

St George's Church of England Primary School



Bringing **faith** and **education** together
'Letting our light shine' (Matthew 5:16)

Our Vision & Behaviour Management Policy

September 2024

VISION

At St George's Church of England Primary School, the staff and pupils have taken inspiration from the Sermon on the Mount, found in the Gospel of Matthew, in particular where Jesus talks to the crowd about salt and light.

Jesus explains:

*"You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house. In the same way, **let your light shine** before others, so that they may see your good works and give glory to your Father in heaven."*

(Matthew 5:14-16)

Our vision is to provide a caring, supportive community, grounded in Christian teaching, where children are inspired to explore their potential and develop skills for life, thus

'Bringing Faith & Education Together'.

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning. **They are supported to develop morally, spiritually, socially, culturally and academically through our school values; allowing every child to flourish**, no matter what their starting point may be, to **'let their light shine' (Matthew 5:16)**

VALUES AND AIMS

Our aim, through God's guidance, is to provide a Christian atmosphere within a warm caring, secure learning environment where we allow every child to **'let their light shine' (Matthew 5:16)**.

We achieve this through:

- Providing a broad, balanced, carefully planned curriculum with challenge and high expectations
- Encouraging every child to fulfil their individual potential with understanding that of their own interests, strengths and needs that influence their learning
- Provide rich experiences to expose hidden brilliance
- Recognising and celebrating success in everyone
- Inspire to make a difference to their school, their home and their local community

Our vision and aims are lived through our school values of **RESPECT, COURAGE, KINDNESS, FORGIVENESS, HONESTY** and **HOPE**. They breathe the life into our school that we live out each day.

The achievement of children and staff is paramount to us. We are committed to continuous reflection on the nurture and progress we provide at St. George's. We want our school to be beacons that shine far and wide, lighting up our community with the light of Jesus through all that we do.

By learning about Christian values, by listening to the teachings of Jesus, and by following the example of Jesus, we say to every member of our community:

'let your light shine.'

Rationale:

We believe that children thrive best in a well-disciplined, safe and caring environment. We have a responsibility to develop children's understanding of the importance of our British and Christian values in recognising what good behaviour looks like; and to teach them strategies to help them make appropriate choices.

We believe that:

Every child has the right to learn and good behaviour is essential in allowing our children to achieve their full potential and 'let their light shine' (Matthew 5:16). Good behaviour promotes effective learning; and effective teaching and learning promotes good behaviour. Our core Christian values which are embedded across the school and help give the children a firm grounding upon which to live their life.

A school with a sound, positive and caring ethos is therefore essential for learning. It depends upon developing relationships with a high degree of trust, and putting in place a process of cooperative teamwork. The school therefore welcomes and encourages the involvement of the LEA, Governors, parents and others in the community.

We believe in a culture of **inclusion, equal opportunities** and **respect** for all members of our community and in the importance of self-discipline and self-esteem.

Discrimination of any form is not tolerated. No one should be allowed to behave in a way that adversely affects the learning, well-being and school experience of others.

We also recognise that children with emotional and behavioural needs need support to achieve these standards of behaviour.

We expect:

Learners to:	Adults to:
Contribute to a warm, caring positive ethos focused on our values of respect, courage, kindness, forgiveness, honesty and hope	Contribute to a warm, caring positive ethos focused on our values of respect, courage, kindness, forgiveness, honesty and hope
Consistently use positive language which refers explicitly to our values towards others in our community	Consistently use positive language which refers explicitly to our values towards others in our community
Behave positively towards others in our school community, actively demonstrating our Christian values, treating everyone with consideration and respect and ensuring freedom from bullying, harassment and discrimination.	Behave positively towards others in our school community, actively demonstrating our Christian values, treating everyone with consideration and respect and ensuring freedom from bullying, harassment and discrimination.
Assess and manage risks appropriately and keep themselves safe	Ensure that learners are safe and feel safe and secure in the school environment
Be a good role model for others and ambassadors for the school	Be a good role model for others and ambassadors for the school
Have good attendance and punctuality at school and in lessons	Have good attendance and punctuality at school and in lessons
Respond to adult's high expectations by being enthusiastic, persevering and self-motivated, accepting mistakes as part of learning	Have high expectations of pupils and to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
Engage in all lessons and learning experiences to ensure good progress is made, avoiding the disruption of others	Plan and teach interesting and engaging lessons that enables all learners to make good progress
Support and encourage one another	Support and encourage one another
Respect and work within our behaviour management procedures	Apply our behaviour management strategies consistently, fairly and transparently

Demonstrate positive behaviour on any part of our school site, on and off, at any time while they are representing our school	Demonstrate positive behaviour on any part of our school site, on and off, at any time while they are representing our school by adhering to the Teachers' Standards, part 2 regarding Personal and Professional conduct
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What is good behaviour?

