

St. George's Catholic Primary Voluntary Academy



Behaviour policy and statement of behaviour principles 2026-2027

*We are learning and growing together as God's family. We will always do our best to love
and respect each other as we prepare for our future*

Approved by:
The Governing Board

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At St. George's, our Catholic faith provides the foundation for everything we do, guiding us to create an inclusive school where every child can flourish, every individual is respected and everyone is encouraged to make a positive difference to the lives of others.

Our school is built on strong relationships. Together, we create an environment in which children feel safe, happy and confident to learn.

We place great importance on developing the whole child. Academic achievement matters, but so too do kindness, compassion, respect, perseverance and a willingness to serve others. We want our children to understand that their actions have an impact on those around them and to live out the values of our Christian faith in their everyday lives.

Our partnership with families and our Parish is central to this. By working together, we can ensure that our children are supported not only in their learning but also in their spiritual and personal development. We have high expectations for behaviour based on the teachings of Jesus and the virtues of forgiveness and respect and thus rewards and sanctions are applied fairly and consistently. This includes being mindful of our pupils with emotional and behaviour needs who require extra support to achieve the expected standard of behaviour.

Our behaviour policy builds on our catholic values and high standards of behaviour through our mission statement:

We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

This policy is based on legislation and guidance from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude- including rudeness to staff
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Physical abuse/behaviour
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments or taunts, physical behaviour, and online sexual harassment including making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Mobile phones (Year 6 pupils only are allowed to bring mobile phones to and from school. They are handed to the class teacher who locks them away during the day)

4. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ➤ Racial ➤ Faith-based ➤ Gendered (sexist) ➤ Homophobic/biphobic ➤ Transphobic ➤ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

At St Georges, we support the children to recognise what bullying is and promote positive behaviour through the following:

- All staff watch for early signs of distress in pupils
- All staff listen to children's concerns
- Confidential "Worry boxes" held in each class where children can put signed written notes if they feel that they cannot speak about their problem - for the class teacher to address at an appropriate time
- Personal Development lessons and assemblies to raise awareness
- Participation in Anti-bullying week and Safety initiatives such as PANTS and Stay Safe, Speak Out!

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The governing body also emphasizes that violence or threatening behavior will not be tolerated in any circumstances.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recording behaviour incidents promptly (CPOMS)

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

At St Georges, we do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for us based on the facts of the situation. We consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we refer to the Equality Act 2010 and school's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. We also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We seek to try and understand the underlying causes of behaviour and whether additional support is needed.

5.4 Parents and carers

Parents and carers, where possible, should:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Be truthful and honest at all times
- Show respect to members of staff and each other
- Tell a member of staff if they experience or see behaviour that is discriminatory, harmful or disrespectful towards others, including bullying
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Rewards and sanctions

7.1 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Dojo points - EYFS/KS1
- Traffic Light points - KS2
- House points
- Golden Time
- Certificates, prize ceremonies or special assemblies
- Praise postcards sent home
- Whole-class or group rewards such as additional time outside or in the library

- Termly Year group Kindness Cup and reward

7.2 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

All staff will follow the school's Classroom/Outside of the classroom behaviour procedures for to ensure consistency and a shared and fair message for all. (See Appendix 2/3)

'Orange' and 'Red' behaviours will be recorded on CPOMS.

7.3 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Causing harm to themselves or others
- Committing a criminal offence
- Damaging property

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

- Staff have a legal duty to record and report all restraint incidents

Please see our Safer Handling Policy for more information.

7.4 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.5 Racism

At St Georges, we have zero tolerance to racism.

What is a racist incident?

A racist incident is “any incident which is perceived to be racist by the victim or any other person”. The Stephen Lawrence inquiry report (page 362, section 45.17).

Under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, which covers:

- Skin colour
- Nationality
- Ethnic or national origins

All racist incidents should be reported on CPOMS immediately under the named category. The number of racist incidents are reported to the governors termly by the Head of School.

These follow up actions should be taken by the class teachers without exception:

- Speak to children involved regarding acceptance and difference. Remind the children of our core value of respect as a Catholic School and our Mission Statement.
- Speak to the parents of the victim directly, that it has been reported to the Head of School and assure them of the school policy and it will be taken seriously.
- Speak to the parents of the perpetrator - refer to school policy and that such behaviour will not be tolerated at school and that behaviour should not be repeated.
- Racist incident letter to be sent.
- One week after the incident, the Learning Mentor will have a follow-up reflection session with the perpetrator to jointly reflect on what happened and their understanding of why racism is harmful and unacceptable.

