



St. George's School  
**A Church of England Academy**

# Behaviour Policy 2020-21

“Love one another deeply. Honour others more than yourselves.” *Romans 12:10*

*Last revised and approved – September 2020*

## BEHAVIOUR POLICY

### Expectations & Code of Conduct

#### Purpose

- To express basic expectations in clear and positive terms.
- To outline a process for rewards and sanctions that support and maintain the code of conduct.

#### Introduction

- We expect the highest standards of conduct in and out of school from our pupils. The Code of Conduct highlights our five key expectations and adherence to these is the basis for our Behaviour Policy.

#### Monitoring and evaluation

- This policy will be reviewed at least annually by senior managers and the full governing body.

## Principles

St George's School is committed to ensuring that our pupils master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our pupils to understand their role in developing a common purpose across our school community and beyond. 'The SG Way – Our DNA' provides a framework to ensure our key drivers and core values (Believe, Achieve & Care) are embedded within our daily practice and routines and that pupils "Love one another deeply. Honour others more than yourselves." *Romans 12:10*

### Aims

- To have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve.
- To ensure all pupils develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all pupils through promoting independence and self-discipline.
- To create an environment in which pupils are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

### General behaviour

St George's is built upon mutual respect. We expect our pupils to say "sir and miss" to teachers. Our pupils will say "thank you". Our pupils will say "excuse me". Our pupils will say "please". We expect everyone to smile when greeting people, both inside and outside school. At St George's teachers and pupils are on the same team and teachers are our team captains. All pupils know that they must do exactly what the team captain says. At St George's pupils are given rewards for the right behaviour choices and we take action to remind pupils of the consequences of the wrong choices. St George's teachers are tough on bad choices because they want to make SG

pupils better people in the long run. We teach pupils to break old negative habits and help them to learn new empowering habits that will make our pupils successful in life.

St George's teachers care enough to be strict. Every time a teacher gives a pupil a de-merit or a detention they are reminding the pupil of the behaviour that is expected and the negative behaviour we cannot allow pupils to hold on to. If teachers allow pupils to hold on to old habits of laziness, selfishness, rudeness, excuse-making, sulking and self-pity, they are not helping pupils grow up into responsible, successful adults. It is expected that if somebody drops something, SG pupils help them pick it up. If someone trips up, SG pupils check to see they are alright. SG pupils do not laugh at people, SG pupils help them. If any pupil hears about anybody being unkind to another member of Team SG, they are to tell a teacher immediately. Pupils have a responsibility to tell teachers to prevent any unkindness continuing and increasing. At St George's everybody works hard and everybody is kind to one another, supporting this very important Christian value.

## The 'SG' Way – Our DNA

All members of staff are expected to actively promote and model 'The SG Way' which is a core set of values developed through consultation with all stakeholders. As a school, we have made it really clear for every area of school what we expect from pupils at St George's School. High standards in everything across the school is entirely compatible with a friendly, happy, relaxed school and this is what forms the platform for why we have high expectations and why we are seeing the fruits of this through academic success and aspiration. Each strand of our DNA is rooted in our Christian ethos.

The St. George's family believes a harmonious and inclusive community, built on the values of respect, honesty and kindness, acts as a civilising influence for all and ensures we achieve our academic aspirations. We aim for a safe, healthy and happy school, where people of all faiths and no faith at all, are welcomed and valued; a school that pupils love and in which they openly speak about feeling loved. We expect at all times, from all our community, to live out our Christian values in everything we do through our DNA.

### SG Way – Our DNA

Organised & on time, all of the time  
Uncompromising on behaviour, uniform and standards  
Respectful to everyone we meet  
Determined to succeed  
No excuses for second best  
Aspirational for all

## SG Way 1- Organised & on time, all of the time

*'...so always be ready" Matthew 25:13*

The context of the bible verse is about the 'parousia' or second coming of Christ. Jesus is talking about the need for the disciples to be ready for his return and crucially to have lived in readiness for his return. If you look at the chapter as a whole it includes the parable of the talents (verses 14-30) and the parable of the sheep and goats (verses 31-46) as well as the story of the ten girls (verses 1-13) from where we get our quote. In context our bible verse is a reminder that we are all accountable for how we use the resources at our disposal; one day we will have to answer for our choices.

### Theological Reflection

"The Bible encourages us to understand that time is a gift which shouldn't be wasted. Evidence shows that pupils who wish to succeed always attend school and are on time all the time. This is because lateness not only affects your education but the education of all the other pupils in

your class. We consider this to be disrespectful and breach the school community's desire to love and honour one another...."

