

St George's School

Behaviour Policy



Approved by:	G Warnock	Date: 20/06/25
Last reviewed on:	20/06/25	
Next review due by:	20/06/26	

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 academy 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 academy 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 the academy 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 reflection units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil reflection 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 the academy. 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 an academy, we have made it really clear for every area of the academy what we expect from pupils at St George's School. High standards in everything across the academy is entirely compatible with a friendly, happy, relaxed academy 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 academy, where people of all faiths and no faith at all, are welcomed and valued; an academy 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. Pre-emption strategies

All Year 7 pupils are explicitly taught, and deliberately practise, our silence, entrance, exit and toilet routines and rules in their first week at St George's. All teachers preempt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:

- Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
- Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'
- Named: 'David, we listen so we can learn. Thank you.'

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

- The expected standard of behaviour they should be displaying in the academy
- That they have a duty to follow the behaviour policy
- The academy'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 academy'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.

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/tutor session gives Tutors time to check that pupils are ready for learning. 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 will collect one from the main office and a charge will be added to parent pay. Failure to have a timetable results in 2 demerits
- Smart & correct uniform (no extreme make-up, false nails, false eye lashes, no jewellery) – coats off inside the academy 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.

5. Consequences for poor behaviour

1. A **demerit** is given as a corrective reminder if a pupil makes a bad choice, breaks an academy rule, or for:

- Minor misbehaviour around academy/corridors (running, wrong side, intentionally out of single file, dawdling etc.) or talking on the corridors.
- Eye rolling, tutting, turning away from teacher when been spoken to
- Coats on inside the building
- Persistently not tracking, not SLANT-ing or not concentrating
- Sloppy uniform (untucked shirts, rolled up skirts, no blazer during transition etc.)
- Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice)
- Note-passing in class
- Doodling in book or on self
- Sloppy written work in lessons
- Poor effort in lesson
- Anything else the teacher deems appropriate
- Late to lesson, 3 minutes or more

2. **Detentions** are given if a pupil continues to make a bad choices, breaks an academy rule, or for:

- Missing item of uniform
- Missing item of equipment
- Lateness to academy (up to 4 detentions depending on time of arrival – **section 17**)
- Wearing banned items (eg false lashes, false nails, nail varnish, jewellery.).
- Hesitating in handing over confiscated items
- Eating/drinking banned food
- Chewing gum or having gum in your possession.
- If a phone is confiscated
- No Homework which includes Mathswatch/Reading Plus – this is a 40 minute detention.

3. **Reflection** is from 8.30am–4.50pm and is for at least 1 day. The number of days spent in reflection is at the Headteachers' discretion but reasons for being placed in reflection may include:

- Failing to attend detention
- Serious misconduct
- Severe refusal to follow instructions
- Arriving to the academy in incorrect uniform and refusing to change or with an inappropriate hair style
- Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
- Discrimination or prejudice towards another pupil
- Major incident, or damaging the academy's reputation
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff
- Play fighting
- Absconding from detention
- Receiving 6 or more demerits in one day
- Failing to attend compulsory homework club or intervention
- Extremely bad reactions
- Swearing- verbal or in writing to someone or in general conversation
- Anything deemed appropriate and not covered above

Pupils who go into reflection before 2.30pm (M-W) & 1.30pm (T-F) for 6 demerits will stay until close of reflections that day and have a new opportunity in lesson the following day. Any pupil in reflection must hand their phone in, this is kept for the duration of the reflection time (including overnight if reflection is longer than 1 day).

Pupils who are added to reflection for uniform/equipment or haircuts finish the academy day at normal finishing time.

