

# Primary Behaviour Policy

## Academic Year 2025-2026



ST.GEORGE  
BARCELONA



## 1. Introduction

**1.1** At St George, we want to create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning. We recognise that there is a partnership with parents in helping children to acquire the necessary personal and social skills.

**1.2** We believe in the following principles:

- All pupils have the right to learn to the best of their ability.
- All teachers have the right to teach.
- Everybody has the right to receive respect and fair treatment.
- Everybody has the right to be safe.
- We are all responsible for behaving in such a way that these rights can be realised.

**1.3** All pupils need to be given guidance and clear expectations of how they should behave. Staff recognise their responsibility to help children and to provide clear models, leading to the highest standards of behaviour. They are committed to supporting children in achieving these standards, promoting positive self-esteem and responding to everyone fairly and consistently.

## 2. Purpose of the policy

- To establish a framework of acceptable behaviour.
- To establish clear rewards and sanctions for responding to the framework of behaviour.
- To enable children to develop self-regulation.
- To recognise and celebrate efforts and achievements of children and staff.
- To enable children to learn how to behave appropriately in a variety of situations.
- To enable children, staff and visitors to feel happy and safe in the school.

## 3. Intent

- All staff are able to identify appropriate and inappropriate behaviour in all children.
- A common staff approach will be established, maintained and mutually supported.
- Positive behaviour will be fostered through encouragement, praise and reward.
- Inappropriate behaviour will be dealt with through a system of sanctions and an opportunity for reflection.
- The 5 school values will be the basis of the established framework for behaviour.

The 5 School values are:

- **Respect**
- **Responsibility**
- **Personal Best**
- **Kindness**
- **Fairness**

Please see *appendix 1* for child friendly rules which are displayed in each classroom.

## 4. Implementation

### 4.1 Dojo Points

The children will have the opportunity to earn 50 points per week. They will earn their point by representing our school values during lessons, break and lunch time and assemblies. They will earn an additional point each day for bringing a healthy snack and wearing their uniform correctly.

Item	Per day	Total per week
Morning Activity (Registration)	1	5
Tidy Uniform	1	5
Healthy Snack	1 (from Monday to Thursday)	4
Lessons	5	25
Playtime	1	5
Lunchtime	1	5
Assembly	1	1
		Total per week - 50

## 4.2 Recognition Board

Each class has a dedicated 'Recognition Board' area. The teacher and the class will decide on a skill or value focus each day. If a child is seen to be representing this skill or value, their name will be placed on the recognition board and they will earn an extra Dojo point for that day.

## 4.3 Rewarding Positive Behaviour and Achievement

We reward positive behaviour and achievement in the following ways:

- verbal and non-verbal praise
- positive conversations or email communication with parents
- Star of Week Certificate
- Dojo Winner recognition
- Friday Clubs

## 4.4 Positive Behaviour for Learning

We teach positive behaviour for learning through:

- referencing our 5 School Values (Respect, Responsibility, Personal Best, Kindness and Fairness)
- consistent use of the 'Zones of Regulation' (*see point 4.7*)
- consistent use of the 'Recognition Board' (*see point 4.2*)
- restorative conversations
- modelling positive behaviour on a daily basis

## 4.5 Friday Clubs

If the children earn 50+ points by Friday, they can attend Friday clubs. The child with the most points in the class can select the club of their choice first. Clubs take place during the last hour on a Friday and range from Arts and Crafts, Football, Yoga, Chess and Board Games and Library.

Children who do not earn enough points to attend clubs will spend the hour in The Cloud with Mrs Scott and will complete a reflection activity. The aim of the activity is for the child to reflect on their behaviour from the week and identify how they can improve this. If a child is not on track to earn enough points to attend Clubs by midweek, the class teacher should discuss this with the child and notify the parents to give them an opportunity to amend their behaviour during

the rest of the week. Parents are notified via email every time their child attends No Clubs. If a child attends No Clubs 3 times within a term, Miss King will be notified.

#### **4.6 Headteacher Awards**

Children who earn Star of the Week and/or 55 Dojo points or more will receive a Value Point on the Value Point Tracker. When a child earns 5 Value Points, they will receive a Headteacher Award. When a child earns 5 Headteacher Awards (25 Value Points), they will receive an invitation to a Tea Party with Miss King.

#### **4.7 Zones of Regulation**

To support children with emotional regulation, each classroom has a 'check in' area where the children can reflect on their feelings throughout the school day. Each check in zone features suggestions for how to reach the 'Green Zone - Ready to Learn'.

#### **4.8 Meet and Greet**

At the start of each day, the class teacher should be present at the classroom door to greet their children. The children can choose how to greet their teacher, for example, handshake, wave, hug or hi5.

