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# Positive behaviour Policy 2026

## Good Practice

Good practice in our school is:
As witnesses to Christ the way we act is an example of faith. Our Christian values lead to a caring community allowing each person their own dignity and expression promoting an ethos in which all members can feel happy and secure irrespective of race, colour, religion, and gender, academic or physical ability.

Children learn to take responsibility for their own behaviour; realising that it can have a profound effect on those around them, that the correct course of action is not always the easiest, that Gospel values are the basis of good behaviour and that they should never act in a way that is detrimental to their own self-respect or that of others.

There is a clear and consistent code of behaviour based on good relationships, making use of effective rewards and sanctions.

We ensure that the key values, both Gospel and British, underpin the behaviour in the school. These values are also taught through assemblies, R.E., RSE and PSHE work.

**Our list of Gospel values are:**

- Trust in God, Truth, Respect, Tolerance, Forgiveness, Hope, Dignity and Love

**The Fundamental British values are:**

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

## Introduction to school

Expectations are shared with parents prior to a child's admission through the induction process.
All efforts should be made by teachers and parents to establish regular punctual attendance and good behaviour from the start. At the start of each term special emphasis should be placed on high expectations of standards of behaviour, uniform dress code, punctuality and attendance.
An effective home/school and child partnership is crucial to a child's learning. At the beginning of each year, parents, staff and children will be reminded of what is expected from each of them by sharing the Home & School Code.
The staff will review Promoting Positive Behaviour booklet and parents will receive a copy in addition to a Parent Code of Conduct.

## SEND

At St George's, we recognise that children with Special Education Needs and disabilities may require reasonable adjustments to support them as pupils at the school. The adjustments made to promote positive behaviour are identified on their Individual Support Plan and make up part of their provision. Whilst there are

various strategies that all members of staff may use, or develop, to promote positive behaviour, all staff are aware of and follow the behaviour code of conduct consistently.

**Voice Level**

The voice level of adults in the school reflects the calm, orderly environment. Whilst voices are above normal conversation level, so that staff can be heard clearly in class, they are never raised above this. The only exceptions are: if there is a potentially unsafe situation, to gain attention of a larger than normal group of children, to bring a class back together during a speaking/social/interactive activity, or if the children are working outside. This mirrors the expectation of children to use classroom voices inside and playground voices outside.

**Strategies for promoting positive behaviour**

There are a variety of useful strategies to encourage appropriate behaviour. Positive recognition is highly effective:

- Through the classteacher
- Through praise from another teacher, classroom assistant or Head Teacher/Deputy Head.
- Through the 'Celebration Assembly' which provides opportunities to identify and highlight positive behaviour and achievement
- The use of housepoints and houseballs for positive behaviour.
- Through communication of good behaviour to parents
- Through the election of pupil representatives from classes making up a School Council who contribute ideas and comments on improving anti-bullying or harassment policies.

**Other useful strategies**

- Drawing up of ISP, Behaviour Support Plan or Pastoral Support Plan with help of outside agencies (such as Educational Psychologist, Brentwood Catholic Children Society, Early Help Team etc).

- 'RED' resources, Relationship Education –Life to the Full, 'Circle Time' and related class/group activities should be followed in line with staff training guidance.

- The involvement of pupils in the making of and agreeing class rules. Such involvement is the key to effective strategies and staff should look for appropriate opportunities to develop responsibilities and independence.

- Talking through an issue on an individual basis when a child is displaying troubled or anti-social behaviour by an appropriate person, (e.g. TA, class teacher, another teacher, another child, Headteacher, Deputy Head, Brentwood Catholic Children Society case worker)

**Challenging behaviour**

When dealing with a child that is demonstrating challenging behaviour, all staff will:

