



# Behaviour and Exclusions Policy

**Approved by:** PWG **Date:** 30<sup>th</sup> November 2021

**Last reviewed on:**

**Next review due by:** November 2022

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## 1. Aims

### 1.1 Introduction

- 1.1.1 St George Catholic College is in the Trusteeship of the Roman Catholic Diocese of Portsmouth and maintained by Southampton City Council Local Authority. Our school leaders and governors are entrusted by the Bishop with the ministry of school leadership and will always act in recognition of the love of Christ for all members of our College community and one another.
- 1.1.2 We share a vocation for the common good in our world and we are committed to working together as a family. All of our policies and procedures are formed to enable all members of our St George family to be safe and cherished, feel happy and fulfilled and be treated fairly in a positive environment founded on mutual respect and shared values. This policy is part of the foundation that enables everyone to **aspire to be all that God has created us to be.**
- 1.1.3 To create a positive learning environment based on mutual respect both in the classroom and around the College.

### 1.2 Statement of Behaviour Principles

- 1.2.1 We are all made in God's image and are entitled to opportunities to make good progress in learning. All members of the College community are entitled to feel safe and to be treated with respect and have a responsibility for the creation of a positive learning environment.
- 1.2.2 Acceptable behaviour is that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within the College, teachers and other staff and with visitors. All students, staff and visitors are free from any form of discrimination.
- 1.2.3 All classrooms will display the College's expectations and rules (**Appendix 1**). It is the responsibility of all staff to manage the learning environment whether in a classroom or outside to enable the whole community to be safe and to experience good learning opportunities. In matters of behaviour, the most effective teaching is through example.
- 1.2.4 As a Catholic school we support parents as the prime educators of their children. Parents are role models to their children and have an important part to play in teaching their children acceptable

behaviour both in and out of school. At St George students are helped to take responsibility for their actions and parents and staff work in partnership to promote a safe, happy and positive learning environment.

- 1.2.5 Rewards and sanctions must be just, equitable and consistent. They should not be devalued by over-use or application to trivial circumstances.
- 1.2.6 All students, however, have a right to good quality education, and high-level learning cannot take place in an atmosphere of non-cooperation. In making judgements about managing a student's behaviour, the class teacher must take into account the needs of the whole class.
- 1.2.7 The behaviour policy will be communicated to parents/carers through the College rules, College prospectus, College website, home-College agreements and newsletters and other normally used channels. It is communicated to students through the College rules, College prospectus, student planners, student council and College assemblies, and within the curriculum wherever relevant. It is communicated to staff through regular training, the staff handbook, year team meetings and school policies and procedures.
- 1.2.8 This policy needs to be read in conjunction with the *Anti-Bullying, SEN/D and Safeguarding Policies*.
- 1.2.9 "The behaviour management policy will respect the dignity of the child in all instances in line with the duty placed on adults to advocate for the rights of children and young people under the United Nations Convention on the Rights of the Child (UNCRC Article 28)"
- 1.2.10 St George Catholic VA College's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. St George Catholic VA College will ensure that the interests of the whole College are considered within any action taken.
- 1.2.11 This policy aims to:
  - Provide a consistent approach to behaviour management
  - Define what we consider to be unacceptable behaviour, including bullying and discrimination
  - Outline how students are expected to behave
  - Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
  - Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

#### 3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

#### 3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

4.1 **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

4.2 Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

4.3 Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy to be found in T&L, Policies 2021-2022 – Anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The Governing Board

5.1.2 The PWG is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

5.1.3 The PWG will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## 5.2 The headteacher

5.2.1 The headteacher is responsible for reviewing this behaviour policy in conjunction with the PWG giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

5.2.2 The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

5.3.1 Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in SIMS

5.3.2 The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Student code of conduct

6.1 Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

#### 7.1.1 Positive behaviour will be rewarded with:

- Praise
- A smile, a greeting, saying 'thank you' and other courtesies
- Identifying and stressing the positive
- Affirming, clear comments on students' work
- Use of congratulations stickers in books
- Notes to parents in the planner
- House points on SIMS
- Letters, postcards or phone calls home to parents
- Departmental certificate. Visits to the Headteacher for good work.
- Whole school Rewards System linked to the attitude grades.
- Effective display of students' work – celebrating the achievement of all.
- Year group forums and Reward Trips.