### School context

Pupils who wish to succeed always attend and are on time. We are trusting that pupils will arrive at the School by 8.20am each day so that they are ready for the day's learning. Failure to be in school for 08.23 will result in a same day 45 minute detention. Additional late marks in the day will result in additional time or Saturday detention. This will be at the discretion of the Academy. Pupils who arrive late to school after 9.00am are expected to sign in at reception. Pupils are expected to attend school every day of the school year. Anything less than 98% is not good enough and the school would expect this only to be the case for pupils with serious medical issues. Internal truancy will be dealt with automatic isolation and parental meeting.

Staff will greet pupils as they arrive. Form Tutors will be at Line Up by 8.24am, in order to welcome pupils for a prompt start to the day. If a member of staff is delayed, then pupils should wait silently in line up for further instruction.

The morning registration session gives Form Tutors time to check that pupils are ready for school. Specifically, we will check for:

- Timetable – If a pupil has lost their copy then a 10p charge for a new one will be issued. Pupils can buy a new timetable from the stationery shop in the morning. Failure to have a timetable follows the sanction protocol.
- Smart & correct uniform (no make-up, nails, eye lashes, jewellery)– coats off inside the school building
- Pencil case containing the correct equipment
- Accelerated reader book
- Knowledge folder
- Jotter
- Exercise books and folders needed for the day
- PE or other specialist kit
- Prep/follow up work completed that is due in

The session will be purposeful and orderly and will include an emphasis on worship and set the tone for the day. Pupils are expected to answer the register without unnecessary talking and follow the Form Tutor's instructions. Pupils are expected to have a reading book in their bag.

### Sickness and absence

Parents should use their common sense when deciding whether their child is too ill to attend school. It may be helpful for parents to consider the following questions:

- Is my child too ill to undertake the activities of the school day?
- Does my child have a more serious condition that could be passed on to other children or staff? For example: chicken pox. Children can normally attend if they are suffering from a common cold.
- Would I take a day off work if I had this illness? If the answer to any of these questions is yes, it might be worth considering keeping a child at home.

### Illness during the school day

Teachers will assess whether pupils are well enough to take part in lessons. Pupils may sometimes pretend to be ill to avoid classes they do not like, and teachers will make a judgement call as to whether a pupil is genuinely unwell. Where a pupil is genuinely unwell, the school will make arrangements for their care, and will contact parents if appropriate. Parents can help by making the school aware of any professionally diagnosed medical conditions.

### Lesson Transitions

At the end of the registration period (and between lessons throughout the day) pupils are expected to move quickly, calmly and silently around the corridors, walking on the left hand side to their next lesson. *Pupils should walk between lessons in single file, eyes front on the left hand-side of the yellow line so as not to bump into other pupils - making movement around school much easier and safer.* Pupils do not need to talk. All corridors are silent corridors. Pupils can chat to their friends in the playground in the morning, break time and lunch time and in designated areas of school known to the pupils. Pupils are free to talk at the start of break, lunch and after school.

Staff will supervise this as a matter of course by being outside the room every lesson changeover, as pupils are moving around, or as they wait for pupils to arrive for the lesson. In the corridors, pupils are expected to be courteous and considerate.

When pupils arrive at their next lesson, they enter the room; the teacher will greet pupils at the door. In the rare occurrence a teacher is late then pupils will wait outside. Being on time is a sign of politeness. Being late is rude and disrespectful. When pupils line up they have eyes front, shoulder against the wall: pupils never turn around; pupils' bags are off their backs ready to learn and pupils are silent so as not to disturb others. When pupils move to worship, they are expected to do so quietly and to enter the worship space in silence and to follow instructions; the teacher will follow at the back watching for excellent behaviour. The form captains at the front will make sure pupils all stay together.

All pupils move along corridors in single file, they do not turn to their friends, they do not need to speak, they keep eyes front. All pupils must move very quickly, efficiently and politely between lessons because they have to arrive at the next lesson calm and ready to learn. All pupils remain in single file and wait if another class is passing in front. If pupils want to get past they say "Excuse me," very politely. Then wait patiently if necessary. When pupils line up they take their bags off their backs and hold them in their hand and leave space for other people to pass as some corridors are busy and narrow such as Technology, Art and the RE corridor.

Pupils never go to the toilet between lessons or in lesson time. The toilets are open before 8.23am and during break & lunch times. Pupils should not go to the toilets in the last five minutes of break to ensure they do not miss a single second of lesson time. Pupils with toilet passes can go to the toilet immediately and the teacher will notify the on-call system. In rare circumstances teacher discretion can be used for the odd individual, again on-call will be called for this.

## SG Way 2 - Uncompromising on behaviour, uniform and standards

"Like a city whose walls are broken through is a person who lacks self-control." *Proverbs 25:28*

The book of Proverbs is a book of thoughts and sayings collected over a number of years and believed to contain wise insights for life and living. Proverbs 1:7 talks about the "fear of the Lord being the beginning of wisdom", i.e. accept there's a God and live accordingly, all wisdom flows from this assumption.