- Initially give a short non-specific reminder (i.e. ready to listen, looking this way, etc)
- Give a reminder to individual children (side by side) if there is a specific issue around behaviour that the child is able to change there and then, or remember the next day (e.g. caps with the peak at the front, make sure your shirt is tucked in, no tie today? etc.)
- Speak to the child individually about their behaviour, away from the class, ensuring that the child understands why the behaviour is unacceptable, that they can make good choices and the staff member has faith in them that they will. (leaving on a good note)
- Address the specific children, not address the issue with the whole class.
- Keep any general class reminders short
- Not tell a child that they cannot discuss the issue with their parents/carers

**Behaviour concerns at break time or lunchtime**

When a pupil's behaviour is of concern at breaktimes or lunchtimes (i.e. when the child has been reminded about inappropriate behaviour), the classteacher must be informed. Serious incidents will be recorded on CPOMS. In turn those other members of staff who have contact with the pupil should be aware e.g. in extra-curricular clubs etc. In cases of extreme behaviour*, the staff member who witnessed/is involved with the incident will refer to the Head, or Deputy Headteacher in her absence, immediately. Teachers make use of agenda item 'Children of Concern' at weekly teacher meetings to share behaviour concerns.

***Extreme behaviour**

For the purpose of this policy, extreme behaviour is defined as behaviour which is much more severe, or unusual, than we would expect in a school and intended to cause harm. Some examples of this are:

- Physical violence/aggression towards a member of staff and/or child – including kicking, spitting, biting, head on head contact, hair pulling, punching, scratching
- Shouting or swearing at an adult
- Wilful damage to school property
- Throwing items/furniture that could cause harm to self or others
- Repetition of behaviour incidents

**Sanctions**

Sanctions may include:

- being moved to a quiet area of the classroom
- withdrawal of break or part of lunchtime (in order to enable time for reflection)
- escalation to the Deputy Head or Head Teacher
- exclusion from extra-curricular sessions
- exclusion from participation in school trips
- exclusion from participation in non-essential sports or representative events
- fixed or permanent suspension

The school produces a behaviour management document which suggests suitable sanctions for negative behaviour. See appendix 1.

**Suspension**

When a pupil's behaviour is extreme or persistently causes serious disruption in school, the law allows the Headteacher to exclude the pupil from school. This is called suspension. A decision to suspend a child should be taken only in response to serious breaches of the discipline policy, or extreme behaviour, and normally once a range of alternative strategies have been tried and have failed.

**Strategies to prevent child-on- child abuse (including bullying)**

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. The school's child on child abuse policy and Anti bullying Policy, which should be read in conjunction with this policy, explores the many forms of child on child abuse and includes a detailed, planned and supportive response to the issues. In cases of extreme behaviour such as Child on child abuse (including bullying), the issue will be immediately escalated to the Headteacher, or Deputy in her absence, who will deal with the incident in line with the policy.

To prevent any forms of peer abuse, including bullying, the school will:

- Minimise any opportunity for bullying/harassment through supervision especially on paths/corridors, cloakroom areas during entry and exit.
- Good vigilance on play areas
- Staff should patrol individually. This maximises staff/pupil ratio and increases the area of safety/supervision

• Ensure that our setting has an open environment where the children feel safe to share information about anything that is upsetting them or worrying them.
• Use of a 'Worry Box' for children to write concerns which is checked daily
• Pupils should be given the opportunities to report bullying
• Early reporting by pupils, staff or parents of inappropriate behaviour
• Ensure that the children are part of changing their circumstances and that of the procedures within our setting in the form of a School Council.
• St George's Catholic Primary School promotes Gospel and British Values throughout the curriculum.
• It is vital that staff do not dismiss issues as "banter" or "growing up" or compare them to their own experiences of childhood.
• It is necessary that staff consider each issue and each individual in their own right before taking action.
• If staff minimise the concerns raised it may result in a child/young person seeking no further help or advice.
• Staff will always provide follow up care and support to the victim and their family after an incident

**Communication about an incident**

Communication about an incident is one of the fundamental successes of responding appropriately to an incident.
Staff will use, and encourage children to use, vocabulary that accurately describes the behaviour incident. For example, it may be reported that a child has punched another child.
Questions should include,

- Can you show me how you were hit?
- Can you show me where?
- What happened before the incident?
- What happened after the incident?
- Do you think that it was an accident or was it deliberate?

