

St George's
School Edgbaston

PREP SCHOOL: BEHAVIOUR POLICY

Revised: September 2026



Rationale, Aims and Objectives

Rationale

Discipline is a key feature of school life about which there should be a clear, shared understanding between the Head Teacher, staff, parents, students and Trustees.

Our overriding aim is to equip students with the values, behaviours, discipline and integrity to be ultimately responsible for their own behaviour and the impact they have on others.

We want our school to be a happy, safe place where students feel valued, and can thrive educationally, emotionally and socially. Good behaviour helps these things to happen. We want our students to be self-disciplined, independent and to show consideration and respect to others. Therefore, we encourage students to take a growing responsibility for their actions and to sort out any difficulties in a peaceful way empowering them with valuable life skills.

St George's School is a Gold awarded Rights Respecting School (RRS) and supports the UN Convention on the Rights of the Child; these articles were considered when writing this policy and when creating class, playground and dining room RRS Charters:

- Article 2** Non-discrimination
- Article 12** Respect for the views of the child
- Article 17** Access to information from the media – protect children from materials that could harm them
- Article 19** Protection from violence abuse and neglect
- Article 28** Right to an education – discipline in schools must respect children's dignity and their rights
- Article 29** Goals of education – encourage children's respect for human rights

Successful implementation of the policy achieves a balance between recognition of good or below expected behaviour, responsibility, mutual respect, shared values and trust.

The policy has been written taking into consideration DfE guidance including Keeping Children Safe in Education (2026) with specific regard paid to Child on Child Abuse, Mental Health and Behaviour in Schools (2024), Supervision and Permanent Exclusion from Maintained Schools, Academies and Student Referral Units in England (July 2026).

The Behaviour Policy aims and ethos:

- Enable effective teaching and learning
- Promote positive behaviour through the implementation of a positive behaviour policy, via the school rewards system and celebration of achievement, modelling of positive behaviour by staff and with the help of effective support from parents and carers
- To emphasise the importance of good behaviour and its relationship to learning
- To provide a framework for the consistent management of all behaviour-related issues
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community
- To encourage every member of St George's School to show care, courtesy and consideration to other members of the school and to the wider community
- Everyone should feel SAFE (physically and emotionally)
- Everyone should feel SECURE (comfortable in their environment at all times)
- Everyone as a result will be SUCCESSFUL (able to achieve their full potential)

Other school policies should be referred to in conjunction with the Behaviour Policy, for example:

- Anti-Bullying Policy
- Supervision Policy
- Exclusions Policy
- Safeguarding Policy
- Special Educational Needs Policy

Practice

Good behaviour will be promoted through the establishment of good relationships within the school community built upon mutual respect our PSHE and RRS Curriculum and our PACE targets.

School Charters

At the start of each year the children work with the teacher to create a set of agreements to be followed within each class, the school, the playground and the dining hall. Using the United Nations Rights of the Child articles (UNCRC), a set of promises are agreed on for the classroom.

Assemblies play an important role in promoting the culture and ethos of the school where courtesy, respect and good behaviour are the expected norm.

PSHE lessons also provide opportunities for consideration of behavioural issues, but issues such as tolerance, honesty, bullying, rights and responsibilities are actively addressed throughout the curriculum; and are actively embedded and promoted.

Students who are experiencing behavioural and emotional difficulties will be supported.

Behaviour incidents, both positive and negative, are recorded. We use Class Dojo to record positive behaviour and CPOMS to log negative behaviour incidents. These incidents are monitored, managed and analysed by staff.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site. Staff are provided with relevant training and CPD sessions to help them develop their behaviour management skills.

Positive Student Behaviour

- Respect for others
- All students should uphold the school aims
- Students should show resourcefulness and preparedness for learning and school life day to day in an age-appropriate manner
- Students are encouraged to take responsibility for their own behaviour in an age-appropriate manner
- Students are expected to join staff in creating a caring, mutually supportive ethos where everyone is valued
- Students should know and understand the expectations, rewards and sanctions of the school policy

Parents / Carers

Parents / Carers form part of the school team, and we ask for their support in dealing with, and in improving the behaviour of their children. We believe that by working in a positive partnership we can set a good example for the students in our care and provide a safe, structured system allowing them to develop self-discipline and good behaviour.

Roles and Responsibilities

We are aware that the whole school community has a part to play in encouraging appropriate behaviour in and out of school. We support students in developing self-discipline through giving them increasing responsibility and independence as they go through the school.