#### 7.1.2 The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Reminding students of appropriate behaviours
- Second reminder – choices/consequences
- Seating change
- Student removed to head of department
- Emergency cover called – student removed from class
- (**Appendix 2** gives all the different steps of the possible sanctions - hourglass)
- Saturday detentions
- Setting detentions (**Appendix 3**)
- Putting a student on report

7.1.3 We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room for a whole day and they will be expected to complete the same work as they would in class.

7.1.4 Students who do not attend a given detention will be given a 2-hour detention after school on Friday

7.1.5 The isolation room is managed by Mr Liston, Pastoral Leader.

### 7.2 Zero-tolerance approach to sexual harassment and sexual violence

7.2.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

7.2.2 Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

**7.2.3 The school's response will be:**

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

**7.2.4 Sanctions for sexual harassment and violence may include:**

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

7.2.5 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

7.2.6 Please refer to our child protection and safeguarding policy for more information available under T&L, Policies 2021-2022.

**7.3 Off-site behaviour**

7.3.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

7.3.2 Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

7.3.3 Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

#### **7.4 Malicious allegations**

7.4.1 Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

7.4.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

7.4.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

7.4.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct.

7.4.5 Please refer to our child protection and safeguarding policy and allegations against staff policy for more information on responding to allegations of abuse against staff or other students.

## **8. Behaviour Management**

### **8.1 Classroom management**

8.1.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

8.1.2 They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour hourglass
- Develop a positive relationship with students, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

8.2.1 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

8.2.2 Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 8.3 Confiscation

8.3.1 **Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

8.3.2 We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

#### 8.3.4 Confiscation of Inappropriate Items

8.3.4.1 School staff can confiscate pupils' property should it be harmful or detrimental to school discipline.

#### 8.3.5 Mobile Phone

8.3.5.1 The use of mobile phones/digital devices is banned during the school day between the moment the student is on site until 4:00pm. They must be kept in the students' school bags, switched off at all times when on the school site. Should a student be caught using the phone/device or has it outside their school bag, the following will occur:

- a) First occurrence: The item will be confiscated and it can be collected at the end of the day from reception.
- b) Second occurrence: As above but only the parent/carer can collect it.
- c) Third occurrence: As number 2 but the parent/carer will also have to attend a meeting.

8.3.5.2 The individual incidents will be dealt with in accordance with the sanctions in the Behaviour Policy: Mobile phones may be confiscated by staff for evidence of intimidation and bullying and if necessary details passed onto the police.

#### 8.3.6 Advice for parents

8.3.6.1 When cyber-bullying takes place offsite or out of school hours it is the responsibility of parents to inform the police, the IT organisation and IT regulators. If the school becomes aware of the cyber-bullying offsite involving St George students, the school will investigate and sanction as appropriate. Incidents that are in school will be dealt with in accordance with the sanctions in our Behaviour Policy. The school retains the responsibility for informing the police when it becomes aware that a criminal act may have been committed by a pupil in or out of school.

8.3.7 The school actively tries to limit all children's exposure to the risks from inappropriate content, harmful content, and educate pupils about online interaction and students' conduct with issues such as online bullying or sending and receiving explicit images as examples. Therefore the school has embedded Smoothwall into all its ICT infrastructure to filter and block any potential, harmful content or action and to help us detect any online risks becoming real life incidents in school. The school also has in place the local authority SCC firewall as additional protection as well as a mobile phone policy which bans mobile phones in school.

8.3.8 Students attend lessons on e-safety through PSHE and ICT lessons

8.3.9 Please click on [www.internetmatters.org](http://www.internetmatters.org) or [www.parents/parentzone.org.uk](http://www.parents/parentzone.org.uk) for help and advice for parents on how to keep your son/daughter safe online.

