



BEHAVIOUR AND REWARDS POLICY

Approved By	Local Governing Committee
Date Approved	Summer 2025
Review Date	Summer 2027

Contents

1. Aims.....	1
2. Philosophy.....	1
3. Outcomes for the Whole School Community.....	1
4. How our children will be taught the rules on entry into school.....	1
5. Star Statements.....	2
6. Reflection Time.....	2
7. Language.....	2
8. Rewards.....	2
9. Consequences of Inappropriate Behaviour.....	3
10. Traffic Lights: How it Works.....	3
10.1 Amber.....	3
10.2 Red.....	4
11. Early Years.....	4
12. Exits.....	5
13. Internal Isolation, Fixed Term Suspension or Permanent Exclusions.....	5
14. Behaviour expectations and pupils with Special Educational Needs and/ or Disabilities (SEND).....	5
15. Responding to the behaviour of pupils with Special Educational Needs and/ or Disability (SEND).....	6
16. Children with Behavioural Difficulties, Positive Physical Intervention and Safe Handling....	6
17. Exceptions to the Traffic Light System.....	7
18. Lunchtime Behaviour.....	7
19. Cross References.....	8
Appendix A: Traffic Light Flow Chart.....	9
Appendix B: Examples of Traffic Light Behaviours.....	10

1. Aims

At St George's we actively encourage pupils to 'Shine their LIGHT' in everything they do.

- To nurture positive attitudes so that children are fully responsible for their good behaviour in order to create an environment where high expectations lead to high levels of achievement.
- To promote our commitment to educate children to be safe, and healthy, to achieve, have economic wellbeing and make positive contributions to their community.
- To involve parents and pupils and staff in setting standards of behaviour within school.
- To encourage pupils to manage their own behaviour effectively, both in school and the wider community.
- To promote behaviour through positive rewards for all children (irrespective of race, gender or disability – Equality Act 2010)

2. Philosophy

Here at St. George's, we want the best possible education outcomes for the children and realise that this is only possible when teachers and parents work in partnership in the best interest of the child. Good behaviour is necessary for effective learning to take place.

It is important that children, parents, and teachers are aware of the expectations and consequences at St. George's and that, at times, sensitive judgement may be used in exceptional cases.

The majority of our children behave well and should continue to be praised for this. We reward all children equally, irrespective of race, gender or disability.

3. Outcomes for the Whole School Community

- A sense of personal well being
- Consistency and clear behaviour management
- Clear and consistent reward and consequence systems to act as an incentive for positive behaviour
- Optimum conditions for learning
- Development of self-confidence/self-discipline
- Greater awareness of how and when to seek the support of others
- A clear understanding of the impact of their choices 'on' and 'off-line'
- Promote good behaviour, self-discipline and respect for all
- Prevent all forms of bullying

4. How our children will be taught the rules on entry into school

Children will be introduced to the behaviour policy on entry into school. It will be taught in small steps and discussed with the children through the learning opportunities in class and within the outdoor play areas. Behaviour expectations will be modelled for the children at all times. Children's learning styles and needs will be taken into account to ensure they are able to access the 'Star Statements'.

5. Star Statements

These are displayed around school and are discussed throughout school life, i.e. in collective worship, day to day management of behaviour, PSHE lessons, reflection time, dialogue with child/parent and when target setting.

Through collective worship, PSHE and reflection time, children are given the opportunity to discuss issues, supported by peers and adults, around the Star Statements. These are as follows:

1. Do your best
2. Keep yourself and others safe
3. Co-operate with others
4. Use friendly language
5. Be respectful

6. Reflection Time

As and when needed, children should be encouraged to engage in 'Reflection Time'. The discussion should be initiated by the children and relate to school issues (something to celebrate or to resolve). It is important that everyone is given the chance to participate and that, if there is an issue, the children should be encouraged to find a solution themselves (or the adult will look into it further and feedback to the children). 'Restorative Justice' is used to support pupils in rebuilding positive relationships. Feedback from 'Reflection Time' is a valuable tool for SLT to analyse pupil voice regularly.

7. Language

The 'Star Statements' are central to management of behaviour at St. George's. It is important to refer to the star statements when speaking to a child and provide some explanations. Dialogue with a child should let them know when they are making positive choices and what they are doing to help them achieve. Where a child is making fewer positive choices, it is important that they are given reinforcement of expectations and how they can put things right.