Senior Leadership

- Ensure that teachers follow the Behaviour Policy with regard to both rewards and sanctions and role and responsibilities
- Support colleagues with behavioural issues with individual students or classes
- Consider implementation of an Individual Support Plan where appropriate
- Support contact, or meet with, parents when necessary
- To supervise students who require time out.
- Liaise with staff with regard to concerns about the behaviour of individual students or groups of students
- Monitor the attitude, effort and quality of work of individual students across the curriculum
- Use the information from CPOMS to monitor, analyse and manage student's behaviour

Head of School

- Ensure staff fulfil their roles and responsibilities and follow the Behaviour Policy
- Place students on Behaviour Support
- Place students on Internal Isolation when there has been a serious breach of the school's behaviour expectations. Discuss with a Head Teacher a Fixed Term or Permanent Exclusion for the more serious breaches of school conduct
- Liaise with parents and other agencies where needed and appropriate

Practical Implementation of the Policy

Rewards Systems

Verbal praise – personal, one to one, to a group and also shared with a class. Dojos will be awarded to individuals for good behaviour or work. Individuals, groups or the whole class, will be rewarded Dojos through general good behaviour, acts of kindness, empathy and resilience, including displaying and sharing a good work ethic. Each class will have the opportunity to earn a class reward. Invite parents to regularly share individual children's achievements via Class Dojo. Recognition in assemblies - e.g. Good work, Star of the week. ACE award winner (Always Child who is an Example to

everyone) voted for by the children at the end of each term. Parents are encouraged to join us for this assembly so that they too can celebrate their child's success

Sanctions

If a child chooses to break the school Charters the following will happen:

1. **Strategy:** A clear verbal warning will be given that names the unexpected behaviour and links it to the class charter
2. **Caution – Slow:** If the behaviour continues, the child will be told they are at a yellow. The child should be encouraged to display the appropriate behaviour to get them to the green Zone. Be clear about your expectations e.g. "Next time I look over at you I expect to see you working quietly," Other members of the class should be encouraged to help them achieve this. The teacher should look for the earliest opportunity to remove the yellow sanction. Pupils should be prompted to use a strategy to support this
3. **Consequence:** Should the behaviour not improve the pupil moves to a red consequence. If it has occurred before break or lunchtime, the pupil will miss some of their playtime. During this time, they should be supported by a member of staff from their class to discuss the negative behaviour and how they could have managed the situation differently. Should the behaviour occur in the afternoon, the child will be sent to another classroom WITH WORK. This will be for a maximum of 20 minutes. The incident is logged on CPOMS and parents will be informed
4. For more serious behaviour incidents, the pupil will be sent to the Pastoral lead, SENCo or and the behaviour is logged on CPOMS. Parents will be notified.

Consequences must be calmly and consistently applied in a manner, which avoids:

- Confrontation
- Loss of control by an adult
- Humiliation of the child

The severe clause:

Wilfully is the key word e.g.

An incident which after careful investigation of the facts reveals a deliberate act of: physical aggression, proven theft, vandalism, serious disruption of a child's learning or bullying behaviour of any kind, would be dealt with under the severe clause and treated as 'serious misbehaviour' (This is not an exhaustive list).

If a child wilfully:

- Inflicts physical harm on another child
- Has been bullying another child
- Overtly refuses to do as they are told
- Prevents the class from functioning (Prevents the teacher from teaching or a child from learning)
- Is racist
- Destroys property or steals
- Exhibits sexist, misogynistic, bi-phobic or transphobic behaviour
- Exhibits any prejudiced based behaviour in line with KCSIE 2026
- Has been bullying another student
- Destroys property or steals
- Sexually harasses or abuses or is sexually violent to another student or member of the school community
- Makes false and malicious accusations against staff

They are sent straight to the Pastoral Lead and Head of School will be informed. Consequences will be identified by the Pastoral lead and / or Head of School depending on the nature of the offence. It is vital that the teacher carefully interprets 'refusal to do as they are told'.

If an incident is very serious, or repeated, the school reserves the right to exclude a pupil for a fixed term (which can become permanent) or impose an internal exclusion, where the child remains with the Head of School or Pastoral Lead. (see Exclusions Policy).

Persistent Poor Behaviour

If after several days a child is persistently making poor choices the Head of School may take the step of placing the child on a Conduct Log and their behaviour in both structured and unstructured times will be recorded and monitored. Parents will be informed and kept abreast of progress.

Internal Isolation, Fixed Term and Permanent Exclusions

For serious breaches of behaviour, where students in the view of the Senior Leader have reached or exceeded Stage 5 of the Behaviour Chart (Appendix 1) students will be placed in Internal Isolation for a short period of time.

