



St George's
School Edgbaston

UPPER SCHOOL BEHAVIOUR MANAGEMENT POLICY

Revised: September 2021



1. Rationale, Aims and Objectives

Rationale

Discipline is a key feature of school life about which there should be a clear, shared understanding between the Head Teacher, staff, parents, students and Trustees.

Our overriding aim is to equip students with the values, discipline and integrity to be ultimately responsible for their own behaviour and the impact they have on others.

Good behaviour ensures a Safe environment in which students can feel Secure and therefore be Successful in their learning. It promotes high standards of social skills (good manners, empathy, perseverance, resilience and confidence), reflecting the shared values of the school and encourages social development and good citizenship. We encourage our students to be good citizens and to develop the strategies needed to deal with situations in everyday life. This policy is written to promote an open climate where people feel able to share and talk about issues both positive and negative.

We want our school to be a happy, safe place where students feel valued, and can thrive educationally, emotionally and socially. Good behaviour helps these things to happen. We want our students to be self-disciplined, independent and to show consideration and respect to others. Therefore, we encourage students to take a growing responsibility for their actions and to sort out any difficulties in a peaceful way empowering them with valuable life skills.

St George's School is a Rights Respecting School (RRS) and supports the UN Convention on the Rights of the Child; these articles were considered when writing this policy and when creating an Upper School RRS Charter:

Article 2: You have the right to protection against discrimination

Article 14: You have the right to think and believe what you choose and also to practise your religion, as long as you are not stopping other people from enjoying their rights

Article 19: You have the right to be protected from being hurt or badly treated

Article 23: Children with a disability have the right to live a full and decent life with dignity and, as far as possible independence, and to play an active part in the community

Article 28: You have the right to an education

Article 31: You have the right to relax and play

Successful implementation of the policy achieves a balance between recognition of good or poor behaviour, responsibility, mutual respect, shared values and trust.

The Student Behaviour Management Policy aims and ethos:

- Enable effective teaching and learning
- Promote positive behaviour through the implementation of a positive behaviour policy, via the school rewards system and celebration of achievement, modelling of positive behaviour by staff and with the help of effective support from parents and carers
- To emphasise the importance of good behaviour and its relationship to learning
- To provide a framework for the consistent management of all behaviour-related issues
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community
- To encourage every member of St George's School to show care, courtesy and consideration to other members of the school and to the wider community
- everyone should feel SAFE (physically and emotionally)
- everyone should feel SECURE (comfortable in their environment at all times)
- everyone as a result will be SUCCESSFUL (able to achieve their full potential)

2. Principles

The school recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved
2. The Student Behaviour Management Policy is a partnership between all members of the school
3. A whole-school approach is intended to be preventative wherever possible. Pro-action is more effective than re-action.
4. Self-discipline should be the ultimate aim for all members of the school
5. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.

6. Sanctions must be administered fairly and be appropriate to the breach of conduct.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.
9. Behaviour is responded to in line with this behaviour policy – where reasonable adjustments are made to accommodate individual needs.

Other school policies should be referred to in conjunction with the Student Behaviour Management Policy, for example:

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding Policy
- Special Educational Needs Policy

The Equality Act (2010) and Behaviour and Discipline in Schools (2016) were also used for guidance in addition to the above documents / policies when developing our Behaviour Management Policy.

3. Practice

Good behaviour will be promoted through the establishment of good relationships within the school community built upon mutual respect.

Assemblies play an important role in promoting the ethos of the school where courtesy, respect and good behaviour are the expected norm.

Tutor time also provides opportunities for consideration of behavioural issues, in particular through the tutor time programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.

The school will seek to provide a relevant curriculum for all students. The provision of high quality teaching and learning is central to achieving good behaviour.

The school adopts the Reflective Behaviour Chart (Appendix 1) which forms the basis of behaviour management. This is used to assist staff if it is needed. From this document, The Behaviour for Learning charter has been created to assist students and is displayed around school. This document outlines the school's key expectations regarding behaviour both inside and outside of the classroom and is positive in its approach (Appendix 3). The Student Code of Conduct (Appendix 2) is also displayed around school, printed in the student's planners and emphasised in assemblies. This

policy should be read in conjunction with the Behaviour Management Policy Addendum.

