



Saint George's
Church of England School

Behaviour Policy

June 2023 (amended March 2024)

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Introduction

At Saint George's Church of England School, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed, Attachment Aware and strive for the best relational practice.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
- To refuse to give students attention and a sense of importance for poor conduct.
- To help students self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce exclusion and increase inclusion.





Rules (Respect, Safe and Prepared)

Respect, Safe and Prepared are the three rules which underpin our behaviour policy. We are

all **different**, so we show **RESPECT**

We are all **equal**, so we should feel **SAFE**

We are all here to **flourish**, so we are **PREPARED**

Respect

Respect for themselves. Showing respect to their peers, to adults, and to our environment

Safe

Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part

Prepared

Prepared to learn, prepared to listen, prepared to participate.

| Respect | Safe | Prepared |
|--|--|--|
| <ul style="list-style-type: none">● Listen to others and expect to be listened to.● Appropriate language and tone.● Look after the building, displays and equipment.● Represent St George's at its best, both in and out of school. | <ul style="list-style-type: none">● Be in the right place at the right time.● No physical contact.● Stay safe online both in and out of school.● Report any problems to an adult. | <ul style="list-style-type: none">● School Uniform● Full equipment● Listening● Participation● Be on time |



Every behaviour intervention, positive or corrective, must be punctuated with **Respect, Safe or Prepared.**

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

Recognition

1. Every teaching space has a Recognition Board/mechanism that is used throughout the lesson to acknowledge students who are going over and above. This will be displayed at the front of the classroom.
2. Catch them getting it right.
3. Hourly recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it.
4. Positive notes- credit card size- teachers, SLT, support staff, visitors.
5. Positive phone calls home, preferably on a Friday afternoon.
6. Over and above postcards home.
7. Display good work in the classroom.
8. Share good news stories from each year group each week - focus for assembly and all department briefings - good work/good news - this is then brought to whole school briefing and one good news story shared by the Head or one of the AHTs.
9. Focus shift on assemblies - positives - have team captains to share their match reports/encourage students to share about clubs and achievements regularly to build a culture of recognition and positivity- student focused and led by students.





Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

1. Reminder

- Take up time

2. Warning + 1

- Take up time

3. 2 mins + last chance

- Script
- Lots of take up time

4. Triage

- Removal from lesson is a sanction

5. Teacher's choice

- Quick catchup
- Restorative conversation
- Imposition
- Detention
- or natural consequence



Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, supply/possession of drugs or prohibited item.

Any student removed to Triage will be recorded on Arbor. The class teacher leads the behaviour in the classroom using the Classroom Support Plan. This can be recorded on Arbor.

For most students, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue to correct the behaviour.

Although there are occasions when it is necessary, every minute a student is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration; individual needs must be considered where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All students must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A reminder and warning of the expectations for pupils referring to the rules of 'Respect, Safe, Prepared' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.





Scripted approaches at this stage are encouraged:

"I've noticed that...You know the school rules respect, safe, prepared. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a student being referred to the Resilience Hub may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone, and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day, on the playground, through a Teams message or phone call home. This may also be discussed and coordinated through the departmental Push / Pull meeting)



2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The Restorative 5:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

3. Imposition

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour. This work could be set and completed on Teams.





4. Detention

5 minutes at breaktime or 10 minutes to think about what happened at lunch or the end of the day can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries. Parents will be informed of the change to the detention policy.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution, you may wish to have a restorative meeting using the 'The restorative 5.'

Triage

What happens in Triage?

1. Self-regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to study

The area is managed by pastoral staff based in this area rather than their individual offices.





Repair - Self-regulating space

Initial contact with a member of the pastoral staff to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the Hub for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

Pastoral staff would be responsible for the restorative actions and following up with HOD. Also, arranging any further support and/or assessment. Restorative 5 questions.

Return to learn - Quiet space to study

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into this area quite quickly after arriving in the Hub, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their next class ready for learning.





