



St. George's School
A Church of England Academy

Behaviour Policy
Expectations and Code of
Conduct

BEHAVIOUR POLICY

Expectations & Code of Conduct

Rationale:

The school's mission is to develop pupils' attitudes of respect and responsibility, for others and the environment, with a Christian community. Civilised manners and behaviour are also crucial to an effective learning environment and harmonious social climate. They contribute to the development of pupils as active and informed citizens.

Purpose:

- To express basic expectations in clear and positive terms.
- To outline a process for rewards and sanctions that support and maintain the code of conduct.
- To create a positive, purposeful, supportive and inclusive Christian community.
- To facilitate effective teaching and learning.
- To foster self-discipline and encourage pupils towards independence.
- To encourage mutual respect.
- To provide a clearly understood framework for staff and pupils in the interests of equity and consistency.

Introduction:

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

Guidelines:

- Standards are established and maintained through the active and consistent support of all staff in demeanour, conduct and language, within and beyond the curriculum.
- Behaviour which disrupts or disadvantages others is unacceptable; and against our Ethos.
- Both praise and sanctions have a part to play in encouraging and supporting standards. Praise and encouragement are usually more powerful.
- Staff and pupils respond best to consistency. Staff should endeavour to work within the agreed frameworks to support each other and enhance effectiveness. A considered response relating to the action rather than to the pupil is often most effective and most consistent with the school's Mission and Vision Statement.
- School codes reflect the importance of self-discipline and mutual consideration.
- All areas of the curriculum, attitudes and actions around the school, and in the school environs, by both staff and pupils, contribute to the creation and maintenance of high standards.
- Regular discussion of standards and codes and the reasons for them is most important. All staff have a responsibility to convey the agreed strategies and messages. Staff have a right to expect the support of colleagues in reinforcing aspects of behaviour, activity or concern which are perceived by them, and are consistent with the school's mission, as important.

- The links between ethos, behaviour and effective learning is proven. Similarly, links to teaching and learning styles are always pertinent to discussions regarding standards of behaviour.
- Physical interventions with pupils are undertaken only in strict accordance with the specific guidelines and staff training and are always reported to the Headteacher. Parents should be aware that this is sanctioned in law in defined circumstances.

Monitoring and evaluation:

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

Policy Lead	T Hackney
Last review date	1 st September 2018
Next review date	1 st September 2019
Approval needed by	Headteacher

Expectations & Code of Conduct

Pupils are expected to:

- attend lessons on time with the right equipment
- be smart and wear correct uniform
- follow routines and instructions
- complete class and prep (knowledge organiser)/follow up work to a high standard
- respect others and the environment

Pupil conduct on the way to and from school:

Pupils are expected to conduct themselves to a high standard on their way to and from school. They must not drop litter, use inappropriate language, smoke or act in a way that brings the Academy into disrepute.

Tutor time and registration:

Staff will greet pupils as they arrive. Form Tutors should be **at the door** of their classrooms by 8.40am, in order to welcome pupils for a prompt start to registration. If a member of staff is delayed, then pupils should wait outside the room in an orderly and quiet way.

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

- Timetable – If a pupil has lost their copy then a 10p pence charge for a new one will be made.
- Smart uniform – Coats in bags at start of the day
- Pencil case with writing pen, pencil, ruler and other equipment needed for the day
- Student planner
- Exercise books and folders needed for the day
- PE or other specialist kit
- Prep/follow up work completed that is due in

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

Pupils are encouraged to use the Teacher's, or other adult's, name (e.g. 'Mr Warnock', not the generic 'Sir' or 'Miss')

Moving around school:

At the end of the registration period (and between lessons throughout the day) pupils are expected to move calmly and sensibly around the corridors, walking on **the left hand side** to their next lesson. Staff will supervise this as a matter of course **by being outside the room every lesson changeover**, as they 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.

In practice, this means older pupils make sure younger pupils are cared for and treated well, for example by opening and holding doors for one another. Pupils are expected not to loiter or

engage in horseplay or unnecessary social chatter. If they use the toilet facilities, they should avoid any unnecessary lingering.