Students who are experiencing behavioural and emotional difficulties will be supported through the school's pastoral, counselling and multi-agency work.

Student Behaviour Events, both positive and negative, are recorded on the school's Management Information System (epraise), with more serious incidents and circumstances being logged on CPOMS. These events are monitored, managed and analysed by pastoral staff and SLT.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site. Staff are provided with relevant training and CPD sessions to help them develop their behaviour management skills.

4. Roles and Responsibilities

We are aware that the whole school community has a part to play in encouraging appropriate behaviour in and out of school. We support students in developing self-discipline through giving them increasing responsibility and independence as they go through the school. Students are expected to take increasing responsibility for their actions.

Class Teacher will – (Stages 1, 2 and 3)

- Plan and deliver engaging lessons of an appropriate level of challenge
- Maintain a positive, well managed classroom environment, delivering lessons in a way that enables good behaviour
- Use Rewards and Sanctions as outlined in the whole school Student Behaviour Management Policy (Appendix 1, 2, 3)
- Record behavioural events, both positive and 'below expected', on the school's Management Information System when required
- Refer students whose behaviour gives cause for concern to their Head of Faculty Curriculum Leader, Student Progress Leader, Key Stage Leader or the Senior Leadership Team as detailed in the different stages of the Reflective Behaviour Table. (Appendix 3)

Teaching Assistants and Support Staff will – (Stages 1, 2 and 3)

- Assist in maintaining a positive and well managed environment
- Refer students whose behaviour gives cause for concern to their Class Teacher

Heads of Faculty will – (Stage 4)

- Ensure that their Department follows the agreed and adopted Student Behaviour Management Policy with regard to both rewards and sanctions and role and responsibilities
- Support members of their department with behavioural issues with individual students or classes
- Place students on a subject report for their curriculum area if required
- Contact, or meet with, parents when necessary
- Organise departmental detentions

Heads of Year will – (Stages 4, 5 and 6)

- Liaise with staff and Heads of Faculty with regard to concerns about the behaviour of individual students or groups of students
- Monitor the attitude, effort and quality of work of individual students across the curriculum
- Place students on a daily Head of Year report
- Contact parents by letter or telephone
- Arrange meetings with parents / students
- Use the schools Management Information System to monitor, analyse and manage student's behaviour

Senior Leadership Team will – (Stages 5, 6, 7 and 8)

- Ensure departments they line manage fulfil their roles and responsibilities and follow Student Behaviour Management Policy
- "Walk the school" calling into lessons particularly those lessons which staff have identified as a behaviour "hot spot" where SLT support has been requested including any lessons being covered
- Place students on SLT report having liaised with the Head of Faculty and/or Head of Year
- Place students on Internal Isolation when there has been a serious breach of the school's behaviour expectations. Discuss with the Headmaster a Fixed Term Exclusion for the more serious breaches of school conduct
- The Headmaster or in their absence the Deputy Headteacher will consider Permanent Exclusion for the most serious breaches of school conduct
- Consider implementation of an Individual Support Plan where appropriate
- Liaise with parents and other agencies where needed and appropriate

Responsibility for the school's behavioural policies and practice is that of the Senior Pastoral Leader.

Positive Staff Behaviour:

Staff who make a point of showing care, concern and respect for all students individually, regardless of an individual's reputation, tend to have few difficulties.

Staff will:

- Be calm, good humoured, confident and trusting
- Treat all students as special by showing concern for them, both personally and in terms of school progress
- Make time to talk to all students both in and out of lessons
- Treat students, as they would like to be treated
- Make rules clear; uphold them very firmly, but fairly and with sensitivity
- Use praise to guide rather than criticism. Particularly recognise and praise students who are having difficulty in consistently upholding the rules yet are making a concerted effort
- Avoid labelling, shouting at, confronting or criticising students. Explain firmly but without annoyance what is wrong and how they must behave
- Look to use de-escalation strategies where possible to manage an individual's / groups behaviour
- Use Restorative Practices as a means for conflict resolution where possible