## **8.4 Searching and Screening**

### **8.4.1 Searching**

8.4.1.1 Students' bags can be searched at any time by all members of staff.

8.4.1.2 School staff can search pupils with their consent for any items.

8.4.1.3 School staff can search pupils without their consent. Items that can be searched for without consent are:

- a) Knives or weapons, fireworks and stolen items or replica of the same
- b) Alcohol, tobacco, cigarette papers, E cigarettes, shisha pens, psychoactive substances (legal highs), illegal drugs and drug related equipment
- c) Pornographic images
- d) Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or to damage property and this includes looking through mobile phones and on screen display
- e) Any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

8.4.1.4 All searches will be carried out in accordance with the DfE guidance: Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies.

### **8.4.2 Screening**

8.4.2.1 School staff can require pupils to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

## **8.5 Drug testing**

8.5.1 All schools and Colleges have authority to carry out drug testing on their students. Whilst it is not the intention of the College to carry out random testing, in specific circumstances, where it is believed a student may be under the influence of a substance and at the discretion of the Head or his deputy the College may consider where appropriate testing procedures.

8.5.2 This test will be carried out in the presence of a parent, carer or appropriate adult.

8.5.3 The result of the test or the refusal to provide a sample will form part of the information gathering process on which a decision regarding the appropriate disciplinary sanction will be made.

## **8.6 Selling or Trading Items**

8.6.1 Selling or trading of items, including food and drinks, is forbidden both on school site and on journeys to and from school. Selling or trading food and drinks could jeopardise the College accreditation to the Healthy Schools Programme.

8.6.2 Students involved in selling and trading items will be sanctioned.

8.6.3 Any repetition of the above once sanctioned might lead to permanent exclusion being recommended by the Headteacher.

## **8.7 Exclusions**

8.7.1 Under the law, the Headteacher, Governing Body, LA and independent appeals panel must have regard to the relevant DfE guidance when deciding:

- a) Whether to exclude a student or (where applicable) to uphold an exclusion;
  - b) The period of exclusion
  - c) (Where applicable) whether to direct the Headteacher to reinstate an excluded student.
- 8.7.2 The Governing Body, Headteacher and staff of the College are responsible for promoting good behaviour and discipline on the part of the College's students and for securing an orderly and safe environment for students and staff.
- 8.7.3 St George Catholic VA College's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. St George Catholic VA College will ensure that the interests of the whole College are considered within any action taken.

## **8.8 Deciding whether to exclude a student**

- 8.8.1 The decision to exclude a student is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the College. This may include behaviour on or off College premises which is in breach of the standards of behaviour expected by the College and therefore brings the College into disrepute.
- 8.8.2 Only the Headteacher can exclude a student from College. A decision to exclude a student will be taken only:
- a) In response to a serious breach of the College's Behaviour Policy; and
  - b) If allowing the student to remain in College would seriously harm the education or welfare of the student or others in the College.

## **8.9 Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:**

- a) Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the College's Behaviour and Equal Opportunities policies;
- b) Allow the student to give their version of events;
- c) Check whether the incident may have been provoked, for example by racial or sexual harassment;
- d) (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.
- e) In the case of significant and prolonged difficulties a managed move to another Secondary school may be considered. A managed move will only take place with the agreement of both student and parent/carer. The managed move will be undertaken in accordance with SCC's Managed Move Protocol.

## **8.10 Permanent exclusions**

- 8.10.1 Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.
- 8.10.2 In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for the first or one-off offence. Such circumstances might include:
- a) Where there has been serious actual or threatened violence against another person;
  - b) Bringing into College an illegal drug

- c) Handling or carrying an illegal drug
- d) Supplying/selling an illegal drug
- e) Taking, consuming or smoking an illegal drug
- f) Carrying any illegal drug related equipment
- g) Carrying an offensive weapon or any object that could harm students or staff
- h) Bringing in, selling or consuming alcohol on site
- i) Bringing in, selling and consuming Psychoactive substances i.e. legal highs
- j) Refusing to follow instructions from the Headteacher or senior leadership team
- k) Repeated instances of refusal to follow instructions from senior members of staff
- l) Use of social media or mobile technology to incite violence or hatred of any kind, victimise or slander.
- m) A serious offence that brings the college into disrepute.

8.10.3 Matters will be referred to the police if and when necessary at the Headteacher's or Deputy Headteacher's discretion.

