



St. George's
Church of England Academy

Positive Behaviour Policy

September 2024 -August 2025

MISSION STATEMENT

We are a Church of England School with a strong Christian ethos. We do not discriminate between children and treat them all as individuals. We offer a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all.

AIMS OF THE SCHOOL

- At St. George's C of E Academy Newtown, we want ALL of our children to:
- Have an enthusiasm and thirst for learning
- Have confidence to be themselves and consistently aim high to challenge their potential;
- Have an awareness for the world beyond their own - have respect and understanding of others with circumstances different to their own;
- Explore all opportunities provided to discover their talents and abilities;
- To be kind and respectful members of their community;
- Have embedded morals;
- Have fun, good memories of their school life;
- Be inspirational role models

Prepared in accordance with the following UNCRC articles:

3: The best interests of the children must be a top priority in all actions concerning children.

19: Every child has the right to be safe and protected from harm.

28: Every child has the right to an education.

1. Aims and Expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's 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.

1.2 Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 This is an inclusive school where we understand that self-esteem underpins all emotional and intellectual development. The school expects every member of the

school community to behave in a considerate way towards others. This includes adults leading by example, modelling exemplary behaviour.

- 1.4 We treat all children fairly and apply this pastoral policy in a consistent way, although we recognise that all children are different, and we take into account children's specific needs when dealing with incidents. In particular, we take into account our knowledge of any special educational needs, medical conditions and home-life issues (historical or current), when deciding on a course of action.
- 1.5 We recognise that children exhibiting inappropriate behaviour have a need and that we have a duty to strive to meet that need. We use different approaches as appropriate. (Classroom Management Appendix 1)
- 1.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. This policy believes that all children have redeeming qualities and it is the role of the adults working with these children to locate and tease out these qualities.
- 1.8 The school does not tolerate bullying (including cyber bullying) of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear, and we frequently remind children to speak up if they feel they are bullied. The school believes that bullying occurs when someone deliberately carries out acts that harm someone else, on more than one occasion. We also use assemblies and the curriculum (in particular, PSHE) to teach children about the negative impact of bullying, and how to stop it. (See also Anti-Bullying Policy.) If an act of bullying occurs, it is highly important that the incident is logged on CPOMs in the first instance and the Anti-Bullying policy is followed.
- 1.9 Class rules are negotiated by the children and the class teacher at the start of the school year. They are appropriate to the age of the children, phrased positively and deliver the best working environment for all. These rules are clearly displayed in each classroom.

See below examples of a KS1 and KS2 class rules:

KS1 Rules:

- We all look after each other
- We sit still and listen on the carpet.

- Always put your hands up if you have something to say

KS2 Rules:

- Respect yourself, parents, peers and teachers
- Listen to one another
- Show positive attitude

2. Rewards and Sanctions

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

- Consistent verbal praise from staff;
- Use of 'Zone Board';
- Golden raffle ticket box
- Book vending machine tokens – Head Teachers award
- House point tokens

- All staff use a raffle ticket method alongside Hot chocolate or Tip Top Friday nominations to reward positive behaviour and hard work. The nominations go into a box and 2 children from each class are selected on a Friday. This is based on exemplary behaviour, effort or achievement
 - Raffle tickets for the golden box prize are also used to inform the Zone boards in the classrooms. If a child moves their name up to gold they receive a raffle ticket. A student moving their name up to Gold represents exceptional effort, behaviour and a continuous attempt to display our Christian values in action. If a student is awarded a raffle ticket when moving around school that adult must then inform class teacher of the awarded raffle ticket before the end of the day.
 - Each week a child from each class is nominated to receive an achievement award in Celebration assembly, this can also be based on behaviour, work, an active display of the Christian value for the term or any other positive achievement. At the end of each term there are KS1/KS2 celebrations that recognize continuous hard work and achievement, for a boy and a girl from EYFS, KS1 and KS2, parents and carers are invited to these assemblies.

2.2 If school/class rules are broken, there is an agreed whole school system of consequences for all staff to follow. In this way, we aim to ensure a safe and positive learning environment. We apply consequences fairly whilst still considering each individual situation.