All members of the St George's School i.e. anyone who works in or visits the school are expected to treat others in a polite, respectful and well-mannered way. This is outlined in the St. George's Upper School Charter, as part of our UNICEF Rights Respecting School Programme (see school planner) and includes interactions between:

- Students and peers
- Teachers and students
- Staff members
- Students and any members of staff or adult helpers
- Visitors and staff or students

Positive Student Behaviour:

- Respect for others
- Students are encouraged to take responsibility for their own behaviour in an age appropriate manner

- Students are expected to join staff in creating a caring, mutually supportive ethos where everyone is valued
- Students should know and understand the rules, rewards and sanctions of the discipline policy

Parents & Carers

Parents/Carers form part of the school team, and we ask for their support in dealing with, and in improving the behaviour of their students. Parents / Carers may be asked to regularly visit their student's class teacher to monitor progress, or to support a reward system at home based on improvements in school. We believe that by working in a positive partnership we can set a good example for the students in our care and provide a safe, structured system allowing them to develop self-discipline and good behaviour.

5. Internal Isolation, Fixed Term and Permanent Exclusions

For serious breaches of the students Code of Conduct or the Behaviour Chart, where students in the opinion of the Senior Leader have reached or exceeded Stage 5 of the Reflective Behaviour Chart (appendix 1) students will be placed in Internal Isolation for a short period of time.

For extreme breaches of the school code of conduct the Headmaster or in their absence the Deputy Headteacher, may choose to issue the student with a Fixed Term Exclusion, these range from one to fifteen days depending upon the severity of the incident. The Headmaster or in their absence the Deputy Headteacher may also choose to permanently exclude a student if it is felt appropriate.

If a student receives any form of exclusion or placed in internal isolation parents / carers will be notified by a member of SLT. For fixed term and permanent exclusions parents / carers will receive written notification from the school outlining the nature of the incident and exclusion duration.

6. Appeals

Any appeals must be made in writing to the Clerk to the Board of Trustees as outlined in the letter notifying parents / carers of the exclusion.

7. Behaviour for Learning

It is important to encourage all students to adopt a consistent response to their learning both in lessons and as they move around the school grounds. Appendix iii, the Behaviour for Learning Charter, details what is expected of our students and what

they can also expect in school. It discusses the notion of respecting themselves, others and the school environment. It explains how exemplary behaviour may be rewarded and how below expected behaviour may be sanctioned.

8. Classroom Rules

Our classroom rules are reviewed regularly by the students and staff. These rules apply to the whole school. The rules for classrooms should be followed by all students in every lesson.

1. Arrive to your lessons on time
2. Be prepared for your lessons and have all the relevant equipment ready to use e.g. pencil case, books, school planner
3. Listen carefully and follow instructions
4. Sit where your teacher has placed you and work hard to complete your classwork
5. Always give your best effort in lessons and complete all homework
6. Show respect to staff and fellow students

9. Whole School Rewards

The Behaviour Policy sits alongside the Rewards Programme at St. George's School. The Rewards Programme has been created with the assistance of the Student School Council – who believe that rewards are an essential way of motivating students at our school to achieve and follow behavioural expectations and the code of conduct.

We believe it is important to give something tangible to students who show exemplary or achieve above expectation or show significant improvement in attitude, service, uniform, attendance or any other area of school life.

Rewards systems are not effective with a “one size fits all” philosophy. If this is the case, the same group of students are rewarded all of the time. This is proven to act as a disincentive to many students, defeating the object of a reward system in the first place.

We aim to operate an all-inclusive system in which all students' strengths, learning styles and abilities are recognised.

House Points will be awarded electronically by staff or can also be issued by the House point stamp in work books and obtained in a variety of ways. Students can be awarded for things such as achievement, significant improvement, good effort levels, exceptional work, excellent homework, outstanding group work, helping or assisting

others in and around school, good tutor time work, involvement in the community, charity and school events and for representing your house in a variety of competitions and many more different ways. All staff will have a limit to how many House Points they can award in a week to ensure fairness and the house point totals remain realistic.