The walls of a city – as you can imagine - were vital for the security of that city and the well-being of its citizens at that time. Biblical phrases about "setting a watch" and "as the night watch looks for the morning", assumed the existence of these walls for the guards / soldiers to patrol along and ensure the safety of the city at night. Holes in the walls of a city are an open invitation to trouble and all sorts of unwanted guests who could do serious harm. This verse then is talking about the importance of a person having a strong and secure code by which he / she lives his / her life. Again the assumption would be that that code grows out of a belief in God and the dedicated practice of religion.

### Theological Reflection

"The Bible shows us that self-discipline is an important requirement for the believer. You are faced with any number of decisions in a day that have need of sound judgement. School agrees self-discipline is a key to success in life and wishes to model this to students by its expectations of the school community.



Pupils who wish to succeed are always on task in....”

### School Context

Pupils who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task but we will remind them that they learn best when they are concentrating. It also means that other pupils can learn without disruption and allows the teacher to teach what they have planned. We expect all pupils to track the person who is talking to demonstrate that they are listening carefully. When in whole year group worship, lessons or assemblies pupils are expected to remain in silence until they are invited to speak by the member of staff leading the worship, lesson or assembly. All staff members will use the countdown '321' and expect everyone to be following SLANT. Failure to be on-task in lessons or around the school will result in a de-merit. Failure to be on-task on more than one occasion on any given day will result in a sanction.

### Classroom

At the start of lessons, pupils are expected to enter the room, sit quietly and follow an established routine. This will include having books, pencil case, and other equipment on the table or waiting quietly for instructions in a practical lesson.

In practical subjects, this will mean getting changed or preparing equipment as instructed and there must be consistent expectations within subject areas. In classrooms, pupils should never have their backs to the teacher - if they are seated in groups then the tables should be positioned so that pupils face forwards (where furniture is not fixed). No mobile telephones are to be used in school with the exception of pupils that use them as part of an agreed SEND plan.

Teachers will expect pupils to follow instructions. Pupils are expected to do as they are requested. We do not expect pupils to be inattentive or to be disrespectful. Pupils' classwork and prep is to be done to a high standard. Teachers and other staff should insist on all written work being set out properly, using a blue/black handwriting pen or other suitable materials in practical lessons (with dates and titles underlined) and high standards of presentation.

During the lesson, teachers will follow the assertive discipline system to re-enforce our excellent behaviour standards. On the rare occasion a pupil gets it wrong, the pupil will receive a correction (consequence). This will be the only correction as we expect 'first time, every time'. Further corrections will result in removal from lessons as per the revised assertive discipline system.

### Social Time

St George's is built upon mutual respect. Social time is no different to lessons. We expect the highest of standards outside of lesson as we have during lessons and this includes social time, corridor movement and travelling to and from school.

At break and lunch times, pupils must not drop litter or interfere with another's personal space

or lunch. They are expected to conduct themselves well and move quickly – within the first 5 minutes of break & lunch to the designated spaces. Duty staff will monitor this. No pupils should be in school over lunch or break

No fizzy drinks or sweets are allowed. These will be confiscated and destroyed immediately by any member of staff that sees them. There is no exception to this. Failure to comply will result in immediate isolation.

#### After school

Pupils are in our uniform. Pupils are representing St George's. If we hear of disrespectful behaviour outside of school we will punish the pupils concerned as they will have let us all down. We use 'thank you', 'excuse me', 'please' and we smile outside of school and in. We are especially polite to shopkeepers and bus drivers and take great care crossing the road, especially outside of school. As soon as pupils finish school they should normally go straight home. As soon as pupils get home they get changed. Pupils should always hang their uniform in the same place every night so they know exactly where it is in the morning. This includes their tie and their school shoes. Pupils need to be encouraged not to rely on someone else to do this for them; we are encouraging independence.

#### Outside of school

When pupils are outside of school, they still represent St George's. OUR - DNA means that we are Team SG, all day every day. Pupils should think about how their actions reflect on themselves and their school. Pupils may receive de-merits or detentions for behaviour outside school that affects their education or brings the school into disrepute.

#### Mobile Phones

Mobile phones must be switched off, kept out of sight and are the responsibility of the pupil and not the school. No phones should be seen in school at all.

Misuse of mobile phones will result in confiscation and parental collection.

Banned list items (which includes cigarettes and electronic-cigarettes) will be confiscated and destroyed.

#### Uniform

We take pride in our school and our pupils, and we think it is important that this is reflected in how our pupils look as they go about their studies. Our uniform is aimed at giving pupils a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. Pupils who wish to succeed wear perfect uniform. It is important that our pupils take pride in themselves and in our school. It is important that pupils contribute to our school's common routines. It is important all members

of our school are treated fairly. If pupils breach any one part of our strict uniform code without reasonable explanation then they will either be given some temporary uniform to wear, sent home to change with parents' permission, or will be isolated until their uniform is perfect. We will do this to ensure that all of our pupils take pride in their appearance and to make sure that our pupils are treated fairly. It is unfair if some pupils keep to our dress code and some don't.