Children who are making good choices should be praised using the language around the star statements, e.g. "Well done...I can see you are doing your best by the way you are working sensibly with your partner."

Equally, children who are not making good choices will be spoken to with reference to the Star Statements e.g. "Walking feet please to keep yourself safe. Thank you".

Where a child does not have English as their first language, or the child has hearing difficulties or other SEN needs – every effort will be made to reinforce expectations using adopted learning styles as is appropriate e.g. visual cues.

8. Rewards

We aim to reward positive behaviour as frequently as possible through various methods

- Regular verbal, nonverbal cues that indicate that the child is working within the Star Statements and shining their L.I.G.H.T.

- Children who continue to make good BEHAVIOUR choices are rewarded with one dojo point throughout the day.
- When a child has earned five dojo points in ONE DAY - one 'shining star' for the L.I.G.H.T box will be given.
- There will be a draw at the end of each term for all-star winners.
- Where a child is shining their light through their work, this will be selected for the school L.I.G.H.T book, they too will receive a 'shining star'.
- One child from each class will be celebrated and receive a certificate in the 'Assembly of L.I.G.H.T' for their attitude/aptitude through the week.
- Children who show they are following the rules and set a good example to others, in agreement of all staff, may be given small responsibilities around school/in class.
- Shine Your LIGHT badges
- Ambassador badges – Years 5 and 6

Shine Your LIGHT and Ambassador badges are a privilege and may be withdrawn for a period of time, or permanently, should a child behave inappropriately.

Teachers will actively look to reward behaviour of all children irrespective of race, gender or disability.

9. Consequences of Inappropriate Behaviour

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the Star Statements. In such situations there are a series of procedures, with possible consequences, which are followed. These are described in the Traffic Lights flow chart – Appendix A.

The Traffic light system has been established to sit alongside our rewards systems. Traffic lights are used by staff as a positive aid to help children visually see how serious their inappropriate behaviour has been. These steps are used by staff to point out and hopefully stop children from being severely disruptive. Examples of behaviours at different levels of the traffic lights are attached in Appendix B.

10. Traffic Lights: How it Works

There are three stages to our traffic light system—Green, Amber, Red. **At the beginning of every day the children start on green on the traffic light system.**

If they have made a wrong choice then they are given an initial verbal warning about their behaviour, linked to the Star Statements, and will discuss, with an adult, what they need to do to make the right choice.

10.1 Amber

Children arrive at 'amber' if they have continued to make the wrong choice. This is a more formal warning to the child that they have continued to make the wrong choice. Clear direction is given to the child on how to change their behaviour, e.g., "Tommy put your hand up, thank you."

Amber consequence = 5 minutes of their next playtime/lunchtime lost with class teacher. In Reception the child will be required to lose a maximum of five minutes from their play straight away. This is an opportunity to reflect on the choices that led to being on amber with an adult.

10.2 Red

Children arrive at 'red' if they have continued to make the wrong choices or for a significant inappropriate behaviour. Clear direction is given to the child on how to change their behaviour.

Red consequence = 10 minutes in a member of SLT's classroom straight away, followed by 10 minutes of their next lunchtime with their class teacher. When a child reaches 'Red' this must be recorded on C Poms for support and monitoring purposes. A phone call home should be made to inform parents that their child has reached 'Red' on the traffic light system by the class teacher. Again, the ten minutes with their teacher is an opportunity to reflect on their behaviour choices.

Should a child reach Red during lunchtime they will walk round outside for 10 minutes with the lunch time lead.

In Reception the child will spend up to 5 minutes straight away with an adult.

Should a child reach Red on more than 3 occasions during a half term they will be expected to spend 10 minutes the following Friday Lunchtime with a member of SLT. It will be considered if the child will move onto the strike system.

The traffic light system is designed so that children can **move up** and **down** the lights if they change their behaviour, however they will **always** be required to carry out their consequence.

We want our children to be in a learning frame of mind, so we should be encouraging them to be moving back down to green. Class teachers have the responsibility of adapting positions etc in the classroom to encourage/enable a child to behave more positively and to minimise escalation through the traffic lights e.g if a child is playing with another child's hair rather than listening, move them to sit nearer the teacher away from other children.

Escalating challenging behaviour ('Strikes' system):

Our Traffic Light system is effective for the vast majority of our children. Children typically respond well to the range of sanctions in place and improvements are made where needed.

However, St George's has a clear process for addressing more challenging, escalating behaviour based on a 'Five Strikes' system.