#### **4.9 Fantastic Walking**

The children and staff walk around the school with their hands behind their back or in front of them. This is called 'Fantastic Walking' and supports smooth transitions around the school.

#### **4.10 Calm Zone**

Each classroom has a calm zone area where the children can spend time to help them achieve the 'Green Zone' within the Zones of Regulation. The Calm Zones feature a comfy stool, fidget toys, cushions and weighted toys.

### **5. Safeguarding**

All behaviour is a form of communication and our priority is to keep children safe and happy. When a member of staff suspects a child is unsafe, they should follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead or Deputy.

### **6. Pastoral Support**

Behaviour concerns are logged in a child's log of concern document and are reviewed by our Inclusion and Wellbeing Leader, Mrs Scott. These documents are used to track a child's emotional progress and to identify children in need of extra support.

If a child requires extra support with their emotional regulation and/or behaviour, they will be referred to our pastoral intervention programme, also known as 'The Cloud Club'. This intervention takes place in our calm space, The Cloud, and is led by our school councillor, Miss Clara. Each group runs for a half term (around 6 weeks) and is tailored to the needs of the group.

### **7. Dealing with Behaviour Incidents**

De-escalation of inappropriate behaviour avoids low-level behaviours escalating and becoming more serious. When children are behaving in a way that is not appropriate, staff should use a

range of strategies to support children to get back on track without giving attention to the negative behaviour.

- 1) Redirection: Gentle encouragement, a nudge in the right direction.
- 2) Reminder: A reminder of the expectations using the school values. This
- 3) should be delivered privately where possible.
- 4) Pause: Give the child the opportunity to reflect on their behaviour away from others (use of Calm Zone if appropriate) and give them a clear, positive choice.
- 5) Verbal Warning: If the behaviour continues after the calm zone, a clear verbal warning delivered privately where possible. The consequence being they will not earn their dojo point for the lesson/break time if they do not rectify their behaviour.
- 6) Dojo Point: If the behaviour continues, the child will not earn their Dojo point for this session.
- 7) Referral: If the behaviour continues, they will be referred to a member of SLT.
- 8) Solution: The child should always be given the opportunity to make amends with anyone affected by their behaviour.

In serious instances where a child/children are in danger, a member of SLT should be notified immediately.

## 8. Online Behaviour

Many online behaviour incidents amongst young people occur outside the school. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school has the right to sanction a pupil when their behaviour online poses a threat or causes harm to another pupil or member of staff.

We recognise the role we play in educating children to be safe online and do so through our PSHE and Computing curriculum. We also hold events for staff, parents and children to educate them on current online issues.

## 9. Communication with parents

Clear communication with parents is vital and parental support is essential in helping to establish positive behaviour within school. Parents must be informed about behaviour incidents via email or face-to-face discussion in private.

Additionally, it is important to communicate positive achievements and behaviours to parents. This can be done via email, face-to-face discussions, postcards or certificates.

## 10. Bullying

One of the aims of this policy is to prevent bullying. Bullying will not be tolerated in this school.

Bullying can be:

- Physical: pushing, kicking, pinching, any form of violence.
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, threatening.
- Emotional: tormenting, threatening, humiliation and exclusion from groups or activities.
- Racist: racial taunt, graffiti, gestures.

- Sexual: unwanted physical contact, abusive comments.
- Sexual Orientation: homophobic or biphobic (people do not have to be lesbian, gay or bisexual to suffer homophobic bullying).
- Gender Equality: incidents perceived to be demeaning to a gender.
- Gender Identity: Transphobic
- Online: through social network sites or online chat forums, including online games.

When an allegation of bullying is made, the school will:

- Take all incidents seriously
- Investigate all incidents
- Support the bullied individual through discussions and help them develop strategies to deal with bullies.
- Choose an identified, trusted adult who the victim can confide in.
- Support the bully by helping them recognise their unsociable behaviour and offer support to modify that behaviour.
- Inform parents of incidents.
- Inform staff involved with the children.

Children who are being bullied will not always readily tell an adult. Staff should use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. Staff should share this concern with the Safeguarding team and be logged on the child's log of concern, if appropriate.

The school's curriculum will support our Anti-Bullying Policy and the children will constantly be educated on appropriate behaviour towards their peers and others. This will be embedded in the school's culture through:

- weekly PSHE lessons
- Assemblies
- Reinforcing school values
- Circle times
- Pastoral interventions (The Cloud Club) with our School Counsellor
- Education and celebration of diversity and inclusion

## 11. Review

11.1 Current Version: September 2024

11.2 Date of review: September 2025

*Appendix 1*