### **8.11 Fixed-term exclusion**

- 8.11.1 In the case of fixed-term exclusions, the Headteacher may exclude a student for up to 45 days in any one school year.
- 8.11.2 The College will take students out of specific lessons, if behaviour warrants this.
- 8.11.3 The behaviour of students outside College may be considered as grounds for exclusion. Only the Headteacher can make this decision.

### **8.12 Internal Exclusion**

8.12.1 Internal Exclusions are set by the Deputy Headteacher and must have the approval of the Headteacher.

### **8.13 Lunchtime exclusion**

8.13.1 Students whose behaviour at lunchtime is disruptive may be excluded from the College premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion.

### **8.14 Reintegration**

8.14.1 If necessary, a reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the College prior to a student returning from a period of exclusion and in the case of any student who has been excluded from another school. The meeting will identify the resources needed to provide the necessary support to the student. The student will spend his/her first day back in our inclusion department.

### **8.15 Setting work**

8.15.1 The school will set and mark work for students during the first 5 days of an exclusion (the work must be returned to College).

8.15.2 The Headteacher will provide an individual education plan from the 6<sup>th</sup> day of the exclusion for all students on roll who are excluded. This will set out:

- a) How the student's education will continue during the period of exclusion;
- b) How the time might be used to address the student's problems; and
- c) (Together with the City Council), what educational arrangements will best help with the student's reintegration into the College at the end of the exclusion.

## **8.16 Informing parents/carers**

8.16.1 The Headteacher will inform the parent/carer of the stated period of the exclusion and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

8.16.2 All exclusions will be dealt with in accordance with the DfE current legislation. Only the Headteacher can exclude.

## **8.17 Pupil support**

8.17.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

8.17.3 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.

8.17.4 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.

## **8.18 Safeguarding**

8.18.5 The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Pupil transition**

9.1 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

9.2 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. Monitoring arrangements**

10.1 This behaviour policy will be reviewed by the headteacher and the PWG annually. At each review, the policy will be approved by the headteacher.

10.2 The written statement of behaviour principles (appendix 1) will be reviewed and approved by the PWG annually.

## **11. Links with other policies**

11.1 This behaviour policy is linked to the following policies:

- Child protection policy
- Safeguarding policy
- Anti-Bullying policy
- SEND policy
- Allegation against staff policy



## **St George Catholic College Rules**

- Respect yourself, others and property
- Work hard and do your best to meet your potential
- Behave and cooperate with others to enable learning
- Follow instructions from all members of staff straight away
- Arrive on time, fully equipped and in the correct uniform

First Warning – positive reinforcement of rules

Second Warning – firm reminder and warning of sanction

*Logged through  
register*

SIMS

Low-Level Disruption – appropriate sanction given e.g. seat change/break time detention

SIMS

Student persistent disruption and/or removed to HOD /ECover.

**Logged as Class Detention** 30/60 Mins.

SIMS

Student did not attend Class Detention – refer to HOD

**Logged as HOD Detention** 30/60 Mins.

SIMS

Student did not attend HOD Detention – refer to PL

**Logged as Pastoral Detention** 30/60 Mins.

Failing this, Saturday DT 9:00 to 11:00 or further sanction

Persistent poor behaviour in one subject

**Subject Report**

Multiple behaviour incidents

**Tutor Report**

Failure to improve

**Progress Leader Report**

Persistent lack of improvement

**Deputy Head Pastoral Report.**

**Respite**

A fixed period of time at another school

**Governors Disciplinary Panel/Behaviour Contract**

A meeting with the governors to discuss your behaviour and agree targets to improve