PE kit is an important part of school culture. It is the expectation that all pupils will have the correct PE kit. Pupils without PE kit will be issued with a clean school PE kit but sanctioned as per our policy. Failure to bring a PE Kit three times a term will result in isolation and a parental meeting.

#### Jewellery, make up, and hairstyles

Pupils may wear a watch, and up to one pair of small ear studs (one stud per ear lobe) only. No other jewellery is permitted; if pupils have any other visible piercings or retainers these must be removed during the school day. Pupils may wear a small amount of discreet make up in natural colours, but the school may ask students to remove any make up staff consider inappropriate. Nail varnish and nail or eyelash extensions are not permitted. Hair should be kept neat and tidy and any hair accessories should be small, plain and grey or black coloured only. Extreme hairstyles - such as shaved emblems or lines, less than a number 2, unnatural colour dyes/bleached blond hair, or extreme differences in length - are not allowed.

#### Equipment

Pupils who wish to succeed always bring the right equipment to school, for the right lessons, each day. We wish to develop our pupils' organisational skills for success in future life. For any important role in life, we need the right equipment and pupils need to make sure they provide it.

We will have stationery on sale at the pastoral office each morning 8.00 – 8.20 so that pupils can solve issues around lost equipment before lessons begin.

Pupils are expected to bring the following to school:

- Jotter
- 2 black pens
- 1 purple pen
- 2 highlighters
- Pencil
- Ruler
- Rubber
- AR Reading book
- PE Kit (on the days they have PE)
- A sensible and suitable bag (not a fashion accessory)

Form tutors will check for equipment every morning. Failure to bring the correct equipment will result in a de-merit and a lunchtime sanction. Further breaches during a half-term will follow the sanction policy.

## SG Way 3 - Respectful to everyone we meet

*'So whatever you wish others would do to you, do also to them' – Matthew 7:12*

This verse is the 'Golden Rule'. It is called this because all religions agree with it. It is something they used to teach very strongly in the RE Department.

### Context

The verse is taken from a longer text known as 'the Sermon on the Mount'. As you'll be aware the sermon is full of practical advice about how God wishes his children to live in the world. The verse is grounded in Jesus' summary of the law "you should love the Lord your God.....and your neighbour as you love yourself". Matthew 22:37-40.

### Theological Reflection

"The bible tells us that....and therefore we.... Expect students to listen to and follow the instructions of an adult...." This kind of behaviour contributes to the overall well-being of the school which is what we requested.

We know that pupils who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that pupils learn self-discipline. If an adult tells a pupil to do something, we expect it to be done straight away. We expect pupils to trust staff and never question an adult's decision anywhere in the school. If pupils fail to demonstrate 'The SG Way' they may then cross the 'red line' resulting in isolation or exclusion. If a pupil feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, pupils may approach an adult to discuss the situation. Pupils are expected to ask politely and respectfully. If a pupil feels uncomfortable approaching the member of staff then they should speak to their Pastoral Mentor, HoY or the Deputy Headteacher in the first instance. At St George's we will listen to all, if approached in the correct manner and at the correct time.

At St George's we work hard and we are kind to one another and remember our

S.T.E.P.S

1. Sir or Miss - every time

2. Thank you - every time
3. Excuse me - every time
4. Please - every time
5. Smile - every time

Sir or Miss

Pupils always refer to teachers as Sir or Miss. It is a sign of respect. It is polite. Pupils never forget to say Sir or Miss at the end of their sentences. All teachers will treat all pupils with respect and be extremely polite, never using derogatory language. All pupils will treat all teachers with respect and be extremely polite at all times. The Sir or Miss at the end of a sentence is like a full stop.

Thank you

In school we hold doors open for one another, we let people pass in front of us, we do not barge past, we politely let people pass. If somebody drops something we help them pick it up, we pass books along carefully, efficiently, politely, in silence. We queue for lunch politely and efficiently, in single file and eyes front, we line up to enter classes, we never talk when lining up, we have our eyes front, we know that every single second counts. These are all signs of mutual respect. St George's is built upon teachers and pupils treating each other with respect. We are Team SG working together following Jesus' golden rule.

Excuse me

We never push past or interrupt people. If we want to get past we say "Excuse me" very politely. Then we wait patiently if necessary. Similarly, if we want to talk to somebody, a teacher for example, we say, "Excuse me. Do you have a minute? Could you help me with something?" We don't take others for granted. We are polite. We are especially polite and respectful in corridors, on the stairs and when queuing. We remain in single file, eyes front. We don't talk. We do what we have to do very smoothly and efficiently. We are polite to classmates, pupils we don't know, and to all members of staff. That includes office, canteen and cleaning staff. There are no exceptions. St George's is built on mutual respect.

