class or repeated minor disruption.	Time out in class/corridor – child sits quietly or works on a separate table. Miss playtime to reflect or catch up on work missed CPOMS log completed	All staff Parents informed if recurring

3	Behaviour that severely disrupts learning and is non-compliant	Time out in SLT's class Age appropriate sanction eg missed play – copy rules and reflect Parental involvement CPOMS log completed Behaviour Plan	Form Teacher SLT Parents SENCO
4	Behaviour that seriously undermines the safety of anyone in class (including the pupil themselves) Continual severe disruption in class	CPOMS log completed Behaviour Plan Behaviour Report book Age appropriate sanction Time out with Headteacher Parental Involvement Internal / External suspension (see exclusions policy) Specialist Intervention	Form teacher SLT Headteacher Parents SENCO

In the Playground - See Breaktime Expectations (Appendix 3)

Level	Example	Potential Action	Personnel
1	Minor misbehaviour	Use school rules to remind and re-enforce correct behaviour.	Staff on duty
2	Rough play Out of a boundary Repeated minor misbehaviour	Time out in playground at a designated place (Max. 10 mins) Form teacher informed and CPOMS log completed	Staff on Duty Form teacher
3	Behaviour that disrupts or endangers another child or themselves.	Misses next playtime/lunchtime. CPOMS log completed Support from SLT Parental involvement	Staff on duty Form teacher SLT Parents
4	Behaviour that seriously undermines the safety of anyone in the playground. Leaving the premises.	CPOMS log completed Support from Headteacher Parental involvement Appropriate Sanction Playground Behaviour Plan Internal/External Suspension (see exclusion policy)	Staff on duty Form teacher Headteacher Parents SENCO Specialist support

Examples of Age-Appropriate Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.



We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the form teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens or hurts another pupil, the child is removed from the situation and an appropriate sanction will be applied.

A child who is involved in regular incidents will be put on a report book which will be monitored by the Headteacher.

Children who commit acts of physical violence will be removed from the situation and preferably sent home.

Incidents of bullying will be dealt with using the school's Anti-Bullying policy.

Biting incidents in Nursery will be dealt with using the school's biting policy.

It is necessary to have a system for recording minor incidents that may show a pattern of disruptive behaviour or relationship issues amongst children. These behaviour logs are kept on CPOMS. Form tutors will be informed by alert email of any incidents that have been logged.

The purpose of these is to give a complete picture of regular patterns of poor behaviour from individual children or forms.

- Ensure that there is a written record kept over time that can be used in discussion with parents or carers and outside agencies.
- Ensure that children are made aware that all staff know of their transgressions and are motivated to modify their behaviour.
- Give children a clear indication of how they are failing to keep the school rules and charter.
- Give staff the opportunity to praise and reward children who succeed in changing their behaviour.
- Ensure that Form Teachers and the SLT are aware of how individuals are behaving and give an overall picture of these individuals from all staff.

If a Form group is found to be disruptive or unruly this will be recorded as a separate category on CPOMS (these categories will be created by the CPOMS admin when required). When recording incidents, teachers need to note all salient details including the lesson, the date, the time, the children involved and the details of the incident.

All staff, including the Head and SLT are asked to record using CPOMS.

If a Form teacher discusses any incidents of poor behaviour with parents the discussion should be accurately recorded using the parent meeting category on CPOMS.



The form teacher discusses the school rules and charter with each class. In this way, every child in the school knows the standard of behaviour that we expect at St. George's. If there are incidents of poor behaviour, the form teacher discusses these with the whole class during 'circle time' or Form time.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with Education Department guidelines on the restraint of children.

Bullying

Bullying is unacceptable and will not be tolerated. Refer to Anti-Bullying Policy

The role of teaching staff

- It is the responsibility of the teacher to ensure that the school rules and charter are enforced in their class, and that their class behaves in a responsible manner.
- The form tutor must allow each class the opportunity to contribute to the school charter at the beginning of the academic year.
- The form teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The form teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- The teacher must set a positive example and act as a positive role model to his or her pupils, and colleagues.
- The teacher will take all disclosures seriously; listening carefully, investigating as required and reporting/recording as necessary.
- Teachers will add incidents to the behaviour logs when they have dealt with behaviour issues. It is then the responsibility of the member of staff to make the form tutor aware of the incident.
- The form teacher will raise all significant incidents of poor behaviour at the weekly staff meetings.

The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The role of parents

- The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules/charter in the parents' handbook, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the parents' handbook. We try to build a supportive dialogue between



the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the Form teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance of appeal process can be implemented. Refer to Complaints Policy.
- The Standard Terms and Conditions is the contract between the School and parents. By signing the contract, the parents undertake to abide by the conditions therein, and to support the ethos and practice of the School.

The role of Directors

- The Directors approve the policy on standards of discipline and behaviour.
- The Headteacher has the day-to-day authority to implement the school behaviour policy but may look for advice from the Directors.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion.