If staff require advice or support to speak to parents, please ask the Deputy Head or Head of School.

If the perpetrator is involved in a racist incident again it will result in a half day internal exclusion on the next half day (i.e., If it happened on Monday morning, the internal exclusion will take place on Monday pm. If it happened on Monday pm the internal exclusion will take place on Tuesday am). The class teacher will provide work for them to do in the Phase Leader’s classroom. If the Phase Leader is not going to be in class for any reason, it will take place in the Deputy or Head’s office. Racist Incident letter 2 must be sent.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.7

7.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally Supportive
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.9 Malicious allegations

Where a pupil makes an allegation against a member of staff or pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which should include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Short-term behaviour report cards
 - Long-term behaviour plans
 - Pupil support units
 - Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.2 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. Parents/carers will need to collect these from the member of staff who confiscated them.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute pupil needs are identified we will liaise with external agencies and plan support programmes for that child.

8.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Pupil Progress Monitoring will be passed onto the next teacher and updated as necessary.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. Peer observations may be organised to support members of staff in providing good behaviour management.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Safer Handling Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Classroom Behaviour Procedures

Behaviour Procedures for Classroom

Classroom visual with green, yellow, orange and red steps. Teacher has record sheet kept on desk. Adults must use cards on lanyard to show pupils as a visual.

BEHAVIOUR STEPS	EXAMPLES OF BEHAVIOURS
WORKING WELL: Child's name is on green to show they are working well in the classroom. If a child has remained on green all day, they earn 5 minutes of Golden Time for Friday. Please note: EYFS (all year) and Year 1 (Autumn term only) If a child has received a yellow warning but has returned to green, they will still earn 5 minutes of Golden Time	Listening carefully when someone is speaking Following instructions promptly Showing kindness, respect and good manners Taking turns and sharing Working cooperatively with others Using equipment and resources appropriately Trying your best and being resilient Keeping hands, feet and objects to yourself Moving around the classroom safely Taking responsibility for your learning and behaviour Celebrating others' achievements Asking for help appropriately
Behaviour reminder required: A verbal reminder is given if a child is displaying unwanted behaviour.	Talking when the teacher or another pupil is speaking Calling out or interrupting Not following instructions Distracting others from their learning Fidgeting or playing with equipment inappropriately Being off task or refusing to begin work/work avoidance Moving around the classroom without permission Forgetting classroom routines or expectations. Swinging on a chair Making unnecessary noise Inappropriate verbal responses Any behaviour which interferes with the 'flow' of the lesson
Yellow: If a child has not responded to the verbal reminder, their name should be moved to yellow. Music and PE teachers to show yellow card (lanyard) This needs to be communicated to class teacher upon return to class. Spanish teacher to use classroom visual. Inform class teacher at the end of the lesson.	Continued actions of above

Orange: child's name is moved to orange visual. Child is asked to move to designated area (Concentration Station) to continue their work away from distractions. Spanish teacher to use classroom visual. Inform class teacher at the end of the lesson. Music and PE teachers to show orange card (lanyard) This needs to be communicated to class teacher upon return to class. Music - child is moved away to designated area PE- child stands out with PE teacher for 5 minutes	Repetition of above Or Persistent disruption that prevents others from learning Shouting at adults or pupils Deliberately invading another person's personal space Leaving the classroom without permission (e.g., to go to the cloakroom) Throwing objects (e.g., rubber) in a way that could cause harm Encouraging others to disrupt learning or behave unsafely Inappropriate language/body language e.g., rolling eyes/ indirect swearing Negative verbal comment to another pupil Refusal to co-operate with a member of staff Running away Rudeness or insolence to a member of staff
For persistent orange behaviour (which may be over the day or the course of the week) the teacher should telephone the parent to share behaviour concern and record on CPOMS. Spanish/PE/Music teacher to communicate this to the class teacher.	
Red: name moved to red visual. Music and PE teachers to show red card (lanyard) Call Phase Leader to alert them that the child will be coming to work in their classroom. Briefly outline behaviour concerns. (PE - teacher to send with a sensible child and a note detailing the behaviour) N.B: For highly disruptive behaviour, the Deputy/Head should be called instead for assistance. If a child is put on red, this leads to Behaviour Letter 1 being issued by the class teacher. Class teacher speaks to parent.	Deliberately hitting, kicking, punching or seriously hurting someone Serious physical aggression Threatening behaviour Deliberately targeting a child because of a protected characteristic or other personal characteristic, including racism (<u>for racist incidents follow specific procedures/letters</u>) and homophobia (verbal/and non-verbal) Bullying or intimidation Deliberately causing significant damage to school property. Running into a dangerous area or deliberately putting others at serious risk Leaving or attempting to leave the school premises without permission Bringing or using a dangerous item Any behaviour that creates an immediate and significant safeguarding concern Stealing Direct and deliberate spitting at a person Repetitive rudeness towards staff (verbal / actions) Child-on-child online abuse Biting Sexualised language or drawings Deliberate defiance Direct Swearing (verbal/non-verbal)