For extreme breaches of the school code of conduct a Head Teacher, may choose to issue the student with a Fixed Term Exclusion, these range from one to fifteen days depending upon the severity of the incident. A Head Teacher may also choose to permanently exclude a student if it is felt appropriate (based on probability).

If a student receives any form of exclusion or placed in internal isolation parents / carers will be notified by a member of SLT. For fixed term and permanent exclusions parents / carers will receive written notification from the school outlining the nature of the incident and exclusion duration.

If a student is issued a Permanent exclusion for persistent below expected behaviour, this would be seen as the final, formal step in a concerted process for dealing with below expected behaviour / disciplinary offences, following the use of a wide range of other strategies, which have been unsuccessful.

It is an acknowledgement that all available strategies have been exhausted by the school and is used as a last resort.

This would / could include persistent and defiant misbehaviour including bullying (which would / could include racist, homophobic or child on child bullying / abuse of any form, including incidents of sexual harassment, abuse or violence and the potential for the mental health 'knock on' these behaviours may cause) or possession and / or use of an illegal drug / drug related materials or weapon on School premises. This is not an exhaustive list and there may be other situations where the Headteacher of Prep school in conjunction with the Head Teacher and the Chair of Governors makes the judgement that exclusion is the appropriate sanction.

Appeals

Parents / Carers may appeal where a child has been excluded for more than 5 days. Any appeals must be made in writing to the Clerk to the Board of Trustees as outlined.

Behaviour out of School

In line with guidance set out in "*Behaviour and Discipline in Schools*" (DFE 2016), the school reserves the right to discipline students for poor behaviour out of school, including cyberbullying and inappropriate use of social media.

The guidance states that, subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public

- could adversely affect the reputation of the school

Using Reasonable Force

The Children Act 1989 makes clear that in any decision involving a student the paramount consideration must be the student's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason, staff need to carefully consider what is in the best interest of the student, both in the short term and the longer term.

In exceptional circumstances, staff may need to act in the best interest of the student and the use of reasonable force may be required to achieve this. St George's School acknowledges that physical interventions which use varying degrees of reasonable force are only a small part of a whole setting approach to behaviour management. On very rare occasions it may be necessary to restrain a student.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible:

- Self-injuring
- Causing injury to other students, staff, parents and visitors
- Causing significant damage to property

The paramount consideration is for staff to work in the best interests of the student. Reasonable force will only be used when no other effective alternatives are available.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger or personal injury to any person (including the student), or to manage a student's behaviour if absolutely necessary.

Additional Considerations of Policy

Equal Opportunities

This policy must be applied equally and fairly to every member of the school community and during its development consideration was given to the Equality Act (2010) and the Public Sector Equality Duty.

There is a shared commitment to oppose offensive / racist / sexist/ misogynistic / homophobic/ transphobic or prejudiced based abuse / remarks for both students and staff.

The school will regularly review sanctions applied through the limit setting consequences to particular groups e.g. gender, race, SEN, disabilities.

Special Educational Needs and Disability (SEND)

Children who experience particular difficulties in regulating their own behaviour will be treated sensitively, according to their needs, in close co-operation with parents and if relevant, external professionals. For some children an underlying condition means they find behaving appropriately difficult – for example, children on the autistic spectrum or with ADHD. For other children, environmental circumstances such as a lack of routine, boundaries or consistency may lead to them having difficulties in regulating their behaviour. Other difficulties may be a result of neglect, abuse or early childhood trauma.

A child presenting with challenging behaviour should be considered in terms of a child with a special educational need. In the same way as with any other SEND, it is the teacher's responsibility to constantly reflect on their own practice – giving consideration to why a child might be behaving in a particular way, and the best way to support them in making more appropriate choices. The SENCo and SLT will support the reflective process.

For a small number of children, the behaviour policy will not necessarily be applied in the normal way, and adjustments will need to be made in discussion with the Inclusion team. Each child will need individual consideration before strategies are implemented. Staff will prioritise which behaviours to focus on first and may choose to ignore other low-level behaviours, as long as they aren't impacting on other children's ability to work or a teacher's ability to teach.

We will work with parents to keep them informed of progress and pass on positive messages. Other children in the class will recognise that the child is being treated in a different way. In the vast majority of cases, they will intuitively understand what is happening and why. However, if the class teacher feels it is necessary, they can hold a circle time, in the child's absence, to explain.

Children with longer term behaviour difficulties will be entered on the SEND register at the appropriate stage and an IPP (Individual Provision Plan) / Pupil Passport will be written to address their behaviour needs.