For more information, see reflections section

4. External Exclusion is at the discretion of the Headteacher and can include but is not limited to the following.

- Breach of academy rules
- Persistent disruptive behaviour
- Persistent attitudes or behaviour which are inconsistent with the ethos of the academy
- Extreme defiance
- Extreme rudeness
- Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti
- Use of discriminatory language
- Cheating, including plagiarism
- Sexual harassment
- Sexist, racist or homophobic abuse
- Failure to go to the reflection Centre
- Anything deemed appropriate and not covered above

5. Fixed Term Suspension is for:

- Persistent disruption and disrespect
- Serious violation of academy rules

6. Managed Moves/Off site direction are for:

- Pupils at risk of permanent exclusion
- Pupils who persistently break the academy rules and require a fresh start elsewhere

7. Governors' Behaviour Hearing & Permanent Exclusion Panel is for:

- Persistent refusal to follow academy rules
- Persistent disruptive behaviour

- Persistent attitudes or behaviour which are inconsistent with the ethos of the academy
- Extreme defiance
- Extreme rudeness
- Possession or use of weapons
- Malicious accusations against a member of staff
- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- Other serious misconduct/assault/aggression towards a member of the academy community or which brings the academy into disrepute (single or repeated episodes), on or off the academy premises
- Sexual, homophobic, racist harassment
- Wilfully undermining the security of the academy
- Theft and handling stolen goods

Suspension can also be used where one of the following is evident:

- Parental breach of contract with the academy or failure to support sanction
- Parents causing serious or repeated nuisance on the academy premises, acting aggressively towards staff (including via social media or electronic communication) or bringing the academy into disrepute
- Serious disagreement (on the part of the parents or the pupil) with, or
- Contravention of, the academy's policies on social inclusion, diversity or equality

6. Pupil Support

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

- Pupils will have restorative conversations with a member of the pastoral team.
- Pupils may be given self-control mentoring.
- Persistently disruptive pupils are positioned in every subject at the back of the room on an individual table to reduce the temptation to misbehave.
- Pupils who persistently fail to complete their homework are supported with reading club/homework club/intervention clinics after-school.
- Persistently late pupils have phone calls and letters home from the pastoral team and Senior Team.
- Pupils who persistently fail to meet the required standards of behaviour, homework or punctuality may be placed on an ISP, during which time they will meet with a member of the pastoral team in the detention hall at the end of each day to discuss their current targets. Failure to report will result in reflection from the end of the academy day until reflection shuts.
- If a pupil comes off an ISP there will be a half-term monitoring period. If a pupil receives two or more behaviour detentions in one day or is involved in an incident

of extreme misbehaviour or defiance then they will automatically go back on report.

- Pupils who do not respond well to report will be escalated through the behaviour system
- The use of the **behaviour and respect curriculum** will be used to support and re-align the pupil's behaviour as part of the ISP. The sections chosen and delivered will be dependent on the action and the severity of this action.

7. Rewards – Praise & Recognition

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 an academy. Pupils will receive merits and awards for good behaviour, attendance, for working well, and for achieving in their lessons.

3. Types of Praise and Recognition

Daily Recognition

- **Merits** – awarded for exceptional work, effort, or demonstration of academy values.
- **Gratitudes** – public appreciation given in lessons, morning meetings, and family dining.
- **Pupil of the Day** – daily recognition of three outstanding pupils per year group.
- **Golden Tickets** – awarded for exemplary behaviour or achievements. Each Golden Ticket is an entry into a termly prize draw.

Weekly and Termly Recognition

- **Net Merit Awards:** Pupils earn awards based on their accumulated merits:
 - **Bronze Award:** 100 merits (bronze star badge and certificate)
 - **Silver Award:** 250 merits (silver star badge and certificate)
 - **Gold Award:** 500 merits (gold star badge and certificate)
 - **Platinum Award:** 750 merits (platinum star badge and certificate)
 - **Sapphire Award:** 1000 merits (sapphire star badge and certificate)
- **Attendance Awards:**
 - 100% Attendance badges awarded termly.
 - Recognition in assemblies and social media.
 - End-of-term special events for pupils with 100% attendance and no behaviour points.