The Headteacher will liaise with the Directors regarding serious breaches of discipline which result in a fixed-term exclusion exceeding five days in one term and certainly before any decision to exclude permanently is taken. The Headteacher will advise Education, Sport and Culture Department (ESC) of any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

For further information please refer to the school's Exclusion Policy.

Review

This policy will be reviewed annually.



Appendix 1 – School Rules

Be kind and gentle towards others.

Move calmly and quietly through the school.

Do your best in everything you do.

Treat everyone and everything with respect.

Be polite and courteous to all.



Appendix 2- Current school charter



Our School Learning Charter

<h3>Rights</h3> <p><u>We have the right to:</u></p>	<h3>Responsibilities</h3> <p><u>We have the responsibility to:</u></p>
<ul style="list-style-type: none"> Learn Be respected and treated fairly Be heard Feel safe 	<ul style="list-style-type: none"> Allow others to learn Listen to others Keep others safe Respect others and treat them fairly
<ul style="list-style-type: none"> Praise and stickers Visit another teacher Jigsaw star certificate Jigsaw postcard House points and Star Star of the week Choice activity box Head's table Parents / Carers informed <h3>Rewards</h3>	<ul style="list-style-type: none"> Reminder Warning Time out of playtime Parents / Carers informed Sent to a senior leader <h3>Consequences</h3>





Teachers must not send children to break before the bell signifying the end of the period has sounded.

Form/subject teachers must dismiss the children to break in an orderly fashion and ensure they are properly dressed.

Expectation of teacher on KS 2 and Form II duty

- Before going on the duty the teacher needs to collect the walkie-talkie from the school office
- The teacher needs to consider weather and ground conditions when deciding on in-play, down-play or up-play. Teachers should look to get the children outside if at all possible.
- The staff on duty need to arrive promptly and wait for the children to gather at the bottom of the steps
- The staff on duty must check to see the children are properly dressed for break and attend as necessary e.g. missing coats.
- The children should then be walked to the top playground if it is up-play
- The staff on duty should organise the collection of litter and any discarded property e.g. uniform, snack boxes
- The end of break is signified by the bell; however, the staff on duty should use a whistle to ensure all children are made aware of the end of break (including distant footballers)
- The staff on duty should wait for the Form II children to be collected by their teacher from the playground.
- In the event of a fire alarm the staff on duty will assemble children and wait for colleagues to assist with transfer to the assembly point (via the sports hall path if exiting the top playground or the driveway if exiting the lower playground)
- The staff on duty should organise a quick litter/equipment sweep of the playground at the end of break - mislaid items of uniform and snack boxes should be returned to owners or taken to the school office. All play equipment should be returned to the storage containers.

Expectation of children

- For up-play, children without outdoor trainers need to stay near the top of the steps
- Children should follow any instructions given to them by the staff on duty.
- In the upper playground, they should use the swings only on the day allocated to their year group. Children must not swing excessively.
- They should only use agreed play equipment in the correct manner.
- In autumn and winter any child playing football is expected to wear tracksuit bottoms over their school uniform
- Only return to the school if allowed by the staff on duty
- Children must not play in areas that cannot be effectively supervised by the staff on duty
- Children must not play roughly
- Children wishing to practise shooting netball goals may do so with the permission of the staff on duty

At the end of break children are expected to:



- Stop their activities and stand still without talking once the signal for the end of break sounds.
- Any children on play equipment need to return safely to the ground.
- In the upper playground, any children on the football field will return calmly and sensibly to the playground area as soon as the signal for the end of break sounds.
- Walk quietly and calmly to the line once their class is called.
- Wait quietly in single file in the line until asked to return to the school building by the staff on duty.
- When asked, return to their classrooms in a calm sensible manner to get ready for their next lesson.

Expectation of prefects

- The prefects should assist the duty person when asked
- They should politely ask the children to tidy themselves and behave appropriately
- They should set an example by looking smart and standing up sensibly.

Routines for Wet Break

Morning Break

- The children will go to their form room and where the staff on duty (aided by the form teacher if needed) will set up a programme on the IWB for the children to watch or they will play wet play games.
- Children will sit quietly on the carpet.
- If the children prefer not to watch, they may sit at their table or in the reading corner and read a book quietly to themselves.
- The children are expected to ask the staff on duty if they wish to get a drink or use the toilet.

Lunch Break

Form II

- The children will go to their form room and where the staff on duty (aided by the form teacher if needed) will set up a programme on the IWB for the children to watch.
- Children will sit quietly on the carpet.
- If the children prefer not to watch, they may sit at their table or in the reading corner and read a book quietly to themselves.
- The children are expected to ask the staff on duty if they wish to get a drink or use the toilet.

KS II:

- The children in Forms III – V will go to their form rooms and use wet play games.
- The teacher on duty will move between rooms supervising play and ensuring the noise level remains acceptable.
- At the bell at 1.55 the children will make sure the classroom is left tidy before moving to their next lesson.