Children can have the perception that it was a deliberate act when they have been hurt, even if it was an accident, however all staff at St George's work with the child to support understanding around this.

**Restorative Practise**

At St George's, all staff follow a restorative approach when dealing with a behaviour incident.
A restorative approach gives the children to reflect on the situation, promote accountability and personal responsibility. It enables all pupils to have a voice – victim, perpetrator, witness, etc. A restorative approach provides a framework of values, thinking and language that is helpful when 'something' needs to be restored.

In St George's, the children will take part in a conversation with a teacher or other appropriate adult in the school. The aim of the conversation is to ensure that the pupil recognises where their behaviour or conduct has negatively impacted on those around them.

**Question prompts that adults can use with the child whose behaviour or conduct is below expectation above:**

- Can you tell me what happened before and during?
- Can you tell me what you were thinking about at the time?
- What have been your thoughts since?
- Who has been affected by what you did?
- In what way have they been affected – How do you think the other person felt?
- What do you think needs to happen next (refer to class/school expectation and sanctions)

**Question prompts that adults can use with the child who has been affected by the behaviour of a child/others**

- Can you tell me what happened before and during?
- How did you feel at the time?
- How has this affected you? Can you explain how you felt?

- What do you think needs to happen next?

**Communication with parents**

Parents should be involved at an early stage when absence or behaviour is a concern. The school will attempt to build a partnership with parents and carers to overcome issues of concern. Where this is not forthcoming and performance continues to be a concern, a behaviour conference with the child's parents/carers and the child if appropriate will be organised. The SENDCO will also be at the meeting.

When a pupil's behaviour is extreme or persistently causes serious disruption in school, the law allows the Headteacher to exclude the pupil from school. This is called exclusion. A decision to exclude a child should be taken only in response to serious breaches of the discipline policy, or extreme behaviour, and normally once a range of alternative strategies have been tried and have failed.

This policy was reviewed in September 2026. It will be reviewed annually.

St. George's Catholic Primary School

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**Behaviour Management**

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|---|---|---|---|---|---|---|---|
| Challenging behaviour | **INDIVIDUAL STAFF BEHAVIOUR MANAGEMENT STRATEGIES** | CT level<br>**Informal meeting if required** | | DHT level<br>**CPOMS completed at this point**<br>**CT & SENCO meets with parents** | | HT level<br>CT devises a behaviour plan for child<br>Regular meetings with parents | Behaviour support are involved with family and child |
| Low level disruption in class ~ calling out, comments etc | | Child is removed from class for time out ~ aim for age + 5 mins | | Removed from class for remainder of the morning or afternoon session to another class | | Removed from class for full day to another class | If behaviour continues Work in isolation in front offices |
| Not completing work within time set due to disruptive behaviour | | Children complete their work at break time, part of lunchtime. No longer than 15 mins. | | Work is sent home to be completed. | | Weekly report on completion of work | Work in isolation in front offices |
| Refusal to complete work | | Work is collected and sent home to be completed at home. Time outside of class until next subject session. | | Child is sent to DHT office to complete work. | | Work in isolation in front offices | If behaviour continues after isolation, move to suspension |
| Verbally unkind to another child | | Speak to child | | Miss social time break or/and lunch | | Miss social time break or/and lunch | |
| Physically aggressive to children in class/cloakroom/ activity | | Removed from activity/Time out | | Removed from class for remainder of the morning or afternoon session to another class. | | Removed from class for a day and work in a different class | |
| Verbally abusive to staff | | Removed from class for remainder of the morning or afternoon session to outside classroom | | Removed from class for a day and work in a different area in the school | | Work in isolation in front offices | |
| Extreme behaviour including child on child abuse, bullying racist/homophobic language | CT to report incident to HT (or in absence, DHT) immediately. Strategy plan to deal with incident. Parents and Carers will be informed at first opportunity. | | | | | | |