- **Rewards Assemblies:** Held termly to celebrate outstanding achievement, effort, and commitment to academy values.
- **Cathedral Points:** Class-based recognition where groups are scored on their demonstration of the academy's values. These scores contribute to end of term celebration

Rewarding Excellence in Conduct and Character

- Pupils demonstrating **outstanding leadership, kindness, or resilience** may receive personalised gratitude cards and merit acknowledgement
- High-achieving pupils may receive **special privileges**, such as participation in leadership opportunities with our plethora of visitors

8. Reflection

Reflection starts at 8.30am and ends at 4.50pm (4.50pm Thursday & Friday). Pupils in reflection must not be within a 100-metre radius of the academy before 8.20am or they will be given an extra day.

However, if a pupil is only told that morning that they are to be in reflection then they will begin reflection at 8.30am or when they arrive – whichever is sooner.

If pupils arrive late to reflection then they will receive late detentions as normal. Any late detentions not sat in this time will be sat the following day.

In reflection, pupils are provided with a workbook 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 be booked with a member of the Pastoral/Senior Team and the pupil's parent.

Pupils and parents will be set targets linked to behaviour, attendance, equipment, uniform or homework. 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 academy, the pupil will sit an external suspension 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.

If a pupil fails reflection they will complete an additional day. If a pupil fails reflection twice then the pupil will complete reflection in a partner academy reflection unit. Failure to attend will result in suspension.

9 Confiscations

1. Mobiles/smart watches

Reasons for confiscation

1. A pupil's phone/smart watch is seen or heard on the academy site.
2. A pupil is found to be carrying more than one mobile phone (in this case, all of the phones are confiscated).
3. A pupil's phone is found to be turned on while on the academy site.
4. Pupil calls or messages home during the day
5. A pupil has been involved in inappropriate social media activity.

Time period

Confiscation 1	Returned to parent after a week
Confiscation 2	Returned to parent at half term
Further confiscation	Returned to parent at half term

Further consequences

- If any phone is confiscated, the pupil will receive a detention.
- If they refuse to hand it over or if they pretend it was not theirs, the item is confiscated until the end of the half-term if the first offence and pupil will be placed in reflection.
- If a pupil's phone has been confiscated due to the pupil's involvement in inappropriate social media activity that subsequently involves an academy investigation, then the phone will not be returned until the end of the confiscation period and until after a parent meeting has taken place.

Some families like their children to carry a phone for safeguarding purposes. Please be assured that if a child does not turn up the academy will contact the family directly within an hour of the morning register being taken. This reduces the need for pupils to carry

phones. Furthermore, pupils' with confiscated phones 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 the academy.

10. Uniform standards

If a pupil has no tie, they will be given one by the office and the parent pay account is charged. If the Tie is returned the following day the charge will be deducted. 2 demerits (detention) is logged. If a pupil has incorrect shoes, shirt, trousers or blazer, they are collected by the pastoral team to call parents to bring in the correct uniform or borrow from the pastoral office and 2 demerits (detention) is logged.

If a parent is bringing the items in, the pupil will be placed in reflection until someone is able to bring in the correct uniform. If a pupil has to go home in order to change, then they might be set late detentions at the discretion of the senior leader for Pastoral. Non-essential items of clothing and other accessories that are not acceptable according to the uniform and appearance, can be confiscated by teachers. Please see the uniform policy for details of unacceptable items and confiscation rules.

11. Investigations

The Pastoral team might sometimes deem it necessary and appropriate to conduct investigations into pupils' behaviour in the case of suspected bullying or misbehaviour outside of the academy. We reserve the right to ask pupils to show their social media accounts on their phone or any online activity which might contribute to the progress of the investigation. This does not count as a confiscation and pupils can expect their phones to be returned to them at the conclusion of the investigation unless they have been found to be involved in bullying or inappropriate social media activity. In this case the phone will be confiscated as per the policy outlined in section 9. Any pupil who refuses to cooperate with the investigation will be placed in the reflection Centre.

12. Searching and contraband

1. 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 academy 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 has taken 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.

There are a number of items that are not allowed in the academy. Chewing gum is expressly forbidden. When pupils start the academy, they are told which items are permitted and which are not. The table below is a list of these items, with the consequences that pupils can expect if they are in breach of the rules. In order to encourage honesty, the consequence for bringing any contraband items into the academy is always lessened if pupils own up before a search takes place.

