



'Let all that you do be done in Love' 1 Corinthians 16:14

The example of Jesus Christ and the Good news that He brings inspire St George's to be a place of hope and a caring and inclusive community in which we all

Love to learn and Learn to Love.



## St George's CE Primary and Nursery School

### Behaviour Policy

<u>Date agreed:</u>	May 2021
<u>Review Date:</u>	

At St George's, we believe that displayed behaviour is a communication of emotions and that we, as adults, have a responsibility to teach children how to manage and deal with emotions in appropriate ways. Some children may find this more difficult than others, and some children may display more extreme emotions than others. School will support families who are also finding behaviour at home challenging and difficult to manage and will work together to find solutions.

Our behaviour system is rooted within our core values of **Love, Hope, Compassion, Honesty, Friendship, Forgiveness and Thankfulness**, and is based on the principles of Restorative Justice – encouraging everyone to take responsibility for their own emotions, behaviour and reactions through honest reflection, and to work with others to decide an outcome which satisfies everyone involved. It believes that changes in behaviour happen when everyone is treated with dignity and respect. As children and adults learn to be more self-aware, there is the understanding that our vision of "Let all that we do be done in love," becomes a daily lived experience with the hope of restoration when we inevitably make mistakes. The Goodness and Mercy resources form the basis of our relationships education.

The resource aims to fully support the Church of England vision for education: "I come that they may have life in all its fullness" (John 10:10). This scripture grounds us in the recognition that having a positive relationship with ourselves and with others is foundational for a complete and fulfilled life.

Language also used in school to help encourage positive attitudes is based on work done around Growth Mindset and the use of Building Learning Powers. These encourage pro social behaviours such as collaboration and perseverance and challenge the belief that we cannot change. A focus on building positive relationships acknowledges their vital importance to our mental health. We use the 5 Ways to Wellbeing as tool to help us understand that behaviours such as giving and connecting with others benefits our own wellbeing as well as building others up.

#### **Our values**

The Zones of Regulation aims to teach children the range of emotions that they will experience, related vocabulary, and strategies to manage and control these feelings and associated behaviours. It aims to teach children that all emotions are appropriate at different times and in different situations, but also how to regulate these emotions appropriately and empower children to take responsibility for their behaviour. Zones of Regulation zones, emotions and vocabulary are displayed throughout school and in every classroom, alongside a 'toolkit' of strategies to regulate emotions and return to the 'green zone' – the optimum emotional zone for learning and for successful relationships.

Our values are explored through Collective Worship and class responses, circle times and class discussions. ETHOS group seek to explore how we put our values into practice in order to make school a better place for everyone but also how our values can impact on our community and the wider world.

Adults modelling and the explicit teaching of our core values and regulating emotions through the Zones of Regulation form the foundations of our behaviour system and are celebrated and affirmed through a series of rewards and consequences.

### **Rewards**

Children are encouraged to live our **Core Values** and to follow the **Golden Rules** based on the Golden Rule from Matthew chapter 7 verse 12, "Do to others what you would have them do to you." These values and golden rules are displayed throughout school and in every classroom. School and class incentives include:

- Celebration assemblies
- Lunchtime Golden Table
- Lunchtime reward slips
- Class 'In It to Win It' rewards – class based to earn target number of rewards (eg 100 marbles) for demonstrating core Values through behaviour and following the Golden Rules. Class rewards to be decided by individual classes but may include extra playtime, trip to the park, popcorn and a movie, class baking. Some classes may find that children also need more instant rewards such as a daily or weekly raffle – selecting one ticket/marble earned that day to receive a small prize.

Children will also continue to earn 'smileys' to earn a prize box treat based on own individual efforts in school such as showing perseverance, meeting a personal target or producing an outstanding piece of work.

### **Consequences**

Children are encouraged to regulate their emotions and adapt their behaviour when it does not follow the Golden Rules or Core Values through a series of consequences.

When adults notice children beginning to move out of the 'green zone', modelling strategies and encouraging the use of the toolkit will be used to support children to begin to take responsibility for their own emotions and learning behaviours.

Behaviours which impact on other children will follow 'steps' and be recorded on SIMS to enable patterns to be spotted and interventions implemented where necessary.

Step 1 – 2 verbal warnings

Step 2 – 5 minutes missed playtime

Step 3 – 10 minutes missed playtime

Step 4 – Headteacher

*Violence, unacceptable language, destruction - immediate Step 4*

Children who reach Step 3 or Step 4 will use reflective slips and discuss behaviours with individuals involved and a member of staff to reach a satisfactory outcome, based on the principles of Restorative Justice.

### **Playtimes and lunchtimes**

At play and lunchtimes, we have a range of activities to engage children in positive play with others. There are options to stay in or play outside, respecting differences in children and ensuring everyone has the opportunity to have enjoyable breaks. These times are supervised and led by adults to model co-operation, good communication, team-work and how to manage frustration and falling out. Children who can struggle in free times are supported by pastoral staff. Interventions around social skills, anger/ anxiety management or friendships skills are used for varying periods of time to help make a difference.

***Reward in public, reprimand in private***