

Behaviour Policy

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

**DIGNITY HOPE
COMMUNITY
WISDOM
HUMILITY
KINDNESS**



Approved by:	G Warnock	Date: 03.07.24
Last reviewed on:	01.07.24	
Next review due by:	30.09.25	

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1. Aims

Through appreciating and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational. We aim to positively impact upon each other and society so that we contribute to a world where, inspired by St Paul, we can **'be devoted to one another in love. Honour one another above yourselves'**

Romans 12:10

- St George's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example. Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.
- 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 values (Wisdom, Hope, Community, Dignity, Humility and Kindness) are embedded within our daily practice

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment, where each person will "Love one another deeply. Honour others more than yourselves.

- 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 collaborate closely with families, fostering positive conduct and addressing any challenges that arise.
- We value the consistency of high expectations.

The behaviour policy at St George's will complement Cidari's Christian Distinctiveness by ensuring all pupils show respect and understanding for each other, the community and the world around them.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Academies, including free schools, and independent schools insert:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Policy development

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 kind. 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

All members of staff are expected to actively promote and model 'The SG Way' which is a core set of rules 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 Distinctiveness and links back to our Christian Values.

The St. George's family believes in a harmonious and inclusive community, built on the values of dignity, 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.

4. Responding to behaviour

4.1 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...."

Academy context

Pupils who wish to succeed always attend and are on time. We are trusting that pupils will arrive at the School by 8.13am each day so that they are ready for the day's learning. Failure to be in school for 08.13 will result in a same day 30 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.** Any pupil who arrives late after the morning registers have closed will be marked with an unauthorised absence. Should there be no genuine reason as to why the pupil has arrived late, they will be placed in our reflection area until 4.00pm that day. 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 8.15am,** 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 expect pupils to have a pencil case and all necessary equipment so that all the pupils are ready for the year. The morning meeting session gives 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 20p 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
- Knowledge folder/Exam prep booklet
- 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 resets the high expectation culture for the day. Pupils are expected to answer the register without unnecessary talking and follow the Tutor's instructions.

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 evaluate if pupils are in a suitable condition to participate in lessons. Our first aiders will determine the wellbeing of a pupil if there are concerns. If a pupil is genuinely unwell, the school will make the necessary arrangements for their care, including contacting parents when deemed appropriate. To assist in this process, parents are encouraged to inform the school of any medically diagnosed conditions, like bladder issues, so we can cater to specific needs, such as providing toilet passes."

Lesson Transitions

At the end of the registration period (and between lessons throughout the day) pupils are expected to move quickly, calmly 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 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.

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. Teachers will socially engage with pupils and expect the same courtesy back. 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 by 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 medical certificate 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 lessons and teachers use their discretion, again on-call will be called for this. Pupils genuinely needing the toilet during lessons are never refused.

4.2 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. During the 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 negative character point.

Classroom

At the start of lessons, pupils are expected to enter the room, sit quietly and 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 every 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 medical 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. Any pupil who is deemed to be intentionally dropping litter will be directed to pick it up and dispose of it appropriately. This will also result in detention for not respecting our social spaces. 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 negative behaviour points 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. We occasionally do spot checks to make sure phones are switched off.**

Misuse of mobile phones will result in confiscation and parental collection. Pupils who breach the mobile phone policy will be issued a sanction. Pupils who use their phones to message parents during the day will also be classed as misuse. Our main office is always the point of contact with parents during the day.

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 support. Any pupil being defiant for no reason regarding uniform will be sanctioned. There is no excuse for not having the 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 traditional watch only. No jewellery, including earrings, is permitted. If pupils have any visible piercings or retainers, these must be removed during the school day. The confiscation process for any disallowed jewellery is that same as that for phones.

We recommend that any pupil wishing to get a piercing done makes an appointment for the first day of closure at the start of the summer holidays.

A minimal amount of discreet makeup in natural colours is acceptable, but the school reserves the right to ask pupils to remove any makeup staff deem inappropriate. Nail varnish, as well as nail and eyelash extensions, are not permitted. Hair should be neat and tidy. Any hair accessories should be small, plain, and either grey or black. Extreme hairstyles, such as shaved emblems or lines, shorter than a number 1, unnatural colour dyes, bleached blonde hair, or significant differences in length, are not allowed.

Equipment

At the start of the year we give every pupil a pencil case with the correct stationary. 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 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

- PE Kit (on the days they have PE)
- A sensible and suitable rucksack as a bag (not a fashion accessory) Year 7 must purchase the St George's bag.

