Saint George Catholic College

Behaviour Policy & Statement of Behaviour Principles

Approved by:	PWG	**Date:** 21st March 2023
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Contents

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 rewards and sanctions diamond **(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 and Child Protection 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 suspension 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 and statutory guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation at school 2018

> Searching, screening and confiscation: advice for schools 2022

> ❯ [The Equality Act 2010](#)
> ❯ [Keeping Children Safe in Education](#)
> ❯ [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
> ❯ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
> ❯ [Use of reasonable force in schools](#)
> ❯ [Supporting pupils with medical conditions at school](#)

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

2.3   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 to 94 of the [Education and Inspections Act 2006](#), which requires 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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 2022-2023 – Anti-bullying policy.

4.4 Advice for parents

4.4.1 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.

4.4.2 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 Fortinet 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 phone s in school.

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

4.4.4 Please click on www.internetmatters.org or www.parents/parentzone.org.uk for help and advice for parents on how to keep your son/daughter safe online.

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).

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. 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.

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

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

5.3   Staff

5.3.1   Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly on SiMS

> Challenging pupils to meet the school's expectations

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

5.4   Parents and carers

5.4.1   Parents and carers are expected to:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

5.4.2 The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. School behaviour curriculum

6.1 Our Values

6.1.1 Our Values of **Achievement, Spirituality, Respect, Independence, Relationships and Enjoyment** underpin all that we do at St George.
Our mission statement is that "We ASPIRE to become all that God has created us to be".

6.1.2 St George is a family: we know our students and build positive relationships with them. We are an inclusive school and where necessary, reasonable adjustments are made to enable all students to access learning and enrichment at St George. All students, staff and visitors are free from any form of discrimination.

6.1.3 These values shape the **positive expectations** that we have of our students to:

- arrive on time to school and lessons
- 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
- have the correct equipment for lessons
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- keep their phone switched off and in their bags from arrival at the school gate until 4pm
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including on school buses, public transport and outside school
- develop into well-rounded individuals and fulfil their potential to follow their own vocation
- contribute to school life as a member of our St George family

6.2 Sharing Our Values and Expectations

6.2.1 To teach our pupils about our ASPIRE values and what it means to be a St George student, we use:

- Start-of-year and start-of-term assemblies – reminders of the expectations and routines as well as first-day-back ASPIRE activities
- Student planner – parent and pupils sign agreements at start of year / parents and tutors check weekly record of learning
- Weekly assemblies – celebrating achievements and attendance; spirituality themes and weekly focus covering topics including Equality, Anti-Bullying, Safeguarding, Online Safety
- Daily tutor time – including prayer and reflection, planner and uniform checks
- Half-termly reward hours, end-of-term reward assemblies and reward trips
- Termly Mentoring Day reports of Attitude Grades*
- Rewards & Sanctions Diamond**

- Tour – senior leaders visit lessons each and every day as lesson time is the most important and valued aspect of school
- IP – intervention as Individualised Pathways to reduce repeated and unwanted behaviour and to support students in succeeding in their education

6.2.2   Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.   Responding to behaviour

7.1   Classroom management

7.1.1   Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

7.1.2   They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour diamond
- 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

7.2   Mobile phones

7.2.1   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. On rare occasions, students will be permitted to use their mobile phone in ICT lessons to complete authentication when logging in, as Microsoft now require two factor authentication. 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.

7.2.2   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.

7.3   Physical restraint

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

- o   Causing disorder

- o   Hurting themselves or others

- o   Damaging property

7.3.2   Incidents of physical restraint must:

- o   Always be used as a last resort

- o   Be applied using the minimum amount of force and for the minimum amount of time possible

- o   Be used in a way that maintains the safety and dignity of all concerned

- o   Never be used as a form of punishment

- o   Be recorded on SiMS and reported to parents

7.4   Rewards & Sanctions Diamond

7.4.1   Every pupil has a copy of our Rewards & Sanctions diamond in their planner and it is displayed in all classrooms.

7.4.2   The diamond is organized into stages of positive behavior – where students are going above and beyond our expectations – and negative behavior – where they are not meeting our expectations. Staff have examples of incidents that may lead to a reward or sanction to help inform their professional judgement. These are also shared with pupils in start-of-term activities.
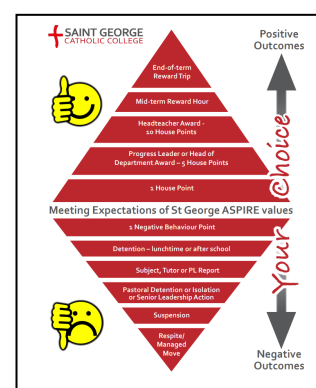
7.4.3   **House Points** are the first recognition of positive behavior. Students with the highest number of house points are invited to attend a termly Reward Hour. Awards of 5HP are in the gift of Heads of Departments and Progress Leaders and there is a Headteacher award of 10HP to acknowledge exceptionally good behaviour. Other rewards include: shout-outs in assembly, certificates and phone calls or postcards home. Students have the chance to join a Reward Trip at the end of each term, based on attitude grades for classwork, homework and behaviour for learning.