Items allowed on person	
Hand sanitizer and tissues	
Vaseline (blue, green, brown)/Carmex/ lip-balm which is not “beauty-enhancing”	
Phones (switched off)	
Money/Bus Pass	
Sanitary products/tissues	
Items ONLY allowed in bag	Sanction (if found on the person)
Combs/brush	2 demerits (detention) if they own up. 4 demerits (3 detentions)
Roll on deodorant	As above
Mirrors	As above
Items not allowed on bag OR person	
Any prohibited snacks/drinks**	2 demerits (detention) if they own up. 4 demerits (3 detentions)
Chewing gum	4 demerits (detention)
Cosmetics/Aerosols	2 demerits (detention) if they own up. 4 demerits (3 detentions)
Vapes*/Lighters/Cigarettes	1 day in the reflection centre

*You must be over 18 to buy vapes. Pupils buying vapes are breaking the law. If you are aware of any individual or shop selling vapes to St George’s pupils, please contact the academy.

****Fizzy drinks, sweets or large share bags of sweets/large share bags of crisps are not allowed. These will be confiscated and destroyed immediately by any member of staff that sees them. Children are allowed single bags of crisps and single chocolate bars or biscuits.**

Banned items that are confiscated will be kept until the end of each half term.

2. Policy on Bag and Pocket Checks

In order to deter pupils from bringing contraband items onto the academy site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items in their possession. After this, pupils are asked to remove their blazers and both blazer pockets and bags are searched. In rare and extreme circumstances, usually when the academy has received information that a pupil may have brought an offensive weapon to the academy, such as a knife, members of staff may undertake a search using a metal detector. In this instance, a search is undertaken by at least two members of staff of the same gender as the pupil, one of whom will use the metal detector to search for metallic items on the pupil.

13. Intervention

1. Compulsory Daily Homework Club – 3.20pm – 4.20pm

St George's runs a compulsory homework club to support pupils who are struggling to complete their homework at home. Failure to attend will result in reflection from 1pm to the end of reflection.

Pupils are entered into a compulsory homework club at the Assistant Headteachers' lead discretion if they are concerned that the pupil is falling behind on their homework and quizzes. If a pupil is placed in a compulsory homework club then parents can see this information on class charts and they will also receive an email. A pupil's entry into a compulsory homework club is non-negotiable by both the pupil and the parent and is entirely at the discretion of the Assistant Headteacher. However, in exceptional circumstances, a parent can request that their child be placed in a compulsory homework club.

Pupils must attend compulsory homework club every day until they have permission to stop coming. There are no exceptions to this rule.

Pupils in compulsory homework club may still receive detentions and will be dismissed later

2. Daily Intervention Clinics

St George's runs compulsory intervention clinics for pupils who are struggling with effort or achievement in particular subjects in order to give them the best support possible in preparation for their exams. These clinics are compulsory and pupils must rearrange other after-school commitments in order to be able to attend. If pupils improve their attainment during their regular lessons they have the opportunity to be removed from the clinic.

Pupils must attend compulsory Intervention Clinic every week until they have permission to stop coming. There are no exceptions to this rule.

Pupils in compulsory intervention clinic may still receive detentions and will be dismissed later

14. Eligibility for Representation and Non-Curricular Trips

At St George's, we believe that representing the academy and taking part in educational visits is a privilege that must be earned through consistently high standards of behaviour.

Pupils who receive repeated demerits, detentions, or more serious consequences (such as demerits, On Call, reflection, or Suspension) may be deemed ineligible to:

- Represent the academy in any sports team or extra-curricular event.
- Attend any non-compulsory trips or events not directly linked to the curriculum.

This decision will be made at the discretion of the Headteacher and the pastoral team, based on a pupil's recent behaviour record and attitude.

The aim of this policy is not to punish but to uphold the high standards of conduct expected at St George's and to ensure that all who represent the academy reflect our values of kindness, respect, and responsibility.

In exceptional circumstances, pupils may be allowed to re-earn eligibility through sustained positive behaviour and engagement with any support plans or improvement programmes.

15. Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help St George's pupils make better choices and learn the right lessons.

16. Demerit guide

1 Demerit	Warning
2 Demerits	Detention 1
3 Demerits	Detention 2 and Withdrawal from lesson if during the same lesson
4 Demerits	Detention 3
5 Demerits	Detention 4
6 Demerits	Reflection

17. Detention dismissal

Number of detentions/demerits	Detention	Detention finish time
No detention (1 Demerit)	No	N/A
Detention 1 (2 demerits)	Yes	3.45
Detention 2 (3 demerits)	Yes	4.00
Detention 3 (4 demerits)	Yes	4.15
Detention 4 (5 demerits)	Yes	4.30
Detention 5+ (6 demerits)	Yes	4.50

On Thursday & Friday all of these times are 1 hour earlier.

Any detention that is missed by a student will result in a rescheduled detention on **Thursday or Friday until 4:50 PM.**

Multiple Detentions

When a student incurs multiple detentions on the same day (e.g., a combination of automatic detentions for uniform, equipment or homework and demerit detentions for behaviour in the day), the final finish time for their detention will be determined by the **total cumulative number of detentions**.

Example

- **Example 1:** A child forgets their homework (1 Automatic Detention) AND receives 2 demerits for behaviour in lesson (counts as a behaviour Detention)
 - **Total Detentions:** 1 (Automatic) + 1 (Behaviour) = **2 Detentions**
 - **Result:** Student stays until 4:00 PM (Monday-Wednesday) or 3:00 PM (Thursday-Friday).
- **Example 2:** A child forgets their equipment (1 Automatic Detention) AND forgets their homework (1 Automatic Detention) AND receives 3 demerits (counts as 2 behaviour Detentions).
 - **Total Detentions:** 1 (Auto) + 1 (Auto) + 2 (behaviour) = **4 Same-Day Detentions**
 - **Result:** Student stays until 4:30 PM (Monday-Wednesday) or 3:30 PM (Thursday-Friday).

Consolidated Detention End Times for Multiple Detentions:

Total	Detention Ends (Mon-Fri)	Detention Ends (Thurs-Fri)
1	3.45	2.45
2	4.00	3.00

3	4.15	3.15
4	4.30	3.30
5+	4.50	3.50

18. Lates dismissal

Lateness Detention in the morning (2 demerits)	Leaves Academy at:
After 8.15am	3.45pm
After 8.40am	4.00pm
After 9.00am	4.20pm
After 9.20am	4.40pm
After 9.40am	4.50pm

On Thursday & Friday all of these times are 1 hour earlier.

19. PE Kit and Participation

At St George's, we are committed to ensuring all pupils fully participate in every aspect of their education, including PE. We are introducing a clear and consistent graduated response for pupils who fail to bring their PE kit. From now on, if a pupil fails to bring their kit once in a half term, they will receive a same-day detention. If a pupil fails to bring their kit more than once in the same half term, they will be required to attend an extended Friday detention until 4:45pm. This reflects the significant amount of curriculum time missed up to two hours per session—and reinforces the importance of being prepared and taking responsibility for their learning.

20. Toilets

Pupils are expected to use the toilet facilities before school, at break, lunchtime, and after school to minimise disruption to learning. Pupils with medical needs will be noted on the school system and should speak to their teacher if they require access outside these times. Where appropriate, the school will issue discreet adjustment passes to allow pupils to use the toilet without needing to continually ask. Please ask for the adjustment policy if needed.

21. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The academy 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 academy 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 academy'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 academy must cooperate with the local authority and other bodies

As part of meeting these duties, the academy 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.

2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the academy 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 academy 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.

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

The academy'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.

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

The provisions set out in the EHC plan must be secured and the academy will cooperate with the local authority and other bodies.

If the academy 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 academy may request an emergency review of the EHC plan.

22 Monitoring arrangements

1. Monitoring and evaluating academy behaviour

The academy 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 academy behaviour culture

The data will be analysed every week

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

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

The academy 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 academy will review its policies to tackle it.

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.