Form tutors will check for equipment every morning. Failure to bring the correct equipment will result in a de-merit and a detention. 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.

4.3 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 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.

4.4 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 a 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, prayer or chanting 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.

4.5 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 sanction for the following day the deadline is missed. In some cases, where controlled assessments have not been completed at KS4, this may involve a same-day detention to support our pupils submit the work. 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 that 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.

4.6 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 certificate: 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 rewarded 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

- C1 Name recorded, warning and teacher sanction e.g.(kept back for break or dinner)
- C2 On call—take to head of department.
- C3 Pupils will complete the rest of their work in the oscillation room 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.

A unit of work from our behaviour curriculum must be completed by the pupil so that they can reflect upon their behaviour and be educated as to why this was not an appropriate response. this is to prevent repeat behaviours.

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 class charts 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 the head of department via on call. The teacher will record the consequence immediately on class charts. This will result in 3 de-merits, a 30 minute detention and parental notification through the class

charts App. Removal twice from a lesson in one day will result in isolation and a parental meeting

IFTE– 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 class charts via the staff in the isolation area, and pupils will receive 10 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 team. Pupils who repeatedly fail to comply with our high standards and expectations will receive the following:

- *Saturday detention
- *Internal isolation
- *External isolation at an alternative education setting
- *External suspension
- *Permanent exclusion

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfill their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. If a parent/carer is unhappy with the sanction, the sanction will still be expected to be completed. Sanctions do not pause even if a complaint is made.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in year admissions or managed moves.

6 Sanctions

SEND

At St. George's, we maintain a culture of high expectations, which includes students with SEND. Despite this, we understand that at times, even with our 'best endeavors,' these students may need 'reasonable adjustments.' All reasonable adjustments will be made on a case-by-case basis depending on the student's bespoke needs.

Reflection:

Reflection starts at 8.30-4.00 Monday - Thursday and 8.30 - 3.30 on a Friday.

Pupils in reflection must not be within a 250-metre radius of the school before 8.20am or they will be sent home and given a fixed term exclusion for that day. However, if a pupil is only told that morning that they are to be in reflection then they will begin a referral at 8.15am or when they arrive – whichever is sooner. If pupils arrive late to referral then they will receive late detentions as normal, extending their stay until up to 5pm. Any late detentions not sat in this time will be sat the following day.

In reflection, pupils are provided with a textbooks/curriculum books covering all subjects and read during this time in the centre. Pupils are also provided with a packed lunch. In order for a pupil to return to lessons, a reintegration meeting must take place with a member of the pastoral team or pastoral senior team and the pupil's parent. The pupil will remain in reflection until that

reintegration meeting is scheduled. If the parent fails to attend the reintegration meeting, then the child will be placed back in reflection until a new meeting is scheduled.

If a pupil refuses to go to reflection they will be sent home. If a child is sent home for refusing to go to reflection, or if their parent opts to take their child out of reflection against the wishes of the School, the pupil will sit an external exclusion of two days, followed by two days in reflection. The original number of days in reflection will then need to be completed before the pupil is allowed to return to lessons.

The use of the behaviour and respect curriculum will be used to support and re align the pupils behaviour as part of the ISP. The sections chosen and delivered will be dependant on the action and the severity of this action

The reflection manager or a pupil support worker will work with pupils in reflection

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 8.30am and collect at the finish time.

General pupil behaviour

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 Individual support plan (ISP) to create individualised strategies to help that pupil get back on track. A **Reintegration plan** will be devised after a period of reflections or exclusion.

Permanent Exclusion

E.g But not exhaustive - 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.

6.1 Sanctions guide

Verbal Warning	<ul style="list-style-type: none"> ● 100% strategy used
Immediate correction & Saturday detention for persistent breaches	<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 ● Play fighting/horseplay ● 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
Internal Isolation, External Suspension	<ul style="list-style-type: none"> ● Persistent refusal to follow the academy dress code (defiance) ● Persistent refusal to follow staff instructions (defiance) ● Two C2's in a day ● Truancy ● Use of any physical force in school ● Damaging school property or another pupils' property ● Sexual harassment or harmful sexual behaviour ● Inappropriate language directed at any member of St George's Community ● Failure to attend a detention ● Fighting with another pupil ● Bullying ● Child on child abuse ● Online abuse/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 ● Anything deemed appropriate and not covered above

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	Isolation for a day	Behaviour team meeting
IFTE	Period of isolation in the isolation or at external isolation provision.	Behaviour team meeting
Suspension	Period of time where access to school is denied	Reintegration meeting with behavior team.