Students will be able to log into their own personal rewards profiles and monitor both their own and their House's progress. Students and staff alike can see exactly how many house points students have earned and will receive a total breakdown of House points in terms of what they were awarded for and by which staff members.

The system acts as a Record of Achievement and allows staff to award academic and extra-curricular accolades which are recorded on individual student profiles.

The points collected throughout the school academic year by students will be rewarded at end of term assemblies, celebrating subject successes, exemplary attendance and Head of Year awards. The student led School council are working to develop further ways in which students can convert House Points into rewards at different stages of the term in addition to the current system discussed above.

10. Sanctions

If a student chooses to break the classroom rules the following will happen:

A warning will be given verbally and the 'below expected' behaviour identified.

If the behaviour continues, a second verbal warning will be issued. At this stage, the behaviour event will be logged by the class teacher as a demerit and on CPOMS and the classroom expectations will be reinforced.

If poor behaviour continues, a student may be asked to move seat or a detention may be issued. This can be up to 15 minutes at break, lunch or after school.

If poor behaviour remains over a period of time, a departmental detention may be issued. This can last up to 30 minutes at lunchtime or after school. A student may also be placed on subject report and parents contacted. If a detention is issued after school, parents should be given notification.

If repeat offences are made in lessons, students may be placed on daily report or given an internal exclusion or in more severe cases a fixed term external exclusion. All of the above instances should be logged by staff members on CPOMS ensuring the information is copied in to the relevant staff members.

Class Teachers should always look to de-escalate incidents of poor behaviour and use a range of classroom strategies, including LSA's, mentors or support from a member of the inclusion/pastoral team to help manage student behaviour.

The severe clause:

Wilfully is the key word e.g. An incident which after careful investigation of the facts reveals a deliberate act of: physical aggression, proven theft, vandalism, serious disruption of a student's learning or bullying behaviour or peer on peer abuse of any kind, would be dealt with under the severe clause and treated as 'serious misbehaviour' (This is not an exhaustive list).

If a student:

- Harms another student
- Prevents the teacher from teaching or a student from learning
- Is racist
- Has been bullying another student
- Destroys property or steals
- Sexually harasses or abuses or is sexually violent to another student or member of the school community
- Makes false and malicious accusations against staff

They should be referred to their Head of Year, who will liaise with the member of SLT (Pastoral) to agree the sanction depending on the nature of the offence. The Head of Year will also notify the students' parents.

It is vital that the teacher carefully interprets '**refusal to do as they are told**':

- Does the student understand what was expected?
- Was the instruction clear?
- Is the task appropriate for the student's ability?

Behaviour out of school

In line with guidance set out in "Behaviour and Discipline in schools" DFE 2016, the school reserves the right to discipline students for poor behaviour out of school, including cyberbullying and inappropriate use of social media.

The guidance states that, subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school

- wearing school uniform
- in some other way identifiable as a student at the school
- or misbehaviour at any time, whether or not the conditions above apply, that 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

Under no circumstances can corporal punishment be used or threatened at St. George's School.

Persistent Poor Behaviour

If a student is persistently making poor choices the Head of Year or Senior Leaders may take the step of placing the child on a Behaviour Report or Individual Behaviour Support Plan, with their behaviour in both structured and unstructured times recorded and monitored. Parents will be informed and kept abreast of progress.

When a student shows that they are capable of making consistent good choices, the Report or Support Plan may be withdrawn.

If a student is issued a Permanent exclusion for persistent below expected behaviour, this would be seen as the final, formal step in a concerted process for dealing with below expected behaviour / disciplinary offences, following the use of a wide range of other strategies, which have been unsuccessful.

It is an acknowledgement that all available strategies have been exhausted by the school and is used as a last resort.

This would / could include persistent and defiant misbehaviour including bullying (which would / could include racist, homophobic or peer on peer bullying of any form, including incidents of sexual harassment, abuse or violence and the potential for the mental health 'knock on' these behaviours may cause) or possession and / or use of an illegal drug / drug related materials or weapon on School premises. This is not an exhaustive list and there may be other situations where the Headteacher (or Deputy) in conjunction with the Chair of Governors makes the judgement that exclusion is the appropriate sanction.