Behaviour Letter 2 is issued the second time a child is on red. The Phase Leader must call the parent to discuss expectations for improvement.	
Behaviour Letter 3 is issued the third time a child is on red. The child will be placed on a two-week daily report with specific targets identified. This is discussed at a meeting with the parent and Deputy/Head. The expectation is that after two weeks there will have been continued improvement and the report period will come to an end.	
Some children may require a further two-week report period and this will be monitored and reviewed case by case. The child will need to have shown some improvement during the initial report period for this to be considered.	
If there has been no improvement in the initial report period a group meeting is arranged (child, parent, teacher, Deputy/Head, Learning Mentor) to explore the voice of the child and continued behaviour concerns. A further two-week report period will commence and if behaviour concerns continue, an internal exclusion will be issued.	
Continued behaviour concerns may lead to a fixed term exclusion.	

Appendix 3: Outside of the classroom Behaviour Procedures

Behaviour Procedures for outside of the classroom

Red, Orange, Yellow and Green cards will be worn by all staff on lanyards to assist with managing behaviour beyond the classroom (Breakfast Club/Break Time/Lunch Time/After School Club) This ensures that all children have a consistent message and visuals to show them when behaviour should be praised or corrected

BEHAVIOUR STEPS	EXAMPLES OF BEHAVIOURS
	<i>N.B: The list of examples is provided for reference purposes only and is not intended to be an exhaustive list of all possible examples.</i>
Green = Outstanding behaviour or a child who is trying hard to improve - Child will gain one house point. Give them a house point sticker	Sharing equipment and taking turns Including others in games Speaking kindly and respectfully Following playground rules Listening to adults Playing fairly and safely Helping others Solving small disagreements calmly Looking after playground equipment Moving sensibly around the playground Asking an adult for help when needed Apologising and putting things right when they make a mistake
Behaviour reminder required: A verbal reminder is given if a child is displaying unwanted behaviour.	Forgetting a playground rule Calling out in the lunch hall or interrupting lunch supervisors Not taking turns Being too rough in play Arguing over a game or equipment Using an unkind tone or words Ignoring an instruction the first time Running in an inappropriate area Not showing respect for equipment Not including someone in a game
Yellow: Children will receive a Yellow Card as a warning if they are behaving inappropriately.	Continued actions of above.
Orange: Children will receive an orange card if the behaviour does not improve or is identified as an orange behaviour. Child will stand with the adult for 5 minutes and it is recorded in the Playground Behaviour Book.	Repetition of above Or