The 'Strike' system is to ensure that children remain focussed on learning, poor behaviour choices are kept to a minimum and there is limited disruption to the learning environment and education of other children. We recognise the importance of being graduated in our approach, with sanctions consistently applied and linked to our wider approach to positive behaviour management.

The five stages linked to 'Strikes' approach are 'Concern', 'Repeated', 'Escalating', 'Significant' and 'Extreme'. Behaviours and sanctions are clearly mapped out, ensuring clarity for children, families and staff.

School is clear that the 'Strikes' approach would only apply in a small number of exceptional cases and would not affect the vast majority of children in our school.

11. Early Years

We recognise that inappropriate behaviour within Early Years may be developmental rather than choice. Where a child frequently displays inappropriate behaviour, careful consideration of this should be made

between the class teacher and SENDco. If it is decided that a child's behaviour is linked to their developmental level then a Care and Support Plan should be written. In all other cases, the school policy should be adhered to.

12. Exits

Some exits are managed time out that either the child, teacher or teaching assistant has initiated. If a child is withdrawn from a classroom because of concerns outlined consequences may include:

- Isolation from peers for a number of sessions and learning managed by teaching assistant/s
- Phone call made to parent/guardians to discuss any serious issues
- Discussion about setting targets
- Where appropriate raise with the SENDco
- Engage in intervention strategies with the support of TA to discuss the Star Statements and how they need to make correct choices and learn from this particular incident so as to avoid repetition of behaviours.

13. Internal Isolation, Fixed Term Suspension or Permanent Exclusions

- Where a child has not been following the Star Statements, it might be necessary for the child to work away from the classroom and be given an internal isolation with a TA. This decision is made by the Head or Deputy Head teacher. School informs parents when an internal isolation takes place, and this is reported to Governors at the next Governing Body meeting. Where there have been three internal isolations, a parent consultation will take place.
- Fixed term suspension or permanent exclusions are put in place as a last resort. We follow LA guidelines on suspensions and exclusions.

14. Behaviour expectations and pupils with Special Educational Needs and/ or Disabilities (SEND)

Leaders have referenced guidance within the Department for Education (DfE) document: 'Behaviour in Schools – Advice for headteachers and school staff: February 2024' within this policy as an exemplar of best practice and to ensure we are fulfilling our statutory duties.

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Leaders have considered how our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our aim is to ensure that St. George's good behaviour culture creates calm environments which benefits pupils with SEND, enabling them to learn.

We recognise some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Our aim is to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, we use the graduated approach to assess, plan, deliver and then review the impact of the support being provided.

Leaders are aware that the law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, leaders are aware, as far as possible, that we need to anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

We recognise any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

15. Responding to the behaviour of pupils with Special Educational Needs and/ or Disability (SEND)

Our aim is to consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We should 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 the school on the facts of the situation.

At St. George's we also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important that we seek to try and understand the underlying causes of behaviour and whether additional support is needed.

16. Children with Behavioural Difficulties, Positive Physical Intervention and Safe Handling

We work hard to ensure that our behaviour system is fair, however, we do realise that some children have behavioural difficulties. Our aim is to quickly identify children who have difficulties with behaviour. Children may be placed on the Special Needs Register and supported through Care and Support Plans. We believe that with early intervention and firm consistent boundaries children can achieve. All plans that are written are underpinned by the values, aims, rights and responsibilities that form this policy. We recognise that whilst we aim to follow the systems for all children, it may be necessary to consider how these systems and routines can be adapted.

Whenever it is foreseeable that a child might require a restrictive physical intervention, Team Teach trained staff will identify the benefits and risks associated with the application of different intervention techniques with the child and these will be specifically mentioned on the child's Care and Support Plan. Assessing and

managing risk is central to the process of deciding whether to use physical intervention and ensuring that it is **necessary, reasonable** and **proportionate** to the circumstances. The aim of a Care and Support Plan is for the adults to recognise triggers to a child's behaviour which enables them to intervene and act swiftly to minimise the need for physical intervention and to encourage the child to engage positively. There may be occasions, where particular behaviours are not expected/foreseen, that physical intervention may be required without the use of a Care and Support Plan. This should be in rare circumstances and should be followed by a Care and Support Plan being written. Incidents of physical intervention will be recorded in a 'Bound and Numbered' book which is kept in the Head teacher's office.