Please

St George's pupils and teachers show an "attitude of gratitude" every day and in every interaction they have. We say 'Sir/Miss', 'Thank you', 'Excuse me' and 'Please' very naturally.

Smile

We always smile. We are polite and welcoming. When we greet somebody we smile. When a teacher says hello to us in the corridor pupils reply with an upbeat, "Hello Miss!" or "Morning Sir!" and we smile. We shake hands too. We are professional. When we go for interviews, whether that's for college, for university, for jobs, people are immediately struck by our firm hand shake, our good eye, the way we smile, the way we PROJECT, the way we articulate.

## SG Way 4 – Determined to succeed

"I have fought the good fight, I have finished the course, I have kept the faith." 2 Timothy 4:7

### Context

Paul is in prison and coming to the end of his life. He has a lot of time to reflect on his life as a follower of Jesus. He finds peace in knowing he has at all times tried his best and has the confidence to know that God will honour this.

### Theological Reflection

"We recognise that a young person's time in education is very precious and wish to do everything within our power to ensure that our pupils get the most out of their time at school. Every lesson counts on the journey to academic success. This means that our students need to be ready to engage with every lesson of every school day.

At St. George's we use S.L.A.N.T. to help pupils form useful habits for success in school and the life of work....."

### School Context

At St George's we S.L.A.N.T in every lesson. This is a key habit that will help pupils succeed in school and in life. When pupils S.L.A.N.T they learn more, they remember more, they develop more self-control and they demonstrate that they are a polite person who shows respect to their teachers and their classmates. St George's is built on mutual respect. We speak to one another politely at all times, and our body language and facial expressions are polite too. S.L.A.N.T is a key part of showing mutual respect and courtesy.

### SLANT

Sit up straight  
Listen carefully  
Ask and answer questions  
Never interrupt  
Track the teacher mentioned earlier

### Sit up straight

At St George's, pupils sit up straight at all times and pupils never slouch. Teachers have a seating plan and pupils sit at the seat they have been allocated. PE staff will have a seating plan in the changing rooms, pupils sit at their numbered peg. When pupils read they always follow the text with their ruler, with both hands on the ruler. This helps pupils concentrate, so they remember more and understand more. When pupils are not writing or reading they sit up straight with their arms folded. All teachers will instruct pupils: '321'. Everyone will sit up extra straight, eyes front, looking at the teacher. Pupils will follow their instructions first time, every time. The same rules apply to all, so are fair to all. No exceptions.

### Listen carefully

At St George's pupils listen to every single word their teacher says very, very carefully. Pupils especially listen to instructions very, very carefully. Pupils don't pick up their pen or their ruler, or anything else, until their teacher gives them the signal.

### Ask and answer questions

When pupils ask and answer questions they always put their hand straight up in the air and wait for the teacher to choose them. Pupils must wait for the teacher.

Calling out is never permitted. Even if the pupil has their hand raised the pupil has to wait for the teacher to choose them by name. If this did not happen, people would be interrupting the teacher all of the time. If pupils are confused, or unsure what to do, they must let the teacher finish what he/she is saying and then put up their hand to ask a question. When a pupil asks and answers questions, they must speak confidently and in a loud voice so the whole room can hear. If the teacher wants the pupil to speak more clearly and more loudly, he/she will say, "Project". This means the pupil must talk loudly and clearly like an actor addressing an audience.

### Never interrupt

The teacher is the expert. Pupils never interrupt the teacher when he or she is talking. If the pupil is confused, or unsure what to do, they must let the teacher finish what they are saying and then put up their hand to ask a question. Sometimes pupils will receive de-merits and sanctions. Sometimes pupils may even be put in internal isolation. This will be because the teachers have decided that the actions of the pupil were rude or damaging to the learning environment. Pupils may think their teacher is unfair. The teacher's decision is final. Pupils never answer back. Remember this can be discussed later at an appropriate time.

### Track the teacher

This means pupils keep their eyes on the teacher whenever he or she is talking. Pupils never turn around – even if they hear a noise behind them. Pupils do not look out of the window. Pupils do not lose focus. Pupils deliberately concentrate on what the teacher is saying at all times. Pupils look at the board. Pupils listen. Pupils read. Pupils practise the work set in silence. Pupils deliberately try to understand and to memorise the information and the processes they have been taught. If someone tries to distract pupils in class, they are expected to raise their hand and tell the teacher.

### The beginning and end of lessons

It is essential that pupils make their way very quickly and efficiently between classes. Pupils walk between lessons in single file, eyes front. Pupils do not need to talk. Pupils can chat to their friends in the playground in the morning, break time and lunch time. At the end of each lesson

pupils stand behind their chairs in silence. The teacher will use the last 3 minutes of each lesson to pack away, ask the class questions, have a moment of reflection or prayer and get everybody ready to go off to their next lesson. The teacher will then give the class the signal and everyone will stand in silence, and the teacher will dismiss the class row by row. The teacher will check the classroom is tidy and the immediate area outside the room is tidy. Lessons start and end very efficiently and calmly at St George's. We do not teach right to the very last second and then pack away in a rushed and inefficient manner. Pupils pack away exactly as instructed. Pupils do not talk to their friends. Pupils remain focused on the task of packing away and waiting for instruction. Pupils will say thank you to their teacher as they leave the classroom.

## SG Way 5- No excuses

"So let us not grow weary in doing what is right, for we will reap at harvest time, if we do not give up." *Galatians 6:9*

### Context

In this part of Galatians Paul is offering advice as to how Christians should behave towards one another. It starts by taking the example of someone who's got it wrong and explains to the church in Galatia what it might do to help that person get it right. So there is a sense here in which the community, working together, can produce good outcomes: koinonia in action and obvious parallels with school. Verses 7 – 10 are drawing a plant metaphor – we reap what we sow with Paul encouraging the Christians to sow what is good and edifies the community. The verse also reflects the idea of growing taking perseverance, endurance and time, not so dissimilar to the process of learning and educating.

### Theological Reflection

"Education is a marathon not a sprint. In order to achieve, pupils have to be focused, diligent and consistent over a period of time. As a Church school we believe it is important to provide an environment that supports and teaches a work ethic that will stand them in good stead for the future."

### School Context

#### Deadlines

Pupils who wish to be successful complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps pupils to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Pupils who fail to meet a deadline are issued with a department sanction on the same day the deadline is missed. This may involve a same day detention.

Homework takes priority over any hobbies pupils may have. A whole school homework



timetable is in place. When pupils do their homework, they are firmly advised to keep away from their phone or any computers and other mobile devices that might distract them. Pupils are encouraged to find a quiet place to work where they can concentrate.

Once pupils have done their homework they should pack all of their equipment, and their homework, in their school bag. Pupils should check their pencil case to make sure they have all the correct equipment for the following day. Pupils do not need anything else in their pencil case.

Pupils must also check their timetable to ensure that they have everything they need for the next day, for example, PE kit. Pupils should then put their bag next to the rest of their uniform. At St George's we will not accept excuses such as "I forgot" or "I slept in". The PE teachers will contact home every time a pupil forgets their kit and record this on the school system.

It is important all pupils get a good night's sleep and have enough rest to properly study at school. As a guide, our pupils should be asleep for 9.30pm at the latest. Young people need around nine hours of uninterrupted sleep every night. Without enough sleep, pupils will not learn effectively and pupils will not remember what they have been taught. All phones, mobile devices or computers should be kept away from at bedtime, so pupils are not tempted to look at them in the night. It is advised that parents/carers may use the screen time lock to disable all phones and mobile devices after 9.30pm. For further information on this parents/carers can contact the school.

## SG Way 6 – Aspirational for all

*'I can do all things through him who strengthens me' – Philippians 4:13*

### Context

Seen in context (you need to read v.13 with vs. 10-12) this bible verse is all about dealing with the highs and lows of life and still being content at the end of them because of the difference relationship with Jesus makes (the "sufficiency of Christ"). This doesn't then mean we shouldn't try our very best at any and everything we turn our hand to - elsewhere Paul talks about competing for an eternal crown - it simply recognises that life brings its feasts and its famines, and faith in Jesus enables us to cope regardless of circumstance.

### Theological Reflection

"It is our belief that every pupil is made in the image of God with a unique set of skills and gifts to bless the world. Therefore it is our goal at St. George's School to bring the very best out of each of our pupils: so as well as setting stretching academic targets and having high standards of behaviour, we believe it is important to encourage and build our pupils' confidence. Pupils will receive...."

At St George's, we see a good set of exam results as a reward itself for hard-work. However we still want to encourage our pupils to have high aspirations in life and this is reflected in the high academic targets and standards we set as a school. Pupils will receive merits and awards for good behaviour, attendance, for working well, and for achieving in their lessons.

### *Acknowledgements*

We want pupils to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging pupils for meeting 'The SG Way' and our rewards culture underpins the value.

### Descriptive Verbal Praise

Around the school and in lessons, staff members use praise to signal to pupils that they are demonstrating the SG Way. Teachers ring home or message regularly; this is an opportunity to provide parents / carers with praise about their child. During rewards assemblies, staff and pupils have the opportunity to thank and praise each other for exhibiting the school's core values of Believe, Achieve and Care.

### Pupil of the week

Each week, every member of the School staff nominates their 'pupil of the week'. Pupils may be nominated for hard work, strong progress or for displaying a real commitment to the school or the local community. Pupil of the week nominations are announced in the following assembly, we also communicate this to parents.

### ABP period

Each month pupils with 100% attendance in that month and no behaviour points are rewarded. These are announced in assembly and communicated home.