7.4.4   **Negative Behaviour Points** sanction students who do not meet our expectations. These are weighted according to the severity of an incident. Sanctions then progress through from detentions to report cards and the most serious of isolation, a managed move or suspension. Sanctions are supported with restorative conversations.

7.4.5   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.

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

> Reminding students of appropriate behaviour

> Second reminder – choices/consequences

> Seating change

> Student removed to head of department

> Emergency cover called – student removed from class

> (**Appendix 1** gives all the different steps of the possible sanctions - Diamond)

> Putting a student on report

7.4.7   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.

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

7.4.9   The isolation room is managed by the Pastoral Leader.

7.5   Attitude Grades

7.5.1   Class teachers and tutors give termly attitude grades for classwork, homework and behaviour. These acknowledge effort and behaviour for learning, and range from 1 (unacceptable) to 5 (outstanding). Definitions for each are shared with students in their planners and on classroom displays. Students and their parents receive a report of these grades at the end of each term. An average grade is determined; pupils with the highest average or whose average is most improved on the previous term are invited on a Reward Trip.

7.6   Safeguarding

7.6.1   The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

7.6.2   We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

7.6.3   Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.6.4   Please refer to our child protection and safeguarding policy for more information

7.7 Responding to good behaviour

7.7.1 When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

7.7.2 Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

7.7.3 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.

7.8 Responding to misbehaviour

7.8.1 When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

7.8.2 Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

7.8.3 De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

7.8.4 All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

7.8.5 When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

7.8.6 The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

> Sending the pupil out of the class

> Change in seating

> A verbal reprimand and reminder of the expectations of behaviour

> Setting of written tasks such as an account of their behaviour

> Expecting work to be completed at home, or at break or lunchtime

> Detention at break or lunchtime, or after school

> Loss of privileges – for instance, the loss of a prized responsibility

> School-based community service, such as tidying a classroom

> Referring the pupil to a senior member of staff

> Letter or phone call home to parents

> Agreeing a behaviour contract

> Putting a pupil 'on report'

> Removal of the pupil from the classroom

> Suspension

> Permanent exclusions, in the most serious of circumstances

7.8.7   Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.9   Reasonable force

7.9.1   Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

7.9.2   Incidents of reasonable force 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

7.9.3   When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.9.4   The school ensures relevant staff receive up to date training in the use of Reasonable Force and Physical Intervention. The school adopts the principles set out by the Southampton Physical Intervention Group and works closely with colleagues from other schools and agencies, including those from both mainstream and special school settings, sharing good practice.

7.10 Confiscation, searches, screening

7.10.1 Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.11 Confiscation

7.11.1 Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

7.12 Searching a pupil

7.12.1 Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves or a member of the Leadership Team.

7.12.2 Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

7.12.3 An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

> The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

7.12.4 When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

7.12.5 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

7.12.6 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

7.12.7 An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

7.12.8 Before carrying out a search the authorised member of staff will:

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other pupils or staff at risk

> Consider whether the search would pose a safeguarding risk to the pupil

> Explain to the pupil why they are being searched

> Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

> Explain how and where the search will be carried out

> Give the pupil the opportunity to ask questions

> Seek the pupil's co-operation

7.12.9 If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

7.12.10 If they still refuse to co-operate, the member of staff will contact the headteacher or member of the leadership team, to try and determine why the pupil is refusing to comply.

7.12.11 The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

7.12.12 The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

7.12.13 The authorised member of staff may use a metal detector to assist with the search.

7.12.14 An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

7.12.15 Outer clothing includes:

> Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

> Hats, scarves, gloves, shoes, boots

7.13 Searching pupils' possessions

7.13.1 Possessions means any items that the pupil has or appears to have control of, including:

o Desks

o Lockers

o Bags

7.13.2 A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

7.13.3 An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

7.13.4 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

7.14 Informing the designated safeguarding lead (DSL)

7.14.1 The staff member who carried out the search should inform the DSL without delay:

7.14.2 Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

7.14.3 If they believe that a search has revealed a safeguarding risk

7.14.4 All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

7.15   Informing parents

7.15.1 Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- o   What happened

- o   What was found, if anything

- o   What has been confiscated, if anything

- o   What action the school has taken, including any sanctions that have been applied to their child

7.16   Support after a search

7.16.1 Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

7.16.2 If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.17   Strip searches

7.17.1 The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

7.17.2 Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

7.17.3 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

7.17.4 Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

7.18   Communication and record-keeping

7.18.1 Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

7.18.2   The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

7.19   Who will be present

7.19.1   For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

7.19.2   One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

- The appropriate adult agrees

7.19.3   If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

7.19.4   No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

7.19.5   The appropriate adult will:

> Act to safeguard the rights, entitlement and welfare of the pupil

> Not be a police officer or otherwise associated with the police

> Not be the headteacher

> Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

7.19.6   Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

7.20   Care after a strip search

7.20.1   After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

7.20.2   As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

7.20.3   Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.20.4   Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.20.5   Screening 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.