Higher level pastoral support

Nurture sits at the heart of higher-level pastoral support. Children will be supported in their self-regulation. There is no evidence that increasing levels of punishment are effective with students who struggle to regulate their behaviour. Teachers will have excellent communication about the agreed plan and should expect to be part of the plan for improving behaviour and relationships. At all times the team will be focused on positive outcomes for the student, teacher and indeed the right for the rest of the class to learn in a disciplined environment. Our Higher-Level Pastoral Support will ensure the child is not passed between adults in the search for 'higher authority'. Instead, the team around the child will sharpen their focus with increased coaching, negotiated target setting and nurture. See Appendix 2.

These coaching plans should be stored on Teams and, where possible, shared with the pupil/parents encouraging regular dialogue and reflection.

Coaching Support model

When a student is identified as needing support, we surround them with a Class teacher or form tutor coaching.





When will coaching be offered?

| | |
|-----------------------|--|
| Class Teacher Support | Second removal from lesson in a half term (HOD/TLR/Triage) |
| Form Tutor Support | Second removal in more than two subjects in a half term |
| HOD / TLR Support | No improvement from class teacher support |
| HOY Support | No improvement from form tutor support |

Any pupil that has been removed to HOD/ TLR/ Triage on more than one occasion on the same day will remain in the HUB to prevent escalation unless there are exceptional circumstances.

Pre coaching checklist

- Consulted SENDCO
- Seating plan change
- Liaised with Pastoral Team

Coaching Checklist

Coaching includes Class Teacher Coaching (2 week positive support) and Form Tutor Coaching (2 week positive support) and consists of the following:

- Personalised targets agreed by teacher and pupil
- Expectations discussed
- Positive reinforcement

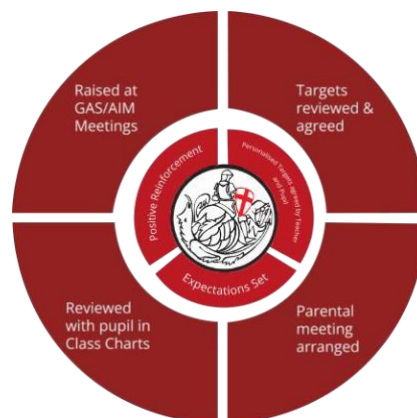




Building on Support

Building on Support includes HOD/TLR Coaching (2 week positive support) and Head of Year Coaching (2 week positive support) and consists of the following:

- Personalised targets reviewed and agreed by HOD / TLR/ HOY, class teacher and pupil
- Parental meeting (Virtual / in school)
- Class Charts reviewed with pupil



Meeting Further Needs

If further support is required a wide range of services will be explored to ensure we meet the needs of every pupil in our school.





Parental meetings

Meetings with parents are always very powerful to address ongoing concerns. In these meetings it is important to highlight where things are going well and try to identify solutions where problems are occurring. If a student is receiving coaching support from a subject / pastoral leader, the parents must be informed and involved in the conversation. A weekly phone call home to update would be appropriate for most students.

SEND consultation

It is important to ensure that should inappropriate behaviour continue that there is a discussion with the SENDCO to explore any additional needs. This could include an observation, gathering of staff feedback or a discussion through Inclusion Meetings and termly in LG. From this consultation, referrals may be made for further support and a pupil centred profile or support plan created.

Governor Behaviour Meeting

For students at risk of Fixed Term Exclusion where all angles are explored. The meeting will involve the student, Parent/Guardian, Governor, Senior Leader, Community Leader and SENDCO. It is an opportunity to find a way forward and address the poor behaviour that has led to this point. It is not a search for heavier sanctions or the development of more punitive measures. There will be agreements that emerge but no contracts or 'last chance red lines. The role of the Higher-Level Pastoral Support will be critical here in building the relationship with the student and sustaining the coaching over the medium term. The approach to the meeting will be restorative.





PCP

A Pupil Centred Profile is created by a member of the pastoral team to support the student to identify their own strengths and weaknesses in their own words. This is shared with staff to allow them to implement appropriate strategies to encourage a RRS learning environment for the pupil.

Other agency support

If school-based strategies are not having an impact, referrals may be made to several outside agencies for additional support and interventions. This may include behaviour outreach, SALUS, CAMHS, youth worker, Early Help worker, etc.