### Progress periods

At the end of each cycle, two pupils from each class receive a certificate: one awarded for most progress and the other for consistently high levels of effort. These certificates are presented to pupils during our rewards assemblies.

### End of Terms – Acknowledgement event

Pupils who have demonstrated 'The SG Way' all year are acknowledged with an invitation to our event. The senior leadership team and HoY decide which pupils receive an invitation based on the number of merits a pupil has received over the year and the pupil's attendance.

### Reports

Our progress period report to parents provides an opportunity for pupils to gain recognition for their effort and progress across all subject areas each period.

### Assertive Discipline

These will be displayed in classrooms:

C1 Name recorded, warning and teacher sanction e.g.(kept back for break or dinner)

C2 On call—take to head of department.

C3 SLT isolation followed by Internal isolation for a full day (refusal to comply with the above)

### Severe Clause (C3):

This will require judgement, but pupils who use bad language to a member of staff, vandalise property or who are physically violent to other pupils will be withdrawn for an extended period and parent support sought. On call will be called and pupils will be sent to internal isolation for the remainder of the day. An assessment will be made, in consultation with SLT, as to any further action that may be required.

### Explanations:

The rule broken should be clearly stated to the pupil (pupils should know exactly which consequence they are on, each time and why.)

C1: Final warning which will result in a teacher sanction. This can include a break or lunch time detention or a phone call home to discuss behaviour. Teacher must record the reasons for the consequence on SIMS by 4.00pm that same day. This will result in 1 de-merit.

C2: Failure to comply after the warning will result in removal from the lesson to head of department via on call. On call will notify the assistant behaviour manager who will record the consequence immediately. Staff must record details on SIMS by 4.00pm that same day. This will result in 3 de-merits, an hours detention and parental contact. Removal twice from a lesson in one day will result in isolation and a parental meeting. Pupil will remain in isolation until the meeting takes place.

C3– Failure to comply with the above will result in on-call removing the pupil to our internal isolation area. This will be logged on SIMS via the staff in internal isolation, and pupils will receive 5 de-merits and an hours detention the same day. A call will be made to parents and pupils will remain in isolation until their detention has been served and the meeting has taken place. Any other severe behaviour (see AD Policy) will result in a pupil being removed to internal isolation and SLT will be called.

- Repeat offences– this will be monitored by the behaviour manager. Pupils who repeatedly fail to comply with our high standards and expectations will receive the following:

- \*Saturday detention
- \*Internal isolation
- \*External exclusion
- \*Permanent exclusion

### Isolation

Following removal from lesson

### Ark:

The Ark is our internal support school. This is a school within a school. Pupils, who need some additional support with their behaviour, will spend a period of time in Ark from short term intervention to full time GCSE. This is to try and modify their behaviour before it escalates.

### Branch:

The Branch is our internal fixed term exclusion area. Pupils who are repeat offenders and at risk of external exclusion will spend some time in The Branch. The aim is to work with these pupils so that they begin to understand the consequences of their behaviour enabling them to modify their behaviour once reintegrated back into school.

The Branch school day will run from

9.15-4.00

Pupils in Branch are not allowed in the school building at any time. This is a strategy used instead of exclusion to home. Parents/carers are expected to escort their child to the Branch gate at 9.15am and collect at 4.00pm (3.15 on a Thursday)

### Permanent Exclusion

This can result from persistent disruption or bullying, one off serious incidents such as bringing a weapon into school/causing widespread panic etc or unproven malicious allegations against staff.

Behaviour Policy – Appendix 1  
Sanctions per half-term  
Punctuality

| Incident | Sanction                          | Parental contact |
|----------|-----------------------------------|------------------|
| One late | 45 minutes after school detention | Parental text    |

|   |   |  |
|---|---|--|
| 2 <sup>nd</sup> late in a day                           | Additional 15 minutes for each late   | Parental text  |
| 3 <sup>rd</sup> late in a day                           | 1 hour detention after school and a Saturday detention  | Parental meeting   |
| Internal Truancy<br>10+ minutes                         | Immediate parental meeting followed by 1 day of isolation<br>Refusal -Exclusion   | C3 issued and parental called to attend the academy immediately  |
| Repeated patterns of lateness or Truancy                | <u>Per term</u> (MMF to inform PM)<br><br>5 lates<br>10 lates<br>15 lates<br>20 lates<br>25 lates<br>30 lates<br>40 lates | (PM to inform the office of date and time to go onto letter)<br><br>Letter 1 home<br>Meeting with PM (letter 2)<br>Meeting with HOY (Letter 3)<br>Meeting with AA/PWO (Letter 4)<br>Meeting with TH (Letter 5)<br>Meeting with HEAD (Letter 6)<br>Meeting with Governors meeting |
| Failure to turn up to detention can result in isolation |   |  |

Saturday Detentions will commence in September, Behaviour team will determine which students will attend and provide those names to CCN

Transition time – All movement around school will take place during these times and no class should be dismissed before the hour.