We teach good behaviour through:

- being positive role models
- providing children with opportunities to be role models
- promoting a positive behaviour culture
- creating calm, safe and supportive school environments
- good communication
- clear policies
- strong, visible leadership
- good planning for learning, involving clear differentiation, motivating and engaging children and building their self-esteem.

Adults should provide support for children in a positive way which prevents low level disruption from becoming more serious, our approach is to be 'Insistent, persistent, consistent, with buckets of kindness', 'challenge behaviour without blame or shame'.

- ◆ School Behaviour Values will be shared with the children to outline the expectation of our school values (see School Values – displayed around school)
- ◆ Expectations should be displayed in the classroom and children reminded of them regularly.
- ◆ Children will be encouraged through positive behaviour strategies.
- ◆ Children should be provided with positive rewards for good behaviour eg verbal or written praise, dojos, certificates, free choice etc.
- ◆ Children should be involved in discussing and determining rewards.
- ◆ Children should be made aware of sanctions involved in breaking the rules, so that they have the opportunity to modify their behaviour (see Behaviour Management Strategy)

Why do children dis-regulate?

This is when 5C needs are not met.

The 5C needs are

1. Comfort (physical and emotional needs)
2. Connections (feel they can make connections in their life, in their learning)
3. Count (feel they count)
4. Capable (feel they can succeed)
5. Control (feel a sense of being in control)

When needs aren't met then leads to six stages of crisis:

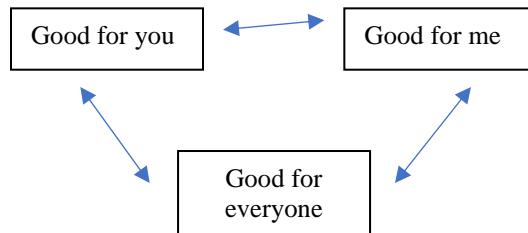
1. Anxiety
2. Defence / escalation
3. Crisis
4. Recovery
5. Depression
6. Restoration

Restorative Justice

When at the restoration stage we need to implement restorative justice techniques: **Reflect Repair Reconnect**.

Conversations through restorative justice techniques focus the conversation on addressing the mis-behaviour:

What was good for you? Was it good for me? Was it good for everyone? Let's discuss how we could change so it is



- Be curious about why a child behaves the way they do
- Be aware of when empathy can reduce:

FLIGHT	FIDGETY	ANGRY
More		Less
empathy		empathy
- Take time to invest in the children to **repair** and **reconnect**
- Want to make a difference

REMEMBER: 'Insistent, persistent, consistent, with buckets of kindness'

Behaviour Management Strategy:

Our school's approach to behaviour management be:
'Insistent, persistent, consistent, with buckets of kindness'

Child not following behaviour expectations
Highlight other children demonstrating positive modelling of behaviour



If not modified behaviour
Receive a verbal warning with a reason as a reminder to change behaviour



If not modified behaviour
Receive a visual warning (name written on board) as a reminder to change behaviour



If not modified behaviour
Receive a tick next to name – receive sanction in child's own time – record on behaviour tracker
(shared weekly with Senior Management Team)
Ensure time is given for restorative conversations with staff member to discuss behaviour
(Restorative Justice: Reflect, Repair, Reconnect)

Once time out with class teacher completed name is removed so the child has an opportunity to reconnect with their learning and start fresh following our school values.

If negative behaviour continues then consider:

- moving the child to learn in another classroom
- inform senior teacher
- child to be removed by SLT

- ◆ Bullying, whether verbal or physical, is unacceptable and the child being victimised should be removed from the situation immediately.



St. George's CEP Behaviour Values

'Bringing faith and education together'

Respect

I am a good friend to others and take care of the school environment

Treat others as you want to be treated.

[Luke 6:31]

Courage

I have confidence in myself and always strive to be the best I can be

Be strong, be courageous. Do not be afraid; do not be discouraged, for the lord your God will be with you wherever you go.

[Joshua 1:9]

Kindness

I show kindness towards children and adults and respect and celebrate the fact that we are all unique and different

Do not let kindness and truth leave you.

[Proverbs 3:3]

Forgiveness

I reflect upon my behaviours, positive or otherwise, and start each day a fresh to follow the right way to God

Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.

[Ephesians 4:32]

Honesty

I always tell the truth, listen to and speak politely towards children and adults

Let us not love with words or speech but with actions and in truth.

[1 John 3:18]

Hope

I allow myself and others to achieve their full potential at all times

No one who hopes in you will ever feel shame.

[Psalm 25:3]