**Managed Move**

A new start at another school, with support from Saint George

Headteacher recommends **Permanent Exclusion**

## Other Incident Types

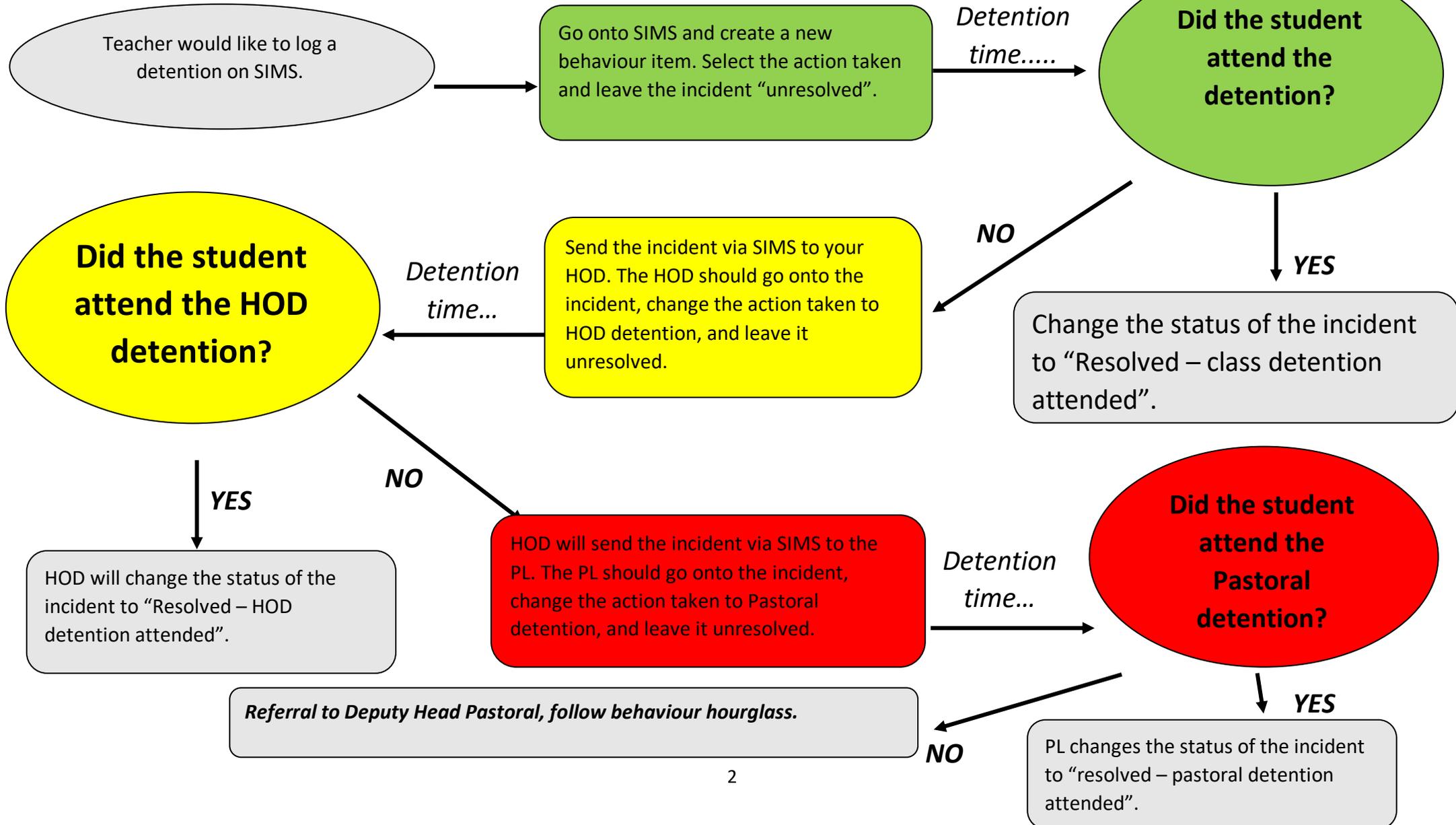
The behaviour hourglass covers incidents such as disruptive behaviour and failure to improve. There are lots of other situations that may require you to log behaviour incidents on SIMS and these are detailed below.

<b>Incident</b>	<b>Sanction</b>	<b>Supervised by</b>	<b>Refer to</b>
Student has an incident during break time or lunchtime	Duty Detention	Member of staff on duty	PL for appropriate year group <i>Follow Pastoral flowchart</i>
Lack of Classwork/ Homework	Class Detention	Class teacher	HOD <i>Follow class teacher flowchart</i>
Student has an inappropriate haircut	5 x Pastoral Detention	PL	Saturday detention and/or Deputy Head Pastoral
Severe incident	Isolation/Exclusion	DH Pastoral	