Using Reasonable Force

The Children Act 1989 makes clear that in any decision involving a student the paramount consideration must be the student's welfare. Paramount means it should be the first thing people think about and it should take precedence over all other considerations. For that reason, staff need to carefully consider what is in the best interest of the student, both in the short term and the longer term.

In exceptional circumstances, staff may need to act in the best interest of the student and the use of reasonable force may be required to achieve this. St George's School acknowledges that physical interventions which use varying degrees of reasonable force are only a small part of a whole setting approach to behaviour management. On very rare occasions it may be necessary to restrain a student.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible:

- Self-injuring
- Causing injury to other students, staff, parents and visitors
- Causing significant damage to property

The paramount consideration is for staff to work in the best interests of the student. Reasonable force will only be used when no other effective alternatives are available. The majority of staff at St George's Upper School have been Team Teach trained.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger or personal injury to any person (including the student), or to manage a student's behaviour if absolutely necessary.

11. Additional Considerations of Policy

Equal Opportunities

This policy must be applied equally and fairly to every member of the school community and during its development consideration was given to the Equality Act (2010).

There is a shared commitment to oppose offensive / racist / sexist remarks for both students and staff.

The school will regularly review sanctions applied through the limit setting consequences to particular groups e.g. gender, race, SEN, disabilities.

Special Educational Needs and Disability (SEND)

Students who experience difficulties in managing their own behaviour will be treated sensitively, according to their needs, in close co-operation with parents. For some students with behaviour difficulties this may be as a result of an underlying condition that means they find behaving appropriately difficult – for example, students on the autistic spectrum or with ADHD (see Appendix 4). For other students it may be a result of environmental circumstances such as a lack of routine, boundaries or consistency.

It may also be a result of neglect, abuse or early childhood trauma. School looks to assist and give additional support to all students and particularly those who need it with transitional periods, be it the transition from Primary School to Upper School, or from academic year to year, or after holiday periods etc. Such support is typically provided through the allocation of a mentor.

For a student with challenging behaviour this is a form of special educational need. In the same way as any other SEND, it is the teacher's responsibility to constantly reflect on their own practice – giving consideration, to why a student might be behaving in a particular way, and the best way to support them in making more appropriate choices.

For a small number of students, the behaviour policy will not necessarily be applied in the normal way, and adjustments will need to be made. Each student will need individual consideration before strategies are implemented, examples of possible strategies are:

- Having one target that is the focus – possibly linked to a behaviour chart
- Teacher choosing the “battles to fight” and choosing to ignore other low level behaviours, as long as they aren't impacting on other student's ability to work or a teacher's ability to teach

This does not mean that students are allowed to “get away with things” – poor choices are still challenged and dealt with - it is simply that a different approach is being taken, due to them having a special educational need

Parents of students with behaviour difficulties will be regularly contacted – and as with our normal practice, for both positive messages as well as keeping them updated on their student's progress

Other students in the class will recognise that the student is being treated in a different way. In the vast majority of cases they will intuitively understand what is happening and why. However, if the class teacher feels it is necessary they can hold a circle time, in the student's absence, to explain

Students with longer term behaviour difficulties will be entered on the SEND register at the appropriate stage and a Pupil Passport will be written to address their behaviour needs and requirements

12. Bullying

Bullying can have a dramatic and long lasting impact on the lives and emotional well-being of students. School takes incidents of this kind very seriously, and the points below should be read in conjunction with the School's Anti-Bullying Policy.

Understanding of bullying and the forms it can take

With bullying so frequently mentioned in the media young students often have difficulty identifying bullying and the many forms it can take. Our PSHE / Tutor Time curriculum provides many opportunities throughout the curriculum for students to discuss these issues and their experiences in depth and to ensure that students are clear about the nature of bullying. Additional arrangements have been made to address sex, consent and the law to ensure sexual harassment and violence as a topic is further recognised, addressed and openly discussed with students being made clear of sanctions and their responsibilities following the review of sexual abuse in schools and colleges. The school is also involved annually in the nationwide Anti Bullying Week Campaign.