Children with Social, Emotional and Mental Health Needs

Behaviour alone is not classified as a SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement,

parental separation) we may complete an Early Help Assessment with the family, and support the child through the process of regular meetings which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to Forward Thinking Birmingham (formally CAMHS) or other specialists. The school is unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These are generally delivered by trained teaching assistants who develop good, trusting relationships with the children. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Behaviour Policy, reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills (see Anti-Bullying Policy).

Bullying

Bullying can have a dramatic and long-lasting impact on the lives and mental / emotional health and well-being of students. School takes incidents of this kind very seriously, and the points below should be read in conjunction with the School's Anti-Bullying Policy.

Understanding of Bullying and the Forms it can Take

With bullying so frequently mentioned in the media young students often have difficulty identifying bullying and the many forms it can take. Our PSHE curriculum provides many opportunities throughout the curriculum for students to discuss these issues and their experiences in depth and to ensure that students are clear about the nature of bullying. The school is also involved annually in the nationwide Anti Bullying Week Campaign.

People Involved in the Prevention of Bullying

Prevention of bullying is seen as a whole school issue and therefore the responsibility of everyone; staff, parents, trustees and students to report and assist in the prevention of any incidents of bullying or child on child abuse.

Protocol for Dealing with Incidents of Bullying

Staff awareness is vital. Staff must report and watch over students who suddenly have a change in their behaviour or their work, show a loss of appetite, or have several unexplained absences. Students are also encouraged to speak up and share any potential bullying incidents they have either been on the receiving end of or have witnessed.

Staff are aware that any incident relating to bullying / child on child abuse, should be referred to SLT and Designated Safeguarding Lead immediately and should be treated as a Child Protection concern if there is reasonable cause to believe a student has or may suffer significant harm.

Parents will be informed and involved regardless of the outcomes.

Supporting Students who have been Bullied, and those who have been the Bullies

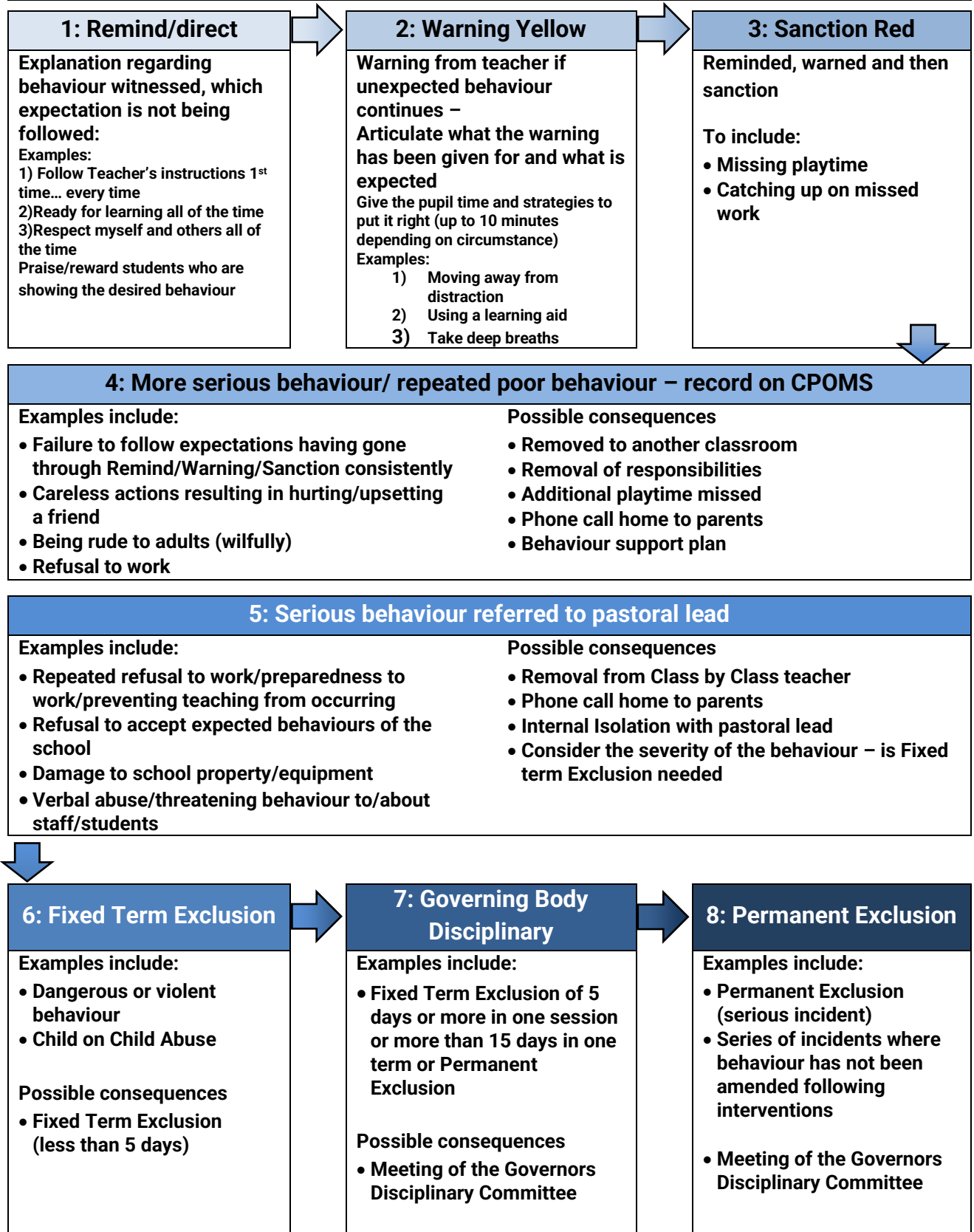
Depending on the nature of the bullying incident students will be made to feel safe and as confident as possible by sensitive use of student groupings, the temporary removal of the 'bully' from the playground / classroom. School will work closely with parents and arrange that any concern be reported to the Head of Year / SLT to ensure any incidents are dealt with effectively and quickly, with the aim to ensure that the bully and the recipient of any bullying incidents are fully rehabilitated.

