

**ST GEORGE'S CE PRIMARY SCHOOL
AND PRE-SCHOOL
LANGTON MATRAVERS**

**POSITIVE BEHAVIOUR AND
RELATIONSHIPS POLICY**



**First Adopted by the Governing Body:
This policy was created in Autumn 2022
This policy was updated in Autumn 2025
Next Review: Autumn 2026**

Positive Behaviour Policy

In reviewing this policy and making decisions regarding behaviour management, due consideration has been given to Equality Legislation.

Promoting Positive Behaviour – Policy and Guidance

This policy outlines the underlying philosophy, purpose, organisation and management of pupil behaviour at St George's CE Primary School and Pre-School. It is a working document designed to promote the way in which all members of the school can live, learn and work together in a friendly, safe and supportive school environment and develop positive relationships between pupils, adults working in schools, parents/ carers and other members of the wider school community.

Statement of Intent

St George's Primary School is committed to nurturing an individual's potential and thirst for learning by offering a safe, happy and stimulating environment. We build all we do on our core Christian values of **love, truth, respect** and **forgiveness** and our mission statement '**live learning; love learning**'. We work closely in partnership with parents and carers, the local church and community, Diocese and LA. This policy states how the school promotes high standards of behaviour and maintains the emotional health and wellbeing of pupils and staff. As a church school, we believe that providing opportunities and creating a climate to nurture spiritual development for all at the school is central to everything we do.

Behaviour and Inclusion

The Policy helps to ensure that this school promotes the uniqueness of all pupils irrespective of ethnicity, attainment, age, disability, gender or background. We aim that every member of the school community feels valued and respected, and that each person is treated fairly and equally.

Aims

We encourage pupils to

- behave in a caring, positive and Christian way to one another, using the core Christian values of **love, truth, respect** and **forgiveness** as the guiding principles
- have respect for themselves, others and their own and other people's property
- know and abide by the school rules and class charters
- know that good behaviour will be recognised and rewarded and that inappropriate behaviour will result in the imposition of clearly identified consequences
- know that they will be treated fairly, consistently and sensitively
- promote self-discipline and self-control as well as personal responsibility
- ensure the health and safety of all in school
- understand that they are expected to behave as good ambassadors for the school when wearing school uniform outside of the school gates

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Dorset 'Therapeutic Thinking' Training

Dorset 'Therapeutic Thinking' (previously known as Dorset STEPs) is the local authority's preferred approach to supporting positive behaviour management in schools. The 'Therapeutic Thinking' approach forms part of the authority's behaviour strategy. The 'Therapeutic Thinking' approach is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared preparation, reflection and restoration

All staff members have been trained in the 'Therapeutic Thinking' approach.

School rules

These are posted in all classrooms and communal areas and in the playground as a constant reminder. Staff remind pupils of these at regular intervals and these form the basis of the class charter (Behaviour Agreement – Appendix 1) drawn up and signed by all pupils and staff.

These have been updated and consolidated with the involvement of all children, led by school council (October 2022)

We are kind in every way. (**Love**)

We respect others and their way of learning. We look after our school and everyone/everything in it (**Respect**)

We are honest and truthful always. (**Truth**)

We forgive others for their mistakes and don't hold grudges. (**Forgiveness**)

The role of the school

The School will aim to:

- provide a well structured, calm and supportive environment
- be consistent, firm and fair
- use praise and positive reinforcement
- encourage prevention rather than reaction
- give clear instructions, listen and keep calm
- reject the unwanted behaviour, not the pupil
- avoid shouting, sarcasm and humiliation
- avoid blanket punishment/over-reacting and confrontation

We actively promote, teach and support positive behaviour through a range of positive play, activities and events within the curriculum (PSHE), circle time, collective worship, school and class councils and responsibilities. We believe that emphasising positive behaviour will marginalise and reduce inappropriate behaviour. We acknowledge that our success is achieved not by the absence of problems, but the way in which we deal with them.

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The Role of Staff

All staff will:

- build positive relationships with every pupil in their care
- take responsibility for the behaviour of pupils in their care
- have high expectations of pupils with regard to behaviour
- strive to ensure that all children work to the best of their ability
- treat each pupil fairly, follow class and school rules consistently
- implement the behaviour guidelines accordingly
- record serious 'high level', or repetitive incidents of 'low/medium' level behaviour on 'My Concern'
- treat all pupils with respect and understanding
- support both victim and perpetrator appropriately in cases of 'child on child' abuse, hence protecting them from further harm

The Role of the Headteacher/SLT

The Headteacher/SLT will:

- implement and promote the school behaviour policy consistently throughout the school
- report to Governors on the effectiveness of the policy
- ensure the health, safety and welfare of all pupils in the school
- monitor records of all reported serious incidents/inappropriate behaviour and any repetitive behaviour concerns, considering potential safeguarding issues in the light of 'contextual safeguarding'
- give fixed-term suspensions to individual pupils for serious acts of inappropriate behaviour
- liaise with the Chair of Governors regarding fixed term or permanent exclusion of a pupil.