People involved in the prevention of bullying

Prevention of bullying is seen as a whole school issue and therefore the responsibility of everyone; staff, parents, trustees and students to report and assist in the prevention of any incidents of bullying.

Protocol for dealing with incidents of bullying

Staff awareness is vital. Staff must report and watch over students who suddenly have a change in their behaviour or their work, show a loss of appetite, or have several unexplained absences. Students are also encouraged to speak up and share any potential bullying incidents they have either been on the receiving end of or have witnessed.

Staff are aware that any incident relating to bullying should be referred to the Head of Year / SLT immediately or should be treated as a Child Protection concern if there is reasonable cause to believe a student may suffer significant harm.

Parents will be informed and involved regardless of the outcomes.

Supporting students who have been bullied, and those who have been the bullies

Depending on the nature of the bullying incident students will be made to feel safe and as confident as possible by sensitive use of student groupings, the temporary removal of the 'bully' from the playground / classroom. School will work closely with parents and arrange that any concern be reported to the Head of Year / SLT to ensure any incidents are dealt with effectively and quickly, with the aim to ensure that the bully and the recipient of any bullying incidents are fully rehabilitated.

Principles of Management

Teachers must make the code of conduct explicit to students and carry it out consistently e.g. to repeatedly state the need to:

- Use names when addressing another person
- Give eye contact
- Stop work and pay attention when spoken to
- Care for resources and property
- Respect and follow classroom routines, school systems and rules
- Wear uniform wherever possible
- Come properly equipped for lessons

Expectations should be reasonable, fair and consistently demanded.

Teachers must have positive expectations about their ability to maintain classroom behaviour e.g.

- Be authoritative
- Expect to receive respect / silence / attention
- Be assertive
- Don't speak until everyone is listening
- Demand courtesy and respect for all
- Never accept less than an individual is capable of

Teachers must take a clear leadership role in the classroom whilst developing a supportive ethos e.g.

- Have high expectations – demand and expect positive outcomes
- Identify with their class – ‘my class / our class’
- Respond to the good and bad news of class members

Teacher should adopt the following stance in the classroom.

- No student will prevent me from teaching for any reason
- No student will prevent another student learning for any reason
- No student will behave in a way, which is not in its best interest, or in the best interests of others for any reason

Teachers need to:

- a) Set clear classroom targets

e.g. the appropriate time scale for work, correct classroom behaviour (all relative to the student's ability)

b) Set effective limits

e.g. for going out to the toilet or to wash equipment or visit another class, for maintenance of room and equipment and student's access to it

c) Give effective, positive support

e.g. use rewards in the system, approach students positively, remember the daily fresh start, convey genuine care and liking for the student while rejecting specific behaviour