Mobile phones /Jewellery

Mobile Phone	
Confiscation 1	Returned to pupil at end of day
Confiscation 2	Returned to parent at end of the day
Confiscation 3	Returned to parent after a week
Confiscation 4	Returned to parent at half term

In relation to mobile phones, pupils' phones confiscated may borrow one of our non-smart phones which will accept their sim card. This way parents/carers who are concerned about safeguarding concerns can rest assured that your child still has a phone for the journey to and from school. We ask parents/carers to fully support this.

Other Support Given to Pupils

A variety of support is given to pupils who are routinely receiving consequences or detentions as a consequence of their behaviour falling short of the community's standards:

1. Pupils will have restorative conversations with the teachers who gave them the consequence. This provides pupils the opportunity to apologise.
2. Pupils may be given self-control mentoring from a PSW.
3. Persistently disruptive pupils are positioned in every subject at the back of the room on an individual table to reduce the temptation to misbehave.
4. Pupils who persistently fail to complete their homework are supported with reading club and homework club after-school.

5. Persistently late pupils have phone calls and letters home from the Attendance team and senior leaders as well as time in isolation.

6. Pupils who persistently fail to meet the required standards of behaviour, homework or punctuality may be placed on ISP report, during which time they will meet with their pastoral worker at the start and end of each day to discuss their current targets

The use of the **behaviour and respect curriculum** will be used to support and re align the pupils behaviour as part of the ISP. The sections chosen and delivered will be dependant on the action and the severity of this action.

Type of behaviour	Lunchtime detention	C2 (30 minute detention)	Reflection/Saturday detention	Suspension or Permanent exclusion
C1's	C1 or + in a day		Accumulation of C1's 5+ week	
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 before register closed	Isolation if register closed	
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	
Uniform incorrect / nail polish or false nails/eye lashes / jewellery	Opportunity to correct on same day or week		Failure to correct with support	
Inappropriate hair – lines / patterns shaved	Letter sent home initially		Failure to correct	
Refusal to follow instructions	Initial warning issued	Second instance – removed to head of Faculty and detention issued	Continued poor behaviour	Continued poor behaviour

Inappropriate use of mobile phone or any Smart watch in school		Confiscated and given to reception and follow policy		
Internal / external truancy			Continued truancy	Continued truancy
Argumentative with staff failing to show respect	Initial warning given	Correction given if behaviour not corrected	Continued arguing	
Inappropriate language		Correction given if heard by staff	Continued	
Wilful damage of a pupil's property		Required to pay, apologise	Required to pay, apologise	
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	Depending on the level of disturbance and severity
Unprovoked assault on student			Depending on the level of disturbance and severity	Depending on severity FTE or permanent exclusion. Police may be called.
Swearing, aggression, insulting member of staff – including social media usage			Depending on the level of disturbance and severity	Depending on severity may lead to suspension or possible permanent exclusion.
Assault on member of staff				Permanent exclusion. Police may be called
False allegation a				
False allegation against a staff member				Permanent exclusion.
Wilfully undermining the security of the academy (e.g. letting in strangers)			Depending on the level of disturbance and severity	Depending on severity may lead to suspension or possible

				permanent exclusion.
Sexual, homophobic, racist harassment			Depending on the level of disturbance and severity	Depending on severity may lead to suspension or possible permanent exclusion.
Carrying dangerous items			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on severity may lead to suspension or possible permanent exclusion.
Theft and handling stolen goods			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on severity may lead to suspension or possible permanent exclusion.
Dealing taking or possessing illegal substances			Depending on the level of disturbance and severity possible Isolation or FTE	Depending on severity may lead to suspension or possible permanent exclusion.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupils will be searched if it is deemed that they have some items contravening the school rules, illegal or a risk of safeguarding potentially on their person. The searches will take place with two persons present and where possible by a person of the same sex. Parents will be notified that the search is taking place and this will be logged on our child searched list for record keeping. The allocated people authorised to carry out the searches are the SLT and pastoral staff. Staff will also periodically screen for electronic cigarettes as per dfe guidance.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

8. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like, for example :

- Reflections
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- ISP's

9. Pupil transition

9.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

9.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

12. Links with other policies

This behaviour policy is linked to the following policies

- Vision and Values
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy