



St. George's School
A Church of England Academy

Behaviour Policy 2021-22

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

Reviewed at Full Governors September 2021

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 Academy 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 Christian values (Wisdom, Hope, Community, Dignity, Equality and Thankfulness) are embedded within our daily practice

For pupils to "Love one another deeply. Honour others more than yourselves."
Romans 12:10

Aims

- For pupils to "Love one another deeply. Honour others more than yourselves."
Romans 12:10
- 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 encourage 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. We will support pupils and families with bespoke plans if they are struggling to attend the academy on time.

Staff will greet pupils as they arrive. **Form Tutors will be at Line Up by 8.20am,** 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. At the start of the year we give a pencil case and all necessary equipment to all the pupils so they are ready for the year. The morning meeting 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
- Music instrument (year 7 on Monday and Tuesday)

The session will be purposeful and orderly and will include an emphasis on worship and resets the high expectation culture 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 and contact the academy.

- 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 calling the academy for advice before making a final decision.

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 our first aiders 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 such as bladder issues so that we can meet any medical needs such as toilet passes.

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, looking in the direction they are walking and 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. But pupils and staff greet each other warmly during every transition.** 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. Although silent, teachers will social engage with pupils. Detentions are not automatically given, pupils are reminded at first through use of our 100% strategies.

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 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 lead supporting our excellent behaviour**. At the end of worship, reflective music is played and pupils calmly and respectfully exit the chapel.

On some corridors there is a need to walk in single file because the corridors are narrow. This is for safety and help with the flow around the academy. 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. 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.

We encourage pupils to use the toilet at the appropriate times such as break and lunch. The toilets should be used at 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. We understand pupils occasionally need the toilet during lesson and teachers use their discretion, again on-call will be called for this. Pupils genuinely needing the toilet during lesson are never refused.

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 politely 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, but we take account of SEND needs. When in whole year group worship, lessons or assemblies pupils are expected to remain in a natural state 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 tracking the speaker.** Failure to be on-task in lessons or around the school will result in a reminder initially about correct behaviour. Repeated failure to be on-task on more than one occasion on any given lesson will result in a de-merit.

Classroom

At the start of lessons, pupils are expected to enter the room, sit quietly complete the 'Do Now' task as part of the established routine. **This will include having books, pencil case, and other equipment on the table or waiting quietly for instructions in a practical lesson.** We do this so pupils use very minute to learn in the academy.

In practical subjects, this will mean getting changed or preparing equipment as instructed and there must be consistent expectations within subject areas.

No mobile telephones are to be used in school with the exception of pupils that use them as part of an agreed SEND plan. If pupils need to contact home in an emergency such as no money on their lunch card then we will support this at the main office.

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 and high standards of presentation.**

During the lesson, teachers will firstly remind pupils to get it correct then 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 de-merit (consequence). This will be the only consequence as we expect 'first time, every time'. Further consequences will result in removal from lessons as per the 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 to the designated spaces. Pupils are free to talk in the corridors on the way to break and lunch. No pupils should be inside the building over lunch or break except when following the wet weather plan

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

On the way home pupils are in our uniform. Pupils are representing St George's and their parents. If we hear of disrespectful behaviour outside of school we will sanction 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 we recommend they get changed as part of a routine. Pupils should be encouraged to 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 demerits of detentions for behaviour outside school that affects their education or brings the school into disrepute. Pupils involved in antisocial/illegal behaviour either in uniform or through identification to St George's will be dealt with severely. This could be suspension or permanent exclusion.

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. We occasionally do spot checks to make sure phones are switched off.**

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 every time.

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. 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. Any families that struggle will be offered freshly cleaned uniform to wear. Any pupil being defiant for no reason regarding uniform will be sanctioned. There is no excuse for not having correct uniform.

The academy is well stocked to offer all pupils any piece of missing uniform as part of our supportive culture. 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.

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 four times a term will result in Saturday detention and a parental meeting. Again any family struggling with the cost will be supported.

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 pupils 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. Confiscation of jewellery follows the same process as phones.

Equipment

At the start of the year we give every pupil a pencil case with the correct stationery. 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 in the refectory before lessons begin.

Pupils are expected to bring the following to school and are supplied with these at the start of the year:

- 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 detention if the breaches are persistent. Further breaches during a half-term will follow the sanction policy. In the morning, we will always make sure we give pupils any missing equipment.

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 ask questions if appropriate at the appropriate time. 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, staff will model this behaviour. 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. Teachers will treat pupils with respect. 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 looking forward so as not to bump into anyone. 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 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 are polite and welcoming. When we greet somebody we smile. If we are not having a good day or feel unable to smile we can still give a greeting. 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 (not currently). 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. The pastoral team will support everyone who may be having a difficult time.

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 follow SLANT in every lesson. This is a key habit that will help pupils succeed in school and in life. When pupils are in SLANT 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. SLANT 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 should not 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 in a comfortable position.

Listen carefully

At St George's pupils listen to every single word their teacher says very, very carefully. The teacher also listens carefully to pupil answers. Pupils especially listen to instructions very, very carefully.

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 to finish speaking. Our teachers love answering questions and supporting pupils with their learning.

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 and other pupils 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. If the teacher wants the pupil to speak more clearly and more loudly, he/she will say, **"Project or University voice"**. 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 they are explaining to the whole class. 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. Pupils may even be put in internal isolation if they continually disrupt learning. 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 but we ask parents to trust the teachers' decisions as professionals.

Track the teacher

This means pupils keep their eyes on the teacher whenever he or she is talking. Pupils should avoid turning around and being off task. Pupils should not lose focus. Pupils should deliberately concentrate on what the teacher is saying at all times. If someone deliberately 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. 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 few 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 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 and the teacher will respond.

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.

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, we encourage our pupils to 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.

Recognition – Character system

This is a system that acknowledges pupils for their achievements both in and out of the academy during the full five years of their time at St George's. The character system is embedded within our DNA and Christian values and demonstrates commitment and success to the SG WAY. Every year pupils have the opportunity to complete internal and external challenges. There are 6 challenges for each year group. Pupils must complete 4 of these and have them signed off by their tutor.

Character point 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 culture underpins this. Pupils will be awarded points for being extraordinary, a golden ticket will be awarded for this. The points equate to badges and certification.

50 character points = Bronze star and certificate in morning meeting

150 character points = Silver star and certificate

300 character points = Gold star and certificate

500 character points = Special STG Badge and certificate

Descriptive Verbal Praise – Praise prize – year group meetings

Around the academy and in lessons, staff members use descriptive praise to signal to scholars that they are demonstrating good learning habits. The Directors of Inclusion and teachers also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During Morning and Afternoon meetings staff and pupils have the opportunity to thank and praise each other for exhibiting the academy core values of the Academy.

Progress & Effort Certificates

At the end of each progress period pupils receive a certificates: for most progress and the other for consistently high levels of effort. These certificates are presented to pupils during our appreciation assemblies.

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 day

Each Day, every member of the School staff nominates their 'pupil of the day'. 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 day nominations are announced in the following morning and afternoon meetings.

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.

Golden Tickets

Pupils who display extraordinary work are reward with a Golden ticket which contributes a significant number of merits to their total.

Progress period – Attendance

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. 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, a 45 minute detention and parental contact by pastoral team. Removal twice from a lesson in one day will result in isolation and a parental meeting

C3– Failure to comply with the above will result in on-call removing the pupil to our internal isolation area for a full day but accessing live lessons. 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.

No pupil misses out on learning. In isolation all pupils join their own live lesson.

- **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 be taught in the Ark accessing a full curriculum with additional behaviour, attendance and mental wellbeing support.

Reflection:

Reflection 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. Pupils in branch will have support from pupil support workers.

The Reflection school day will run from

8.15-4.00

Pupils in Reflection are not allowed in the main 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 Reflection gate at 9.15am and collect at 4.00pm

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 antisocial/illegal behaviour which brings Academy into disrepute or unproven malicious allegations against staff.

Sanctions

Verbal Warning	<ul style="list-style-type: none"> ● 100 strategy used
<p>Immediate correction & Saturday detention for persistent breaches</p>	<ul style="list-style-type: none"> ● Not responding to an off-task reminder ● No equipment or missing equipment in lesson including PE kit ● Failure to complete homework ● Failure to meet line up and corridor expectations ● Late to the academy / lesson ● Chewing gum ● Eating or drinking outside of designated spaces ● Out of bounds

	<ul style="list-style-type: none"> • Using a mobile phone or switched on in the day • Failure to follow the academy dress code • Inappropriate language over heard by a member of staff • Misuse of school equipment • Dropping litter in the academy • Plagiarism / copying
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Internal Isolation, External Suspension Permanent exclusion	<ul style="list-style-type: none"> • Persistent refusal to follow the academy dress code (defiance) • Persistent refusal to follow staff instructions (defiance) • Three “off task” corrections in one day • Truancy • Use of any physical force in school • Damaging school property or another pupils’ property • Sexual harassment • Inappropriate language directed at any member of St George’s Community • Failure to attend a detention • Fighting with another pupil • Bullying • Abusive language • Smoking on school grounds • Assaulting a member of staff • Dangerous behaviour (including bringing illegal items into the academy) • Theft / handling stolen goods
Permanent exclusion	<ul style="list-style-type: none"> • Assaulting a member of staff • Dangerous behaviour (including bringing illegal items into the academy) • Theft / handling stolen goods • Bringing Academy into disrepute through antisocial/illegal behaviour outside of the Academy

Assertive Discipline

100% strategy used in the first instance as a global reminder

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 / Jewellery

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

Where pupil behaviour is persistent, we will look to work with families and the pupil to put support in place in the form of a pastoral support plan to create individualised strategies to help that pupil get back on track.

Type of behaviour	C1 or 100% reminder	C2 (45 minute detention)	Isolation/Satur day detention	External exclusion
Failure to follow instructions – calling out	Initial warning issued	Second instance – removed to head of Faculty and detention issued	Continued poor behaviour	
Forgot a piece of equipment -- Checked by teacher in Period 1		Correction issued		
Punctuality to academy		Correction issued		
Punctuality to lesson		Correction issued		
Homework not done		Correction issued		
Chewing, eating drinking in inappropriate place	Issued in first instance	No action or refusal from pupil - correction given.	Repeated offences placed in isolation and contact parents	
Uniform incorrect / nail polish or false nails	Opportunity to correct on same day or week		Failure to correct could lead to isolation/Satur day correction	
Inappropriate hair – lines / patterns shaved	Letter sent home initially		Failure to correct could lead to possible isolation or Saturday	
Refusal to follow instructions	Initial warning issued	Second instance – removed to head of Faculty and detention issued	Continued poor behaviour	Further refusal could lead to isolation
Inappropriate use of mobile phone		Confiscated and given to reception and follow policy		

or any Smart watch in school				
Internal / external truancy			Isolation and Saturday detention to make up lost learning	
Argumentative with staff failing to show respect	Initial warning given	Correction given if behaviour not corrected		
Inappropriate language		Correction given if heard by staff		
Wilful damage of a pupil's property		Required to pay, apologise and correction given		
Acting with aggression towards another pupil causing a disturbance to the good order of the academy – including social media usage			Depending on the level of disturbance and severity possible Isolation or FTE	
Unprovoked assault on student			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on severity FTE or permanent exclusion would be considered. Police may be called.
Swearing, aggression, insulting member of staff – including social media usage			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on severity may lead to FTE or possible PX
Assault on member of staff				Exclusion FTE or PX. Police may be called
Wilfully undermining the security of the academy (e.g. letting in strangers)			Depending on the level of disturbance and severity possible Isolation or FTE	
Sexual, homophobic, racist harassment			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called

Carrying dangerous items			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called
Theft and handling stolen goods			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called
Dealing taking or possessing illegal substances			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on level, FTE or PX. Police may be called