Senior Leadership Responsibilities

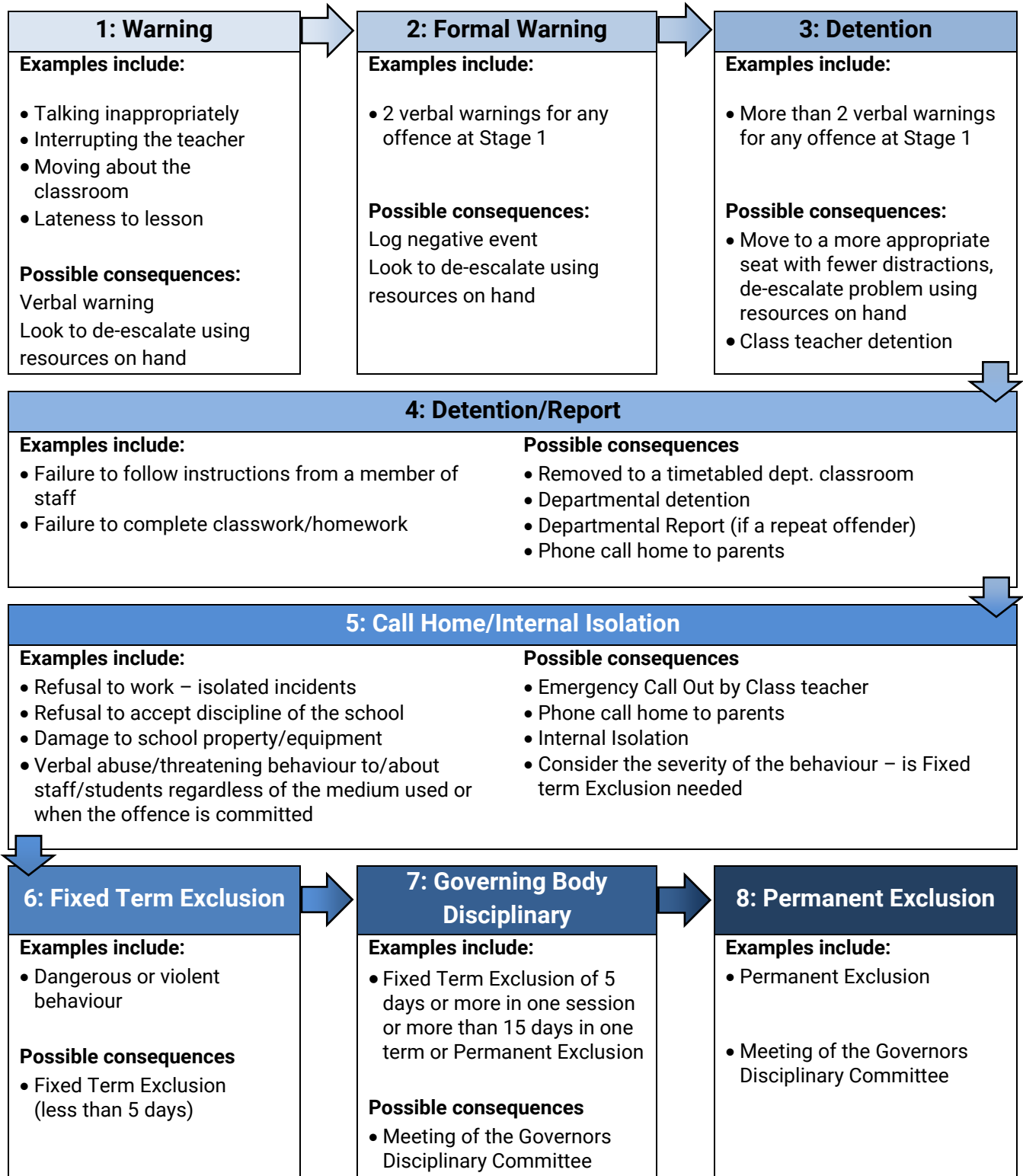
If a matter is referred to a member of the SLT the member of staff will:

- Investigate the matters fairly and thoroughly
- Check with the Head of Year that stages 1 – 4 of the Reflective Behaviour Chart have been completed
- Consider implementing an Individual Support Plan (see Appendix 4)
- Contact parents if necessary and liaise with outside agencies where required
- Internally or externally exclude if necessary

**To be reviewed September 2022
or as and when statutory
guidance / legislation changes**

Appendix 1

REFLECTIVE BEHAVIOUR CHART



Appendix 2: Student Code of Conduct

Uniform and Appearance

- Shirts are to be worn tucked in
- Blazers must be worn around school
- Coats should be normal outdoor coats with no large markings. These should not be worn in the school building
- Shoes must be plain black with no markings or brandings on
- Students are not allowed any jewellery other than a pair of small studs
- No hats are to be worn within the school building or grounds
- No hoodies should be worn in school
- Cosmetics should be kept to a minimum