Using the "Zone board system" (EYFS, KS1 and KS2")

2.3 The Zone board system is used to support both positive and negative behaviours that may occur in the classroom.

1. **All children** start within the green zone. At the beginning of every day
2. If the child shows consistent examples of good behaviour, the child will be moved from green into the silver zone or the gold zone.
3. If the child continues to show exceptional behaviour, they will be rewarded with a raffle ticket and a hot chocolate/ tiptop nomination.
4. Each student has the opportunity to collect as many raffle tickets as possible during the week. At the end of the week, the child with the most raffles tickets gets to select a prize out of the 'Golden Box'
5. If a child commits a minor offence, they are given a verbal warning (See Appendix 3 Minor and Major incidents).
6. If the child commits a further minor offence, they are immediately moved into the orange zone area.
7. The children who have been moved down to the orange zone due to a minor offence are moved back up to the green zone at the beginning of each session, as this is seen as a fresh start.
8. If the child commits a further minor offence within that session, they are given another warning (and reminded that they could be moving into the red zone) they will be asked to move to the time out table in their classroom for ten minutes. During this time class mindfulness strategies and items such as sand timers or stress balls, are used to encourage the children to use this time for reflection as this is an opportunity for the child to make the right choices. This approach encourages behaviour that is supportive and respectful. It puts the onus on the child to be accountable for their behaviour and to repair any harm caused to others because of their actions.
9. If following the reflection time a further offence is carried out. The child will be placed in the red zone and will be asked to sit in the timeout area within the class for 15 minutes.
10. Following a period out it is important the child is now moved back down to green as this allows another chance for the child to make the right choices.
11. If the child persists in disrupting the class they will be sent to the assistant headteacher with appropriate work, for 30 minutes and then they are asked to return to class.
12. If this continues they will be sent to the deputy head teacher and further sanctions may apply. An example of these sanctions can be found in **4.4** and **9.1** of this document.
13. A further offence will result in the child being sent to the Head teacher. At this stage, parents will be contacted and fixed term exclusion may be applied as appropriate.

2.4 Alongside 2.3.12 a record of all major and persistent behavioural incidents will be logged and stored electronically as they happen on CPOMs so they can be reviewed by the SLT on a weekly basis. Children are encouraged to meet with the learning mentor or the Assistant head teacher to discuss the reasons for their behaviour. This information is used to inform any interventions or reasonable adjustments that may be necessary for the following day or remainder of the term.

- a. Where appropriate, we ask children to make reparations. This can include saying sorry, writing letters of apology, drawing pictures for people, repairing damage, cleaning any mess they have created, or any other suitable task, with appropriate supervision and guidance. At all times, health and safety issues are taken into consideration.
- b. Depending on the reasons for the behaviour, it may warrant the child having a weekly session with the Family Support Worker. This referral should be made via the phase leaders and informed by behaviour logs.

Lunchtime

2.5 If a child carries out a minor offence at playtime or lunchtime a member of the lunchtime staff team on duty will seek to discuss and resolve the problem in the cool down area (the seated area in the playground or the break out areas if it is indoor play). This is with an aim of returning the student back to the play area as soon as possible.

2.6 If a child carries out a major offence during playtime, the member of staff on duty will gather the facts in the first instance. They will then report this incident to the Learning mentor who is on duty throughout lunchtimes. This incident is then recorded on CPOMS. Major incidents and ALL safeguarding concerns are logged on to CPOMS by the Family support worker (FSW) or the teaching assistant ensuring class teachers are alerted. The FSW and the class teacher and lunchtime supervisor will then continue to monitor the incidents logged on CPOMS and this information will inform any further provisions or interventions given to support the child(ren).

Following a major offence, the lunchtime supervisor on the scene will take the child(ren) involved immediately to the Family Support Worker, who will seek to resolve the matter, where necessary a member of the senior management team will be alerted and the student will be supervised for the remainder of lunchtime. In some extreme cases the parents or carer of the student will be called and asked to come to school immediately.