At the end of each academic year an annual review of restrictive physical intervention takes place and a report written for the Governing Board.

17. Exceptions to the Traffic Light System

If children display:

- Abusive behaviour
- Dangerous behaviour

Should staff experience either of the above they must radio 'Come Now' followed by the year group/area. If there is no response, send an adult or a sensible child to the office with a 'Come Now' card.

Should you feel there is a risk to the class you are supervising due to a child's behaviour, then you must remove the class from the unsafe situation. The child should always be in view of an adult.

Where a child has a Care and Support plan in place, it is important that this is followed to maintain consistency.

- When involved in a situation that is particularly challenging, it is important to remain as calm as possible.
- Initiate 'Come Now' procedures, i.e. call for/send for an adult from next class, office, hall via another child
- TRY TO RE-ASSURE THE CHILD IN CRISIS, DIVERT ATTENTION, DE-ESCALATE
- REMAIN CALM IN MANNER AND VOICE AT ALL TIMES
- Once support arrives, explain to the child what he/she needs to do – adults to remain non-challenging.
- Consider a change of adult.
- Allow some space for the child to calm down.
- If a child is noncompliant and remains a danger to him/herself or others, physical management may be necessary. This should be by a trained member of staff. If there isn't a trained member of staff available a balance of 'risk' should be taken and if required a non-trained member of staff should physically intervene.
- Physical management is an intervention not a punishment and should be used as a last resort.
- Contact parent/guardians about the situation and outcome.

18. Lunchtime Behaviour

Children are expected to continue to follow the Star Statements and shine their LIGHT with the support of the midday supervisors and supporting TAs.

Children who do not follow the Star Statements in the playground, for example engage in behaviour that spoils a ball game, will lose the opportunity to play freely with his/her peers and be asked to stand with an adult for five minutes and encouraged to reflect on the incident and how he/she could manage such an incident better next time. The child should then be encouraged to participate positively after time out. Should a more serious incident occur, the child will be withdrawn from the playground and be supported by a member of staff. Persistent anti-social behaviour will result in parents being informed. Lunchtime intervention will be put in place for children who consistently struggle to keep the Star Statements at lunchtimes.

Children who make good choices may be selected to sit at the Captain's Table on a Friday with a member of staff.

19. Cross References

- Anti-bullying Policy
- Exclusion Policy
- Health and Safety Policy
- Safeguarding Policy

Appendix A: Traffic Light Flow Chart

Appendix A

Positive Choices Positive Actions

All staff to model good behaviour speaking clearly and appropriately.
Staff to use positive language to praise, praise, praise!
School develops a culture and ethos that is built on relationships and respect all our rights.

A system built two different aspects of rewards:

1. Good Work

Good work will be rewarded by entering the children into the school 'LIGHT' book. The LIGHT book is to be shared in the LIGHT Assembly each Friday.
Good work can also be rewarded with either a post card home or a text message home.

2. Rewarding positive behaviour.

This will be rewarded by using the dojo system. Only 1 point will be awarded at any one time. This will ensure value and respect for the system.

Points should be given for good behaviour and should clearly state what the behaviour is that has been recognised – linking to the school Star Statements.

5 points or more in a day for an individual child will trigger a Shining Star for a termly draw.

3. LIGHT Assembly will take place on a Friday afternoon.

During this assembly there will be certificates and stickers presented to children for positive behaviour and good work during the week. Children are encouraged to bring in certificates and trophies they have received outside of school for celebration.

Good Manners should be normal expectation.

EC St George's CE Behaviour Management Policy

Rights:
Clear Rights for Children
Clear Rights for Staff
Clear Rights for Parents

Responsibilities:
Clear Responsibilities for Children
Clear Responsibilities for Staff
Clear Responsibilities for Parents

Rules:
Rules that protect rights and responsibilities.
Clear Teaching and modelling of the Rules
E.g. Clear definition of how we keep that rule – what it looks like

Star Statements

1. Do your best
2. Keep yourself and others safe
3. Co-operate with others
4. Use friendly language
5. Be respectful

Routines

Clear Routines for all aspects of School life.
These are the structures that underpin the rules and reinforce the smooth running of the classroom. The more habitual the routines become, the more likely they are to be used.