Keeping Children Safe in Education (2023), The Equality Act (2010) and the Public Sector Equality Duty within it, Human Rights Act (1998) and Behaviour and Discipline in Schools (2016) were also used for guidance in addition to the above documents / policies when developing our Behaviour Policy.

The policy was written taking into consideration DfE guidance including Keeping Children Safe in Education 2023 with specific regard paid to Child on Child Abuse, Mental Health and Behaviour in Schools, Supervision and Permanent Exclusion from Maintained Schools, Academies and Student Referral Units in England.

**To be reviewed September 2027
or as and when statutory
guidance / legislation changes**

Appendix 1

BEHAVIOUR SANCTIONS CHART in line with Zones of Regulation

Appendix 2: SEND and Behaviour / ISP's

We understand that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. Students may have different needs and more limited means of achieving those needs. We have a duty to protect and keep safe the individual concerned and the other people around him or her, including other staff.

St George's School aims to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them. We promote a non-aversive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist the young people to learn by using their interests and preferences as motivators wherever practicable. Depending on the preferences of the individual we may also use more public rewards, such as celebrations of success.

Young people learn from experiencing the natural consequences of their behaviours. This helps them to regulate and modify their behaviour for some pupils this will require more specific support.

As a school we aim to understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively; providing structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

Empathy

We must try to see the world from the standpoint of the young person, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them. This is a key ingredient in the 'craft' of working with people.

Making efforts to understand, respect and relate to the experience of the young person must underpin our attempts to develop communication and reduce anxiety. The quality of the relationship between the person and supporter is of vital importance. Effective supporters are calm, predictable, good humoured, empathetic and analytical.

Factors that Affect Behaviour

Anxiety

The behaviour exhibited by people is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused, they are more likely to behave in an inappropriate manner.

Theory of Mind

Because of neurological differences people may have difficulty understanding other people's thoughts and feelings which may lead to students not understanding how their behaviour affects others.

Communication

Difficulties with communication, particularly social communication effect behaviour and self-esteem. We will seek to reduce the likelihood of inappropriate behaviour by being aware of his and by facilitating communication where possible.

Environment

We will seek to sensitively manage the environments for the young people we support to reduce sources of stress and thereby reduce behavioural difficulties.

Sensory Differences

Some students are likely to have difficulty processing all types of sensory information, this can lead to hyper or hypo-arousal. Hyper-arousal results in high levels of anxiety, whilst hypo-arousal can result in passivity and under-responsiveness. We will seek to develop an awareness of any sensory differences that may be affecting an individual and seek to reduce, or support them to manage these difficulties.

Emotional Regulation

Some students often experience high levels of over-stimulation and emotional dysregulation that can impact their quality of life. They may not understand the nature of the emotions they experience, let alone what causes them. Students may require extra support to recognise and identify emotions and then learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviours (such as rocking), that may be part of the child's coping strategy, if they are to respond appropriately and support the child's emotional regulation.

Change / Transition

Some students find moving from one activity to another or one teacher to another difficult. A change to the normal routine can also unsettle a student. Where ever possible we aim to prepare students for upcoming changes and transitions.