2.7 Where initial strategies fail to bring about an improvement in the situation, the child may become the subject of a "Stage 1: Behaviour plan in line with the SEMH Framework.

- 2.8 If there are incidents of anti-social behaviour, the class teacher may create an opportunity to discuss these with the whole class during circle time.
- 2.9 Members of staff may, at their discretion, keep children in at break or lunch times as a behavioural sanction. **However, they must ensure that the children have the opportunity to eat their snack/dinner, and to use the toilet. The member of staff making the decision is responsible for ensuring that the children, whatever their age, are supervised at all times.**

3. The Roles of Members of Staff

- 3.1 It is the responsibility of class teachers to ensure that their classes behave in a responsible manner during lesson time and to apply the school's pastoral policy consistently and fairly when rules are not followed
- 3.2 The class teachers in our school have high expectations of the children with regard to pastoral care, and they strive to ensure that all children work to the best of their ability.
- 3.3 All staff treat all children in their class with respect and understanding. To also lead by example and model appropriate behaviour.
- 3.4 Any member of staff with concerns about a child's behaviour should refer to the schools SEMH Framework and complete **Stage 1: Universal interventions** (appendix 5). All evidence required to support **Stage 1: Universal interventions** will be collated and stored in the class behaviour folder. All evidence will be discussed with the SENCo who will then decide on the appropriate course of action. At which point parents may be invited to a **Stage 1: Behaviour Plan meeting**. A pupil who is at stage one will be reviewed within a half term or a maximum of 6 weeks, at which point the decision will be made as whether or not the intervention is still appropriate or should there still be concerns the pupil will move on to **Stage 2: Additional Support** (Appendix 6). This may lead to a meeting where a referral is officially made to external agencies for early advice and a **Stage 2: Behaviour Plan** meeting will be held with parents. Following the review of stage 2 the pupil may be deescalated to stage 1, continue at stage 2 or be moved on to **Stage 3: Intensive Support** (Appendix 7)
- 3.5 In the case of an emergency, a member of SLT is stationed within the key stage 1 and key stage 2 building. All classrooms have laptops which enable the senior leader and admin teams to be contacted via TEAMS. If there is not an additional member of staff available to alert a member of SLT, the adult within the classroom will call to the main office, where the office staff will ensure a member of SLT is contacted immediately. If a member of staff needs immediate assistance, they will send two children to the nearest classroom. The staff there will dispatch whoever is available, straight away

3.6 On rare occasions, it may be necessary for members to use 'Team Teach' strategies when confronted with a situation. The legal right to use force in certain circumstances comes from the Education and Inspections Act 2006.

Reasonable force is allowed to prevent a pupil from:

- Committing a criminal offence;
- Injuring themselves or others;
- Damaging property;
- Acting in a way that is counter to maintaining good order at the school

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Some staff at St. George's Academy have been trained in "Team Teach". This training will be repeated if any concerns arise.

All staff were trained in Team Teach during the academic year 2022-2023

4.6a Guidance on how we conduct a search at St. George's Newtown Birmingham

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in the paragraph below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil). • an article specified in regulations: 3
- tobacco and cigarette papers;⁴
- fireworks; and
- pornographic images.

Under common law, the Head teacher will identify school staff who have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the policy.

3.7 At St George’s, we always look at the whole child when making decision around sanctions, taking in to consideration any additional needs that a child may have and review the provisions that are in place. Thus ensuring that these are supportive and help to build on the child’s ability to understand and follow school rules. When necessary the school will gain support from outside agencies such as Birmingham Educational Psychology Team, Communication and Autism team and BEACON Behaviour Support. We always aim to gain pupil voice, this ensures that the child is included in the process and we work closely with parents/ carers to ensure a consistent approach between school and home.

3.8 At St George’s we aim to promote positive mental health and wellbeing for our children, and recognize how important mental health and emotional wellbeing is. A child’s ability to regulate and understand their emotions is a crucial factor and if this is not nurtured can have a negative effect on behaviour, learning and achievement.