Spotlight

Should a student's behaviour continue to deteriorate the pastoral team will speak to colleagues about what works and that could feed into the Spotlight. The student will be discussed at Inclusion Meetings & at LG following this, information will be shared at a staff Spotlight briefing to provide information and strategies that must be implemented to support the student.

Alternative Provision / Off-Site Directive

If a student is showing no improvements to their behaviour the Headteacher may suggest the pupil should attend Alternative Provision or initiate a managed move process to another school.





EHCP

During higher level interventions the SENDCO should be informed at all stages and these pupils should be priority discussion at Inclusion Meetings and at LG. Interventions may be used to initiate a statutory assessment for the student if school strategies do not work.

Exclusions & Governing Body Disciplinary Panel

In the event of a serious breach/no improvement because of the behaviour support that has been implemented the Headteacher reserves the right to issue a Fixed Term Exclusion / Permanent Exclusion.

For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body Disciplinary Panel, which must be held within a 15 school-day period.

For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers.

In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. A behaviour plan and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Headteacher after all reasonable steps have been taken to improve a student's behaviour.



Fixed Term Exclusions

The Headteacher has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2017) of reasons for exclusion.

The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- Pupils will have the opportunity to respond to the allegations.
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.

Permanent Exclusions

The Headteacher has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour. The school has a zero tolerance to drugs, weapons, or assault against another. The school reserve the right in involve the police in any matter they deem necessary.

In all cases, the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Headteacher, Deputy Headteacher or Assistant Headteacher.
- Pupils will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Pupil Discipline Committee will be notified of the Headteacher's decision, and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld, a formal letter will be sent to parents and the LA.





- This will include details of how to appeal to an Independent Panel.

Arbor

Arbor will now be updated to allow staff to log a LG callout, Hod/TLR referrals or triage. Other incidents can be logged under the following headings both positively and negatively - Respect, Safe and Prepared.

Travelling to and from school

St George's expects exemplary behaviour when travelling to and from school and will deal with any concerns raised using any of the above interventions.

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

At St George's we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.





Mobile phones

In line with the new Department of Education guidance (Feb 2024)¹, and in line with our vision statement, we adopt an 'on site, out of sight' policy in regard to mobile phones. The government guidance is clear in its desire to remove the distraction of mobile phones all together and enable children to be fully present and engaged in the classroom. We also owe it our pupils to keep them safe at school, for this reason we are not having a total ban and pupils can carry their mobiles to and from school.

If any mobiles are seen or heard anywhere on the school site, they will be confiscated by staff colleagues and can be collected by pupils by 15.10 on the same day. If a pupil refuses to hand over their phone, a senior leader or community leader will be called to assist, and a further sanction enforced. Confiscated phones will be securely stored and labelled in the school office. If a pupil has their phone confiscated for a third time in any one term, parent/carer will be asked to come into school and collect.

What happens if a pupil complains about the use of force?

All complaints about the use of force will be thoroughly, speedily, and appropriately investigated by the Headteacher. We have staff who have completed training in safer handling which can be used in extreme situations. An extreme situation would be if a pupil was posing risk to themselves or others.

1

https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf



Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Police may be called to assist if the pupil is non-compliant to reasonable staff request.

One member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. A pupil will always be asked for their preference as to the sex of the member of staff searching them and staff will ensure they are sensitive to the pupil's needs.

There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately.

Malicious allegations

Where, after investigation, it is identified that an allegation made against a member of school staff was malicious then the sanctions detailed above will be considered. As with the application of other sanctions careful consideration will be given to our knowledge of the individual pupil and their mental health.





Ensuring Equality

We will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against groups of pupils.

As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our pupils and considering any special educational needs before any decisions are made regarding sanctions. In doing so we recognise that some pupils require a more sensitive and differentiated approach.

Training

Staff will be given training on the use of warning cards, recognition boards, triage and restorative conversation on the training days at the beginning of the academic year. This will be re-visited throughout the year in department time and staff meetings/training. New staff will receive additional training from their HODs and during their induction training. New staff will have the opportunity to observe experienced staff delivering the correct processes and will be offered coaching to ensure scripted conversations are being used effectively in restorative conversations. Staff will receive feedback forms to complete during the year. This will be reviewed by LG.