Transition time - Registers should be taken by all staff during the transition time, if a pupil arrives after this point they are unless they have a note from a member of staff. If a pupil hasn't arrived after 10mins then they are classed as truanting the lesson and 'On call' should be used as per policy.

Sanction protocol  
Equipment

|          |                        |               |
|----------|------------------------|---------------|
| Sanction | 30 minute after school | Parental text |
|----------|------------------------|---------------|

|   |           |  |
|---|-----------|--|
|   | detention |  |
| Failure to turn up to detention can result in isolation or Saturday detention |           |  |

Equipment – Email TW by 9.00am

| Incident                      | Sanction   | Parental contact    |
|-------------------------------|--|---------------------|
|                               | Form Tutor to check the standards every morning. De-merits logged on SIMS. Conversation with child.<br>Repeated call parents (as above)  |                     |
| No Shoes                      | De-merit given by FT<br>Warning, 24 hours to correct if applicable (broken, wet)<br>Day 2 no shoes - issued with school shoes and break, lunch, after school detention issued.   | Yes – parental text |
| No Tie                        | De-merit given by FT<br>Pupils issued a tie for 1 day<br>Day 2 no tie – 30 minute detention until corrected.   | Yes – parental text |
| Jewellery                     | Form tutor remove and place in individual envelope and pass to main office for pupil to collect at the end of the day. 30 minute detention issued. Jewellery follows mobile phone policy of chances.<br><br>If seen after form time, follow same protocol and issue 30 minute detention. | Yes – parental text |
| Make-up                       | Issue a baby wipe by FT  | Yes – parental text |
| Bags                          | Issued a carrier bag by FT or a pump bag from Well   | Yes – parental text |
| False nails or fake eyelashes | Break, lunch and after school detention every day until removed  | Yes – parental text |

## PE Kit or Food Ingredients

|   |   |   |
|---|---|---|
| First occurrence per half-term  | Issued with school kit/ingredients.                                     | Text parent – recorded on sims                            |
| 2 <sup>nd</sup> occurrence per half-term  | Issued with school kit/ingredients.<br>After school 30 minute detention | Subject staff to contact parent by phone                  |
| 3rd occurrence per half-term  | Issued with school kit/ingredients.<br>After school 1 hour detention    | Pastoral mentor to call home and check everything is fine |
| 4 <sup>th</sup> occurrence  | Isolation   | Parental meeting arranged                                 |
| <p style="text-align: center;">Defiance of any of the above – Isolation</p> <p style="text-align: center;">*We use our discretion on individual cases. Support for ingredients for pupils that struggle financially is available, however the teacher needs to be informed of this before the lesson.</p> |   |   |

## Knowledge Homework – same day

|  |   |  |
|--|---|--|
| Non completion of homework for teacher | After school prep for 30 minutes in homework club | Teacher/form tutor to email behaviour team |
| Continued failure to complete homework | Continued after school prep                       | Pastoral mentors                           |

## Social Time – All social time sanctions reported to Behaviour Manager

| Incident  | Sanction  | Parental contact |
|---|---|------------------|
| Pupils wearing outdoor coats inside the building  | Ask to remove.<br>Teachers to ensure pupils do not leave lessons wearing coats. Duty staff to check on re-entry after social time | No               |
| Anti-social behaviour anytime outside of lesson e.g. littering, out of bounds, not clearing up after lunch, invading personal space | After school 30 minute detention for each instance  | Parental text    |



|   |   |                         |
|---|---|-------------------------|
| Eating or drinking in corridors/outside<br>(All food consumed in designated eating areas) | Escort to refectory, banned items confiscated e.g. Fizzy drink/energy drinks, sweets etc. After school 30 minute detention issued | Parental text           |
| Re-entering building during break and dinner  | After school 30 minute detention  | Parental text           |
| Talking during silent transition  | After school 30 minute detention  | Parental text           |
| Taking another pupils property e.g. Tie   | Full day in isolation if the tie has been lost or damaged or repeat of tie-jacking in a week                                      | Yes – Behaviour Manager |
| Defiance of any of the above - Isolation  |   |                         |

### Assertive Discipline

| Incident                                | Sanction                          | Parental Contact       |
|---|-----------------------------------|------------------------|
| Sanction 1 – C2                         | W/D to HoS                        | Behaviour team         |
| Sanction 2- Repeated C2 in the same day | SLT all day followed by isolation | Behaviour team meeting |
| C3                                      | SLT all day followed by isolation | Behaviour team meeting |

### Mobile phones

| Mobile Phone   |                                  |
|----------------|----------------------------------|
| Confiscation 1 | Returned to pupil at end of day  |
| Confiscation 2 | Returned to parent               |
| Confiscation 3 | Returned to parent after a week  |
| Confiscation 4 | Returned to parent after a month |