They may return to play with monitoring.	Repeatedly refusing adult instructions Deliberately excluding or targeting another child Persistent unkind or hurtful language Deliberately disrupting other children's games Aggressive or excessively rough play Throwing objects in a way that could hurt someone Leaving the designated playground area without permission Deliberately upsetting another child Encouraging others to break rules or behave unsafely Inappropriate language/body language e.g rolling eyes/ Indirect swearing (using hand gesture) Running away Rudeness or insolence to a member of staff
For persistent orange behaviour (which may be over the day or the course of the week) members of staff must communicate this to the class teacher. The teacher should telephone the parent to share behaviour concern and record on CPOMS.	
If this behaviour does not stop, a Red Card will be issued. In the case of high level unsafe/ aggressive/verbal behaviour that could have caused injury or upset e.g. physical incidences such as kicking or punching, bullying, racist or any type of discriminatory language or swearing, children will be issued a Red Card without a prior warning (Yellow card). The child/ren must be sent to member of Senior Leadership Team/ Learning Mentor (DDSL) on duty. <i>(Please see Lunch Rota for information regarding who is on duty and where to find them</i> <i>Morning break - Learning Mentor)</i> Child will complete a reflection sheet and have a conversation with the member of staff regarding this. They will be informed of the next steps as a result of receiving a 'Red Card'. Member of staff will determine by the time of the incident whether it is appropriate or not for the	Deliberately hitting, kicking, punching or seriously hurting someone Serious physical aggression Deliberately using an object to hurt or threaten someone Fighting Deliberately targeting a child because of a protected characteristic or other personal characteristic, including racism (<u>for racist incidents follow specific procedures/letters</u>) and homophobia (verbal/and non-verbal) Bullying or intimidation Deliberately causing significant damage to property Running into a dangerous area or deliberately putting others at serious risk Leaving or attempting to leave the school premises without permission Bringing or using a dangerous item Any behaviour that creates an immediate and significant safeguarding concern Stealing Direct and deliberate spitting at a person Threatening behaviour Repetitive rudeness towards staff (verbal / actions) Child-on-child online abuse

child to have physical movement break before returning to class. Please note - if the child misbehaves again during that time, this results in a second Red Card and they will be sent straight to the Headteacher/Deputy Headteacher.	Biting Sexualised language or drawings Deliberate defiance Direct Swearing (verbal/non-verbal)
If a child is put on red, this leads to <u>Behaviour Letter 1</u> being issued by the class teacher/class teacher speaks to parent	
<u>Behaviour Letter 2</u> is issued the second time a child is on red. The Phase Leader must call the parent to discuss expectations for improvement.	
<u>Behaviour Letter 3</u> is issued the third time a child is on red. The child will be placed on a two-week daily report with specific targets identified. This is discussed at a meeting with the parent and Deputy/Head. The expectation is that after two weeks there will have been continued improvement and the report period will come to an end.	
Some children may require a further two-week report period and this will be monitored and reviewed case by case. The child will need to have shown some improvement during the initial report period for this to be considered.	
If there has been no improvement in the initial report period a group meeting is arranged (child, parent, teacher, Deputy/Head, Learning Mentor) to explore the voice of the child and continued behaviour concerns. A further two-week report period will commence and if behaviour concerns continue, an internal exclusion will be issued.	
Continued behaviour concerns may lead to a fixed term exclusion.	

Appendix 4: Behaviour steps record sheet for teachers

Class:			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

St. George's Catholic Primary School

Reflecting on my behaviour



What did I do? What choice did I make?

What was I thinking about at the time?

Who has been affected by what I did?

What should I do next time? What better choice could I have made?

What do I think should happen to make things right?

Name:

Date:



Appendix 6: Letters to parents/carers about pupil behaviour – templates

First behaviour letter



St George's Catholic Primary Voluntary Academy



SUDBURY HILL, HARROW, HA1 3SB

TEL: 020 8422 1272

EMAIL: office@stgeorges.harrow.sch.uk

Behaviour Letter 1

Dear Parents,

Today, has not been behaving in line with our school expectations.

The incident on this occasion was

If your child's behaviour does not improve, we will be in contact to discuss how we can work together to improve 's behavior. However, at this stage we are confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child

Parent name:

Parent signature:

Date: _____

Behaviour Letter 2



St George's Catholic Primary Voluntary Academy



SUDBURY HILL, HARROW, HA1 3SB

TEL: 020 8422 1272

EMAIL: office@stgeorges.harrow.sch.uk

Dear Parents,

Following our conversation regarding _____'s behaviour, please see the agreed actions below:

Please acknowledge the above actions by signing below and returning the letter to school. Please keep a copy for your records so that the strategies we discussed can be referred to at home.

Please note that if your child is issued a third behaviour letter, this will result in a meeting with the Head of School/Deputy Headteacher.

We thank you for your continued support.