When they arrive at the next classroom or room, pupils should wait quietly and sensibly, forming a queue. Pupils should never enter a practical classroom without permission. When they move to an assembly/worship, they are expected to do so quietly and to enter the assembly/worship space in silence and to follow instructions.

Conduct in lessons:

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

In practical subjects, this will mean getting changed or preparing equipment as instructed and there must be consistent expectations within subject areas. In classrooms, children should never have their backs to the teacher - if they are seated in groups then the **tables will be positioned so that pupils face forwards**. No mobile telephones are to be used in school.

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

At the end of lessons, pupils are expected to follow instructions. Pupils are expected to tidy away and organise themselves quickly at the end of a lesson and, in classrooms, stand behind their chairs when asked to do so by the teacher or other member of staff. All staff should check that there is no litter and that the room and immediate environment outside the room is kept tidy.

If a visitor or the Headteacher comes into classroom, then pupils should stand up and be quiet unless on entry the silent signal is given to remain seated.

Lunch & Break Times:

At break and lunch times, pupils must not drop litter or interfere with another's space or lunch. They are expected to conduct themselves well and move quickly – within the first 5 minutes of lunch to the designated spaces. No pupils should be in school over lunch with the exception of clubs or assembly hall.

Mobile Phones:

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

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

Weapons and illegal substances (which includes cigarettes and electronic-cigarettes):

Weapons of any kind or illegal drugs must never be brought into school.

Pupil dress code:

Pupils should take pride in their appearance and wear appropriate uniform. No student should interfere with other pupils uniform e.g. ties

Rewards and sanctions:

Pupils are expected to conduct themselves well and work to high standards in all that they do. We will recognise this by rewarding their exemplary conduct, attitude and work. Merits will be given often for those pupils who meet or exceed expectations and we will monitor this. When merits are given, they will be recorded in books or folders and be communicated to the pupils, as well as recorded on SIMS which is once every half term per year group. The school may determine a programme of individual celebration for achieving merits.

Pupils will be rewarded for doing well as is set out in summary form overleaf.

Assertive Discipline

These will be displayed in classrooms:

- C1 Name recorded and a warning
- C2 Teacher sanction
- C3 On call—take to head of department.
- C4 Internal isolation for a full day (refusal to comply with the above.)

Severe Clause (C4):

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

Explanations:

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

C1: This is a verbal warning and a further incident will result in a teacher sanction. Teacher must record the consequence on SIMS by 3.30pm that same day. This will result in 1 de-merit.

C2: Final warning which will result in a teacher sanction. This can include a break or lunch time detention or a phone call home to discuss behaviour. Teacher must record the consequence on SIMS by 3.30pm that same day. This will result in 2 de-merits.

C3: Failure to comply after the two warnings will result in removal from the lesson to head of department via on call. On call will notify the data officer who will record the consequence immediately. Staff must record details on SIMS by 3.30pm that same day. This will result in 3 de-merits and an hours detention the following day.

C4– Failure to comply with the above will result in on-call removing the pupil to our internal isolation area. This will be logged on SIMS via the staff in internal isolation and pupils will receive 5 de-merits and an hours detention the same day. A text will be sent to parents and pupils will remain in isolation until their detention has been served. Any other severe behaviours (see AD Policy) will result in a pupils being removed to internal isolation and SLT will be called.

Other Sanctions:

- **Lost timetable**—form teachers will record lost timetable on SIMS and this will result in one de-merit. Pupils will be charged 10p for a replacement timetable.
- **Incorrect uniform**— form teachers to check uniform at the start of the day. If uniform is incorrect— eg wrong footwear, no tie, it will result in 1 de-merit and a lunch detention that same day. Form tutors will record on SIMS and pupils will be sent to the lunch time detention.
- **No equipment**—form teachers to check equipment at the start of the day. Failure to bring equipment—pen, pencil, ruler, rubber, planner, jotter, books/folder— will be recorded on

SIMS and will result in 1 de-merit. Pupils will be collected for lunch detention that same day.