We work closely as a school community to support children with SEMH needs, through:

- Friendship groups with Mrs Ricketts, the FSW.
- Circle of Friends Intervention to promote building and maintaining positive relationships
- Weekly social skills discussions as part of the PSHE scheme of work

- A calm corner/ space within each classroom
- Use of visual prompts to support children when identifying their emotions
- Regular 'check ins' with DSL's

3.9 At St George's we fully understand that even if there are no reports of child on child abuse in school it may be happening.

As such all our staff and pupils are supported to:

- be alert to child on child abuse (including sexual harassment);
- understand how the school views and responds to child on child abuse .
- stay safe and be confident that reports of such abuse will be taken seriously.

We will have a zero tolerance approach to all instances of peer-on-peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any children subject to child on child abuse, including child-on-child sexual violence and sexual harassment in schools. We will utilise the [Children who pose a Risk to Children School Safety Plan](#) produced by the local authority

Our DSL will follow the local good practice guide ["Responding to Sexual Behaviour in Children and Young People"](#) to enable provision of effective support to any child affected by this type of abuse.

5. The Role of the Pastoral Team

6. The Pastoral team consists of the FSW, DSLs and the SENCo

6.1 The Pastoral team oversees the pastoral management systems in the school, supporting and advising where necessary.

6.2 The Pastoral team ensures that all stages of the SEMH Framework are followed correctly and that all behaviour reviews are within the proposed time frame of 3 weeks. The inclusion manager will look at all evidence and support class teachers and parents in regards to deciding which stage the pupil will remain at throughout the process. All stages of the SEMH framework will be logged on CPOMs and Behaviour plans attached.

6.3 The Pastoral team ensures that all staff are equipped to implement agreed strategies.

6.4 The Pastoral team outside agencies, such as the Beacon Behaviour Support Service, to ensure children's needs are being met, and that the strategies used are appropriate.

6.5 The Pastoral team ensures children's behaviour is tracked and accurate records are maintained.

6.6 The Pastoral team prepares reports for the governors as required.

6.7 The Pastoral team provides adequate provision and keeps up to date paper work on pupils they are working with.

7. The Role of Head Teacher

7.1 The Head teacher (or Deputy Head Teacher in the Head Teacher's absence) has the responsibility for giving internal/ external suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti- social behaviour, the Head Teacher may permanently exclude a child. The school governors are kept informed of any exclusion.

8. The Role of Parents

8.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

8.2 We explain the expectations of our parents in our welcome pack and also our parents sign the parent partnership policy on arrival to the school.

8.3 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.

8.4 If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they are initially encouraged to discuss the matter with their child's class teacher. If the concern remains, they should contact the Inclusion Manager, followed by the Deputy Head Teacher and then the Head Teacher. If these discussions cannot resolve the problem, a formal complaint can be made, in line with the school's Complaints Procedure.

8.5 We are pro-active in trying to support parents where we recognise they face difficult circumstances, or need support to adequately promote positive behaviour by their child. We work closely with outside agencies where we believe this will benefit our parents and children.

8.6 We also actively encourage parent participation by having topical discussions in our weekly coffee mornings where parents are encouraged to give necessary feedback.

9. The Role of Governors

9.1 The governing body has the responsibility of setting down these general guidelines on standards of sanction and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

9.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and sanction, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

10. Suspensions and Permanent Exclusions

10.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the DfE guidance (2017) on exclusions. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

10.2 Only the Head Teacher has the power to exclude a child from school. The Head Teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

10.3 Suspensions can be internal or external. An internal suspension means that the child will be isolated from his/her class. He/she will either spend the day in isolation, away from all other children, or in a different class, working alone and away from the other children. Should the period of suspension include the lunch break, the child will dine separately from the other children. In the event of a child being externally suspended, he/she is prohibited from attending school for the period of the suspension.

10.4 If the Head Teacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

10.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

10.6 The governing body has a sanction committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. The governing body will convene an Appeals Panel of between three and five members in the event that exclusion is appealed. This committee will consider any exclusion appeal on behalf of the governing body.