Yours sincerely,

Phase Leader name: _____

Phase Leader signature: _____

Date: _____

Third behaviour letter



St George's Catholic Primary Voluntary Academy



SUDBURY HILL, HARROW, HA1 3SB

TEL: 020 8422 1272

EMAIL Office@stgeorges.harrow.sch.uk

Behaviour Letter 3

Dear _____,

Unfortunately, despite a previous phone call with a member of the senior Leadership team, there is a continued concern about _____'s behaviour.

Today, _____

_____.

This behaviour now needs to be discussed with myself or the Deputy Headteacher. This meeting will enable us to work together to discuss how we can further support your child to improve their behaviour.

Appointment date/time: _____

If you are unable to make this appointment please contact the school office.

Yours sincerely,

Mrs Arthur

Head of School

Appendix 6: Letters to parents/carers about Racism – templates



St George's Catholic Primary Voluntary Academy



SUDBURY HILL, HARROW, HA1 3SB TEL: 020 8422 1272 EMAIL: office@stgeorges.harrow.sch.uk

Date: _____

Dear Parents,

I am writing to inform you of a serious incident involving your child, in which they have used racist language or demonstrated racist behaviour in school.

Description of incident:

At our Catholic school, we are guided by Gospel values of dignity, respect and love for one another. Racist language and behaviour are completely unacceptable. We are committed to ensuring that every member of our school feels safe, valued and respected, regardless of their background or identity.

We have addressed this matter with your child and have taken time to explain clearly why the language/behaviour was racist and why it is harmful. They will also have a session with the Learning Mentor to go through this further. It is important to emphasise that even if a child does not fully understand that something is racist at the time, it is still our responsibility—as both educators and parents—to teach them why it is unacceptable. A child's age does not lessen the seriousness of the behaviour and early understanding is essential in helping them develop respect and empathy for others.

It is essential that this message is reinforced at home. We ask for your full support in discussing this incident with your child and in promoting the importance of kindness, respect and anti-racist values.

Please be aware that any further incidents involving racist language or behaviour will be taken extremely seriously. If a racist incident occurs again this will result in a half-day internal exclusion. If this happens, they will also have a follow-up session with the Learning Mentor to reinforce the school values, expectations and increase their understanding of racism.

We believe that by working together, we can support your child in understanding the impact of their actions and help them make better choices moving forward.

If you would like to discuss this matter further, please do not hesitate to contact the school.

Yours sincerely,

Mrs Arthur
Head of School

Behaviour Letter for a Racist Incident – return slip

Please return this slip to the class teacher to confirm you have received this letter. Thank you.

Name of child: _____ Parent name: _____

Parent signature: _____ Date: _____



St George's Catholic Primary Voluntary Academy



SUDBURY HILL, HARROW, HA1 3SB TEL: 020 8422 1272

EMAIL: office@stgeorges.harrow.sch.uk

Date: _____

Dear Parents,

I am writing to inform you of a serious incident involving your child, in which they have used racist language or demonstrated racist behaviour in school.

Description of incident:

This is the second time your child has been involved in a racist incident. First incident date: _____

As advised at the time of the first incident, a second incident leads to a half-day internal exclusion.

Internal exclusion date: _____ am/pm

At our Catholic school, we are guided by Gospel values of dignity, respect and love for one another. Racist language and behaviour are completely unacceptable. We are committed to ensuring that every member of our school feels safe, valued and respected, regardless of their background or identity.

We have addressed this matter with your child and have taken time to explain clearly why the language/behaviour was racist and why it is harmful. They will also have a session with the Learning Mentor to go through this further. It is important to emphasise that even if a child does not fully understand that something is racist at the time, it is still our responsibility—as both educators and parents—to teach them why it is unacceptable.

It is essential that this message is reinforced at home. We ask for your full support in discussing this incident with your child and in promoting the importance of kindness, respect and anti-racist values.

We believe that by working together, we can support your child in understanding the impact of their actions and help them make better choices moving forward.

If you would like to discuss this matter further, please do not hesitate to contact the school.

Yours sincerely,

Mrs Arthur
Head of School

Second Behaviour Letter for a Racist Incident – return slip

Please return this slip to the class teacher to confirm you have received this letter. Thank you.

Name of child: _____ Parent name: _____

Parent signature: _____ Date: _____