The Role of Parents

Parents/carers are expected to:

- read the school's expectations regarding behaviour in the prospectus and on our website and support these
- co-operate with the school and act as positive role models, as set out in the Home-School Agreement, Parents' Code of Conduct and Social Network Policy.
- support this behaviour policy and work in partnership with the school
- act as good role models in front of other pupils, parents, staff and neighbours

The Role of Governors

The Governing Body has the responsibility to:

- set down guidelines on standards of discipline and behaviour
- review their effectiveness
- support the Headteacher in adhering to these guidelines
- advise the Headteacher about disciplinary issues

How the adults at St George's teach positive behaviour:

We help children to be enthusiastic and focused about learning by:

- recognizing and rewarding positive behaviour and achievements



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- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour

Rewarding positive behaviour

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

- All staff actively seek opportunities to congratulate children regularly (verbal praise)
- House points and certificates
- Non-uniform day for House Cup winners
- Stickers
- 'Star of the Week' certificates given out at Praise Worship on Fridays for children demonstrating the school values through their behaviour. This is also reported in the School's newsletter
- Lunchtime gems, stickers and monthly 'Golden Table' in the lunch hall
- Headteacher's award e.g. termly
- Praise Postcards or messages sent home

Each class has an age-appropriate system to encourage appropriate learning. Pupils who display exceptional behaviour or work will be sent to the Headteacher for a special sticker/House Points and celebration of the work.

Examples of appropriate positive behaviour:

Good behaviour	Outstanding behaviour	Exceptional behaviour
Respecting others Taking responsibility Listening carefully Pride in self and personal best Playing positively and fairly Being pleased for others Sharing Forgiving Good manners Positive attitude to learning Honesty Showing kindness Helping others	Consistent positive attitude Taking on class or school responsibility Promoting the school ethos and Christian values Exceptional effort	Proactive member of the whole school community Acting as a clear role model when a School Ambassador/House captain/School Council Representative Charity work Bravery or courage

Managing Unacceptable Behaviour

Despite focusing on rewarding positive behaviour, we recognize that at times, children will sometimes make unacceptable choices. We believe that consequences

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need to be logical so they create a learning opportunity by directly relating the anti-social behaviour to the harm that has been caused. Consequences should contribute to a solution or put limits on freedom so that it can be directly related to the opportunity to not behave in an anti-social way in the future.

Repeated poor behaviour may lead to the child being referred to the Senior Leadership Team. Parents/carers will be notified by a member of the Senior Leadership Team if pupils have been involved in a serious, 'high level' incident.

Parents/carers will be continually involved in supporting the school in managing their child's behaviour. Exploring the child's behaviour more deeply will be done using a range of tools and further support maybe requested from external agencies should this be appropriate.

We follow a 4-step warning system as follows:

Step one

Children who go off task will be initially given a 'quiet reminder' and reinforcement of the class rules (on display in each classroom).

Step two

If children continue to be off task, they will be given a 'warning', At this point, they may need to move from their place on the carpet/desk.

Step three

If behaviour continues after the warning, the child will be sent to another classroom for a measured amount of time to reflect on their behaviour. The class teacher will inform parents/carers if a child reaches this step and behaviour is recorded on MyConcern.

Please be very aware of the child's age and individual circumstances when moving them to another class as some children find this more upsetting than others. We do not do this frequently.

Step Four

If the behaviour persists, the child is sent to a member of the SLT (Senior Leadership Team) to discuss the choices they have been making. Further logical consequences will be actioned. The member of staff who sent the child to a member of SLT will record the behaviour/incident on MyConcern and then the SLT member will add their own notes.

Fast Track

For more serious negative behaviour (bullying, verbal/physical assault, school vandalism, racist incident, sexual behaviour, theft as well as repeated unacceptable behaviour), the child is referred to the class teacher who will collate the details of the incident (who, what, where, why and when from all pupils involved) and then refer to the Senior Leadership team. The parents of all pupils involved will be contacted and an investigation will ensue.