10.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

10.8 If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

10.9 For further detail please refer to our 'school exclusions policy'.

11. Monitoring and Review

11.1 The Pastoral team will monitor the number of incidents recorded against the children on CPOMs. This will be done on a weekly basis. The Inclusion Manger will also monitor the progress of pupils who have Individual Behavioural Plans.

11.2 The Pastoral team will meet with the pupils who have a Behaviour plan in place and conduct half termly interim reviews to ascertain how the pupils are getting on with their targets. Amendments will be made if deemed necessary in line with discussions with the class teachers.

11.3 Stage 2 and stage 3 Behaviour Plans will be reviewed half termly here the pupils will meet with the Pastoral team, class teacher ,Pastoral team and parents. The pupils will be asked to contribute to their interim review because their views are necessary and valued.

11.4 The school keeps records of incidents of misbehaviour and of any other behavioural concerns logged on CPOMs

Links with Other Policies

This Behaviour policy is linked to our

- Exclusions policy
- Anti-Bullying policy
- **SEN policy and information report**
- **Safeguarding and Keeping Children Safe in Education Policy**

Policy updated by Mrs. Francis **September 2024**

MINOR Incidents	MAJOR incidents
<ul style="list-style-type: none"> • Talking at inappropriate times. • Mistreating school or other property e.g. mishandling books, dropping litter, wasting or not taking care of resources. • Not lining up properly. • Distracting other pupils e.g. pulling "funny" faces, trying to attract their attention. • General pastoral around school building e.g. Running in the corridors, taking in assemblies. • Not doing homework. • Isolated shouting out e.g. An answer. • Not doing sufficient work / lack of cooperation with peers. • Rocking / sitting inappropriately. • Clothing not resembling uniform. • Chewing in class. <p>Any Minor incident becomes Major if it is persistent</p> <p><u>Parents</u> will be contacted in the first instance if:</p> <ul style="list-style-type: none"> • Homework is never handed in. • Clothing not resembling uniform is worn in and around school. • The child wears trainers in and around school 	<ul style="list-style-type: none"> • Racist comments. • Homophobic comments. • Verbal/written e.g. swearing (in any language), making comments intended , or likely, to cause Upset or offence to someone else. • Theft • Vandalism of anybody's property, including graffiti on school books. • Physical, with intent to harm e.g. deliberately • Punching, kicking pushing, pinching, hitting another person with an object. • Bullying (exclusion of peers from games, if intended to upset them). • Fighting • Cyber bullying • Deliberate 'one off rudeness to staff or pupils • Defiance after a reasonable request has been specifically directed at the individual. • Bringing in inappropriate item e.g. weapons, drugs, pornography
<ul style="list-style-type: none"> • The child has spent the majority of the week in the 'Red Zone' (3 days out of the 5 day working week). Teachers should explain to the parent(s) the reasons for this. 	

Appendix 1 - Classroom Management

Appendix 2 - Zone Board

Appendix 3 - Major/Minor Incidents

Appendix 4 - Stage 1 Behaviour Plan - Universal Interventions

Appendix 5 - Stage 2 Behaviour Plan - Additional Support

Appendix 6 - Stage 3 Behaviour Plan - Intensive Support

Appendix 1

Classroom Management:

There is a general agreement that well organised and delivered lessons **help secure good standards of behaviour**. At St George's Academy our staff aims to ensure that we all pupils adhere to these standards by:

1. Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
2. Plan and organise both the classroom and the lessons to keep pupils interested and to minimise the opportunities for disruption. This requires attention to such basics as furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well, and being enthusiastic and using humour to create a positive classroom atmosphere.
3. Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them. An example would include the appearance of the window cleaner or wasp in the middle of a lesson.
4. Continually observe or 'scan' the behaviour of the class.
5. Be aware of and control their own behaviour including stance and tone of voice.
6. Model the standards of courtesy that they expect from pupils.
7. Emphasise the positive, including praise for outstanding behaviour as well as good work.
8. Make the rules for the classroom behaviour clear to pupils from the first lesson and explain why they are necessary.