7.21 Off-site misbehaviour

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

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

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

- o Could have repercussions for the orderly running of the school
- o Poses a threat to another pupil
- o Could adversely affect the reputation of the school

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

7.22 Online misbehaviour

7.22.1 The school can issue behaviour sanctions to pupils for online misbehaviour when:

- o It poses a threat or causes harm to another pupil
- o It could have repercussions for the orderly running of the school
- o It adversely affects the reputation of the school
- o The pupil is identifiable as a member of the school

7.22.2 Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.23 Suspected criminal behaviour

7.23.1 If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

7.23.2 When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

7.23.3 If a decision is made to report the matter to the police, the head teacher / member of the senior leadership team, progress leader will make the report.

7.23.4 The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

7.23.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.24 Zero-tolerance approach to sexual harassment and sexual violence

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

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

7.24.3 The school's response will be:

o Proportionate

o Considered

o Supportive

o Decided on a case-by-case basis

7.24.4 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:

  o Manage the incident internally

  o Refer to early help

  o Refer to children's social care

  o Report to the police

7.24.5 Please refer to our child protection and safeguarding policy for more information which is on our website and for staff it is on our Teaching & Learning drive under a sub folder titled policies.

7.25 Malicious allegations

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

7.25.2 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 consider whether to discipline the pupil in accordance with this policy.

7.25.3 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 (LADO), 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.

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

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

8. Serious sanctions

8.1 Detention

8.1.1 All members of staff have been authorised by the headteacher to give pupils detentions.

8.1.2 Pupils can be issued with detentions during break, after school or on weekends during term time.

8.1.3   The school will decide whether it is necessary to inform the pupil's parents.

8.1.4   When imposing a detention, the school will consider whether doing so would:

- o   Compromise the pupil's safety

- o   Conflict with a medical appointment

- o   Prevent the pupil from getting home safely

- o   Interrupt the pupil's caring responsibilities

8.2   Removal from classrooms

8.2.1   In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

8.2.2   Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

8.2.3   Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

8.2.4   Removal can be used to:

- o   Restore order if the pupil is being unreasonably disruptive

- o   Maintain the safety of all pupils

- o   Allow the disruptive pupil to continue their learning in a managed environment

- o   Allow the disruptive pupil to regain calm in a safe space

8.2.5   Pupils who have been removed from the classroom are supervised by the member of staff on emergency cover or the immediate line manager to the teacher. The student will be removed for the reminder of that period. The seriousness of the reason why the student has been removed will determine how long the student is removed from lessons that day.

8.2.6   Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

8.2.7   The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, through our individual pathway curriculum alongside our support in inclusion.

- o   Use of teaching assistants

- o   Short term behaviour report cards

- o   Long term behaviour plans

- o   Pupil support units

- o   Multi-agency assessment

8.2.8   Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

8.3.1 The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

8.3.2 The decision to suspend or exclude will be made by the headteacher and only as a last resort.

8.3.3 Please refer to our suspensions and permanent exclusion policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

9.1.2 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.

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

- o Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- o Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- o If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

- o Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- o Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- o Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- o Training for staff in understanding conditions such as autism
- o Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

- o Whether the pupil was unable to understand the rule or instruction?
- o Whether the pupil was unable to act differently at the time as a result of their SEND?

o   Whether the pupil is likely to behave aggressively due to their particular SEND?

9.2.2   If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

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

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

9.3.2   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.

9.3.3   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.

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

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

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

10.   Supporting pupils following a sanction

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

10.2   This could include measures like:

o   Reintegration meetings

o   Daily contact with the pastoral lead

o   A report card with personalised behaviour goals

11.   Pupil transition

11.1   Inducting incoming pupils

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

11.2   Preparing outgoing pupils for transition

11.2.1   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.

11.2.2   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.

12. Training

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

- o The needs of the pupils at the school
- o How SEND and mental health needs impact behaviour
- o A group of staff are trained in the proper use of restraint

12.2 Behaviour management will also form part of continuing professional development.

12.3 A staff training log can be found on our school management system.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

13.1.1 The school will collect data on the following:

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

13.1.2 The data will be analysed every term by a senior member of staff.

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

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

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

13.2 Monitoring this policy

13.2.1 This behaviour policy and written statement of behaviour principles 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 (as per section 13.1). At each review, the policy will be approved by FGB.

14.   Links with other policies

14.1   This behaviour policy is linked to the following policies

- o   Suspensions and Permanent Exclusion Policy
- o   Child protection and safeguarding policies
- o   Anti-Bullying Policy

Appendix 1: Rewards & Sanctions Diamond

Positive Outcomes

- End-of-term Reward Trip
- Mid-term Reward Hour
- Headteacher Award - 10 House Points
- Progress Leader or Head of Department Award – 5 House Points
- 1 House Point

Meeting Expectations of St George ASPIRE values

- 1 Negative Behaviour Point
- Detention – lunchtime or after school
- Subject, Tutor or PL Report
- Pastoral Detention or Isolation or Senior Leadership Action
- Suspension
- Respite/ Managed Move

Negative Outcomes

Your @hoice