Internal exclusion

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For serious behavior incidents, it may be necessary to implement further consequences which may involve an internal exclusion. This entails the child being isolated from other children for an identified period of time, where they will complete their learning tasks with the support of a member of staff.

Reporting on MyConcern

It is essential that clear and accurate records are kept when logging behaviour incidents. This is to ensure that they are dealt with appropriately and that the school is able to spot patterns of poor behaviour and implement strategies to deal with this effectively.

- The member of staff who witnessed or dealt with the incident initially must report the incident on MyConcern.
- It is essential that all children involved are given an opportunity to explain what they saw or did and why (these must be included in the recording on MyConcern).

Examples of inappropriate/anti-social behaviour:

Unacceptable Behaviour (Step 1-3)	Step 4/Fast track behaviour (involvement from SLT)
<ul style="list-style-type: none">• Calling out/making silly noises• Disturbing others• Wandering around the classroom• Spoiling games• Not completing learning tasks• Running in school• Not following instructions• Talking over staff when silence is asked for• Answering back• Unwanted touching of another person e.g. poking, tugging clothes• Making inappropriate facial expressions at others• Encouraging others to do any of the above	<ul style="list-style-type: none">• Willful destruction of property• Throwing objects around classroom• Refusing to co-operate• Leaving class or building without permission• Spitting• Deliberately hurting another person e.g. pinching, biting• Making inappropriate gestures• Swearing• Verbally/physically abusive to others• Encouraging others to do any of the above

Language when dealing with unacceptable behaviour:

Staff will use positive phrasing when addressing a child with the aim to de-escalate the behaviour. They may use the following language:

- **Positive phrasing e.g.**
 - *“Stand next to me”*
 - *“Put the toy on the table, thank you”*
 - *“Walk beside me”*
- **Limited choice e.g.**
 - *“Put the pen on the table or in the box”*
 - *“When we are inside, Lego or drawing?”*

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- *“Talk to me here or in the spiritual garden”*
- **Disempowering the behaviour e.g.**
 - *“You can listen from there”*
 - *“Come and find me when you come back”*
 - *“Come down in your own time”*
- **Use of a de-escalation script (from risk management plan)**
 - Use the person’s name – *“David”*
- **Acknowledge their right to their feelings e.g.**
 - *“I can see something is wrong”*
 - Tell them why you are there – *“I am here to help”*
 - Offer help – *“Talk to me and I will listen”*
 - Offer a ‘get-out’ – *“Come with me and...”*

Bullying

Bullying in any form is unacceptable at St George’s School and will not be tolerated. All staff will act swiftly to investigate incidents brought to their attention and all pupils and staff know that they have a right not to be bullied.

All stakeholders in the school family – pupils, parents/ carers, teaching, non-teaching staff and Governors – have an important part to play in fostering an atmosphere where bullying is discouraged and each individual feels cared for and valued. All staff act as effective role models in their relationships with pupils and each other.

Refer to our **Anti-bullying** and **E-Safety** and **Anti-cyber bullying policies** for further information.

Risk assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans (see appendix 2). These are overseen by the Headteacher/SENDCo, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others’ safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/places/lessons that give the learner greater anxiety or any triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners’ anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Suspensions and permanent Exclusions

The whole team works diligently to avoid suspensions/exclusions from our school long before it occurs. However, serious incidents may result in a suspension/permanent exclusion. These decisions are not made lightly and are

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informed by Local Authority guidance. Parents are informed of the decision and reasons for the suspension/exclusion. A reintegration meeting is held with the parents and child on their return to school.

This policy should be read in conjunction with the School's:

SEND Policy

Single Equality Policy

Child Protection Policy, including procedures to manage 'child on child' abuse and YPSI

Health and Safety Policy

Parents' Code of Conduct

Home School Agreement

Social Networking Policy

Acceptable User Policy

and the following DfE documents and recommended publications:

Keeping Children Safe in Education, September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Behaviour in Schools, 2022 – Advice for Headteachers and School Staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

Use of Reasonable Force 2013 – Advice for Head teachers, Staff and Governing Bodies

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 1

St. George's CE VA Primary School

Behaviour Agreement



Our Christian Values:
Love, Truth, Respect & Forgiveness

Our School Rules:

We are kind in every way.
(Love)

We respect others and their way of learning. We look after our school and everyone/everything in it.

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(Respect)

We are honest and truthful always.

(Truth)

We forgive others for their mistakes and don't hold grudges.

(Forgiveness)

Appendix 2 Risk Assessment Calculator

Name	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.

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4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond

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Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....