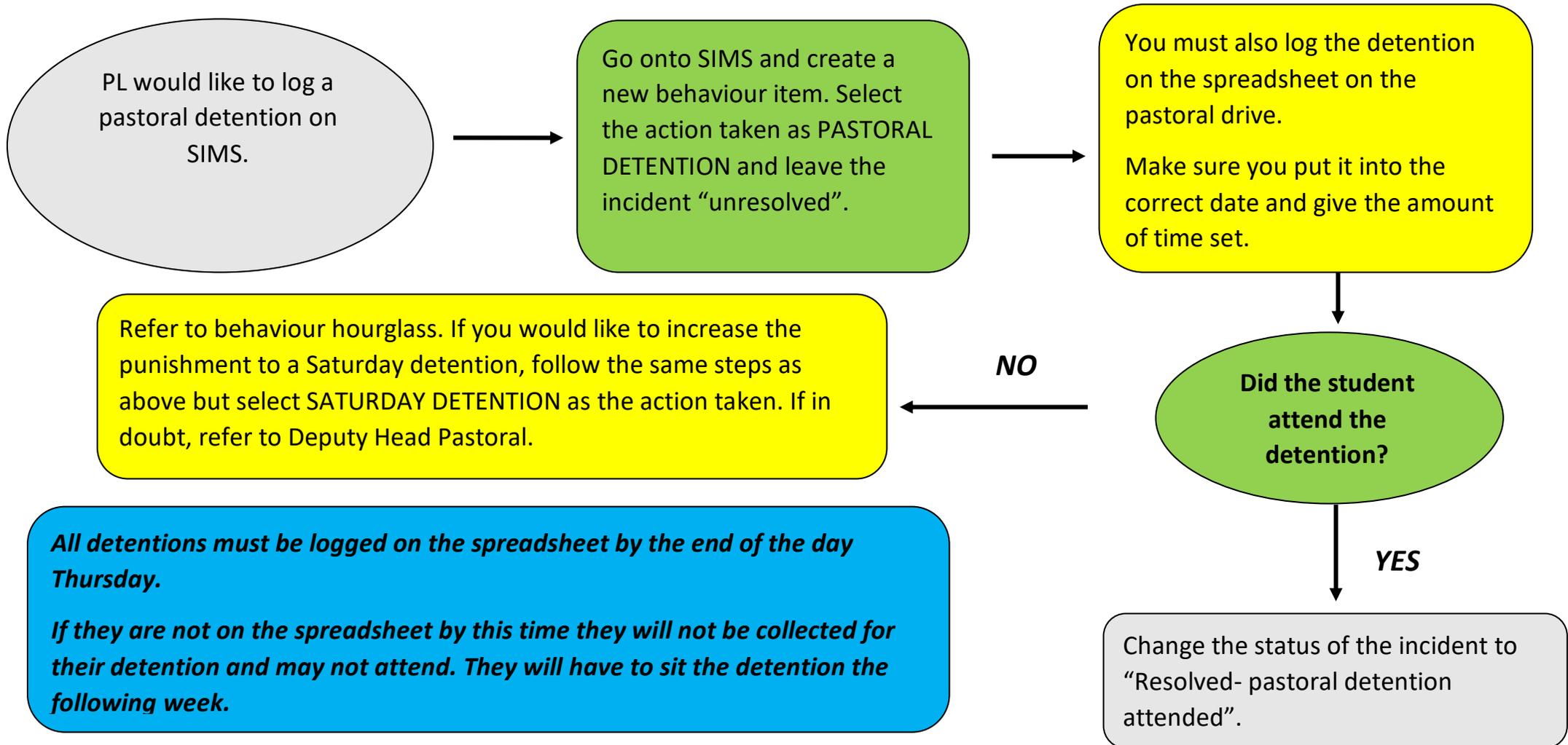
There may be other incidents which will need to be discussed with your HOD/PL.

If you are unsure whether an incident should be logged you can speak to your HOD, Progress Leader or Marie Cordeiro.

## Setting Detentions on SIMS – Classroom Incidents



## Setting Detentions on SIMS – Pastoral



## APPENDIX 3

## Trinity Referral

Student.....Yr.....

Referrer.....

Severity

0 1 2 3 4 5 (Life threatening)

Issues

Reason/Evidence

Steps taken so far

Expected outcome