Nb sanctions for the above are only issues via form tutors. This is to stop pupils being sanctioned five times per day for loss of tie etc.

- **Late to lesson**—teacher records minutes late on SIMS.. Pupil will receive 1 de-merit every time they are late. If a pupil is late twice in a day, they will be sanctioned with an hours detention the following day.
- **Repeat offences**– this will be monitored via HOY. Pupils who repeatedly fail to comply with our high standards and expectations will receive the following:

*Saturday detention

*Internal isolation

*External exclusion

Isolation

Following removal from lesson

Ark:

The Ark is our internal behaviour unit. Pupils who need some additional support with their behaviour, will spend a period of time in Ark. This is to try and modify their behaviour before it escalates.

Branch:

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

The Branch school day will run from

9.30-3.30—lunch is 12.15-13.00

Pupils in The Branch are not allowed in the school building at any time.

Teacher Quick Desk Reference for Discipline Procedures

<p style="text-align: center;">C1 and C2</p> <p>DEFINITION: Behaviours that: Do not require 'on-call' involvement Do not appear chronic</p> <p>EXAMPLES: Out of seat: leaving the work area without permission Physical disruption: excessive noise, destroying materials, throwing self to ground, touching others without permission, horseplay. Verbal disruption: talking out, tantrums, crying, yelling, making noise, speaking loudly. Minor verbal aggression: taunting, teasing, name calling, disrespect toward adult. Non-compliance: doing the opposite of what was asked, refusal to follow instructions. Late: entering the classroom after class has begun without a pass. Not completed work in lesson.</p> <p>PROCEDURE: Inform pupil of rule violated Describe expected behaviour Contact parent if necessary Implement classroom strategies</p>	<p style="text-align: center;">C3 Isolation with HOD</p> <p>DEFINITION: Behaviours that: Require 'on-call' involvement Are chronic C1&C2 behaviours</p> <p>EXAMPLES: Repeated and excessive C1&C2 behaviours. Continuous non-compliance and/or overt insubordination: refusal to follow an adult's spoken direction after C1 or C2 discipline procedure has been implemented Dishonesty: cheating, lying, omitting facts or details Verbal aggression to peers: profanity, obscene gestures or pictures, threats Out of area: running away from school, severe truancy, missing class. Removal of other people's property – including ties.</p> <p>PROCEDURE: Inform pupil of rule violated Describe expected behaviour Call 'on-call' who will remove pupil to HOD Contact parent</p>
<p style="text-align: center;">C4: Internal Inclusion</p> <p>DEFINITION: Behaviours that... Require immediate 'on-call' involvement Violate school policies</p> <p>EXAMPLES: Non-compliance: failure to follow instructions from On Call Physical aggression: destroying school property, fighting Verbal aggression to school staff: profanity, obscene gestures or pictures, threats. Possession of banned items: tobacco, weapon, fireworks, alcoholic beverages, illegal drugs. Illegal or unauthorised entry to school facilities: after-hour entry of school property, returning to school during an exclusion period. Theft: personal items, school property, identities. Inappropriate technology use Inducing general panic: the wilful making of any threat of false information in order to induce</p>	<p style="text-align: center;">Bullying Policy</p> <p>DEFINITIONS: Behaviours that... Are aggressive or passive aggressive in nature and intend to offend, harm or embarrass the victim. Occur repeatedly overtime Have a realised or perceived imbalance of power or status Interfere with the education or educational environment of another.</p> <p>EXAMPLES: Verbal bullying: name calling, threatening, harassing Physical bullying: hitting, kicking, punching, spitting or any other physical contact intended to cause harm Indirect bullying: intimidating someone with physical gestures, spreading false rumours Cyber-bullying: name-calling, spreading</p>

panic.

PROCEDURE:

Inform pupil of rule violated
Send for 'on-call' to remove pupil from area
Removed to the Ark.
Parent's contacted.

rumours, harassing via electronic device.

PROCEDURE:

Inform pupil of the bullying
Send for 'on-call' to remove pupil from the area
Enter discipline referral
Implement Policy