Some exceptions to the Traffic Light System

- Abusive Behaviour
- Dangerous Behaviour

Each situation which arises is different and will be treated sensitively by staff. These behaviours will require discussion with parents/carers of the child's actions and will result in some form of isolation/suspension/exclusion – e.g. isolation from Class Lunchtime or suspension from school. School take suspension and exclusion very seriously and where possible will always seek to keep a child in school where their education can continue. School have a legal obligation to consider the needs of a child where there is a medical diagnosis eg ADHD/ASD. However, where there is injury to another person, this will always be the school's first concern.

Negative Choices Consequences

Model of discussion based on fairness if problems or incidents occur. Time will be taken to find out each person's side of the story before a consequence is given.

Traffic Light System

Expectation will be that all children will start each day at Green on the traffic lights as we expect them to keep the RRR. Take up time to be given at each stage.



A warning is given that includes a description of the behaviour and how it can be changed. Link to Star Statements as well.



If behaviour continues, then child moves to Amber. Again, firm clear description of behaviour linked to Star Statement and how behaviour can be changed.

Consequence = 5 mins of Playtime/Lunchtime.



If behaviour continues/escalates child moves to Red.

Consequence : 10 mins in a member of SLT classroom straight away + 10 mins with class teacher at lunch time. More than 3 Reds in any half term 10 mins at next Fri lunch with a member of SLT.

It is important to use the 'consequence' time for discussion which will enable the child to consider how they might do things differently next time.

Appendix B: Examples of Traffic Light Behaviours

Behaviours	Consequences	Strategies to De-escalate
<p><u>Green</u></p> <ul style="list-style-type: none"> ● Fiddling and distracting others ● Running in school ● Not ignoring inappropriate behaviour ● Shouting out ● Interrupting ● Not listening ● Talking over an adult ● Inappropriate comments to/about others ● Chewing in class ● Invading others personal space ● Inappropriate noises 	<ul style="list-style-type: none"> ● Warning ● Staff member to facilitate positive choices through actions with pupil e.g move place away from others who may distract. ● Conversation with pupil of behaviours required to move off the traffic lights. 	<ul style="list-style-type: none"> ● Organisation of adult and resources ● Model behaviour of another child ● Seating ● Praising positive choices ● Acknowledging need ● Visual prompt reminders ● Clear and consistent routines ● Non-verbal communication ● Catch the child being good/making the right choice ● Engaging lessons! ● Positive behaviour narrative. E.g 'I can see ...looking at me while I am speaking.'
<p><u>Amber</u></p> <ul style="list-style-type: none"> ● Answering an adult back ● Name calling ● Throwing objects but not at people e.g book ● Play fighting – where there is contact ● Telling lies ● Refusing to work ● Refusing to take consequences ● Damaging work ● Damaging displays ● Disrespectful speech to an adult ● Ignoring staff instructions 	<ul style="list-style-type: none"> ● 5 minutes reflection time for each time on amber between: start of day/morning break Morning break/lunch Lunch/home time 	<ul style="list-style-type: none"> ● Remove distractions ● Adult support ● Simple questioning... 'are you ok?' ● Distraction e.g mini break/walk to office/calm box/Rainbow room ● 'gentle' chat ● Adult 'knowing' the child ● Positive small talk ● Clear and consistent expectations – what they need to do/show ● Self-check personal emotional thermometer – adult ● Remember it's not personal!
<p><u>Red</u></p> <ul style="list-style-type: none"> ● Spitting ● Destroying other pupil's work ● Damaging objects around school/ Destroying Displays ● Kicking/punching etc objects around school e.g walls/furniture/toilet doors ● Throwing objects e.g chairs/tipping tables ● Throwing objects at others (pupils/staff) ● Hurting other pupils on purpose ● Fighting ● Making ourselves/others unsafe ● Leaving class without permission ● Swearing/use of offensive language to pupils ● Threatening other pupils with intimidating behaviour 	<ul style="list-style-type: none"> ● Immediately sent to a member of SLT classroom with work for ten minutes time out. ● 10 minutes of lunch time with CT ● More than 3 reds in a half term - 10 minutes additional time lost on a Friday at lunch spent with Member of SLT/pastoral lead ● Class teacher keep parent/carer informed ● Continuously reaching RED on the traffic lights may result in a child being placed on a positive praise chart. 	<ul style="list-style-type: none"> ● All of the above ● ANY CHILD WHO FREQUENTLY REACHES RED MUST HAVE A CARE AND SUPPORT PLAN DETAILING BEHAVIOURS AND STRATEGIES TO DE-ESCALATE WHICH ARE INDIVIDUALISED TO THE CHILD.