Behaviour in Classrooms, Corridors and School Grounds

- Move calmly and quietly around the school walking on the left hand side of corridors, stairs and steps where possible
- Keep the school clean and tidy putting litter in bins and keeping walls and furniture unmarked. Students will not deliberately damage the school property. Chewing gum is forbidden
- Students should line up quietly outside classrooms until a teacher arrives
- You should ensure that you have everything with you that you need for each lesson
- You should take great care of your own and other people's property. You should not touch other people's belongings unless you have their permission
- You should not engage in any abusive, threatening or bullying behaviour towards any other students or staff at the school. This includes physical and verbal abuse
- Smoking is forbidden in school and on the way to and from school
- You should not bring any sharp objects e.g. knives or screwdrivers into school under any circumstances
- You must not be in the possession of, or consume alcohol or any other narcotic or prohibited substance in school
- Mobile phones or any other electronic devices (MP3 player, iPods etc) are not to be used or seen on the school premises. Students are expected to fully adhere to the school policy and hand phones in during Form time. The school will not take responsibility for their loss or theft if they have not been handed in
- We strongly recommend that any items of value, or large amounts of money should not be brought into school. If parents wish their students to carry mobile phones or any of the above for use on their journeys to and from school, they do so at their own risk
- Only students with notes in their planners are allowed to use the toilet during lessons

Lunchtime and Breaks

- No students in Years 7-11 are allowed off site during morning break or lunchtime
- No students should be in the areas deemed to be out of bounds e.g. Side of the Art Block or Lower School Grounds

- Students should make their way to form or classrooms on the sound of the bell
- No bags or coats should be left in the crush hall
- Students should not congregate around the locker areas
- In the event of a wet break students will be allocated an area and must remain in that area, unless told otherwise by a member of staff
- Students are allowed to drink water in a clear bottle, fizzy drinks are not allowed. Students must not drink in rooms where water poses a health and safety risk
- Students should eat and drink in the school canteen. No food should be taken from the canteen

General

- School begins promptly at 08:25. You should arrive at school on time. If you arrive late you must register at the 'late gate' up to 08:50 or at reception after 08:50
- You are expected to be punctual to all lessons
- You must not leave the school site without a letter from a parent / guardian and permission from a senior member of staff. You must always sign out at reception when leaving the premises during the school day
- If you are absent for any reason you should bring an explanatory note from your parent / guardian and give this to your Form Tutor on the day you return
- If you are unable to do PE you must bring a note from your parent / guardian or a doctor
- If you are unwell during the school day you should go to the school medical room. If you need to go home the school will contact home to make the necessary arrangements

Serious Misconduct

The following actions are serious breaches of discipline and strictly forbidden. Students found to be indulging in any of these activities will face a fixed term or permanent exclusion.

Students must not (this is not an exhaustive list):

- Bully or intimidate other members of the school community
- Create a threat of abuse to students, staff or any member of the St. George's Community or leave the school premises
- Sexually harass, abuse or be violent to any member of the school community
- Verbally abuse students or staff
- Physically abuse students or staff
- Steal or cause deliberate damage
- Makes false and malicious allegations against staff
- Smoke/vape or have cigarettes / e-cigarettes / lighters in their possession
- Deal or be in possession of drugs
- Be in possession of, or carry or distribute any weapon, real or imitation

Appendix 3

Behaviour for Learning

Expectations;

You are expected/can expect to be:

on time, dressed correctly, prepared for learning, included, resilient, respectful, involved, supportive, supported.

Respect yourself:

- Wear correct uniform
- Bring all the correct equipment
- Complete all the tasks set
- Behave and work well in lessons
- Never bring banned substances on site

Respect others:

- Be courteous in speech and attitude
- Be honest and truthful
- Be in the right place at the right time
- Exercise personal responsibility
- Give help when it is needed

Respect the environment:

- Treat the fabric, furniture and equipment with care
- Put litter in bins
- Leave areas clean and tidy
- Eat and drink in approved places

Poor



Behaviour



Good

Sanctions

- 1: Warning
- 2: Formal Warning
- 3: Detention
- 4: Detention/Report
- 5: Call Home/Internal Isolation
- 6: Fixed Term Exclusion
- 7: Governing Body Disciplinary
- 8: Permanent Exclusion

Rewards

- Feeling successful and proud
- Spoken and written praise
- Head of Year awards
- Certificates
- Parents contacted by phone
- e-praise Merit Shop
- Attendance awards
- Pastoral awards
- Celebration events & assemblies
- Headmaster Awards

Learning with Respect, Responsibility and Resilience



Appendix 4

Behaviour for Learning



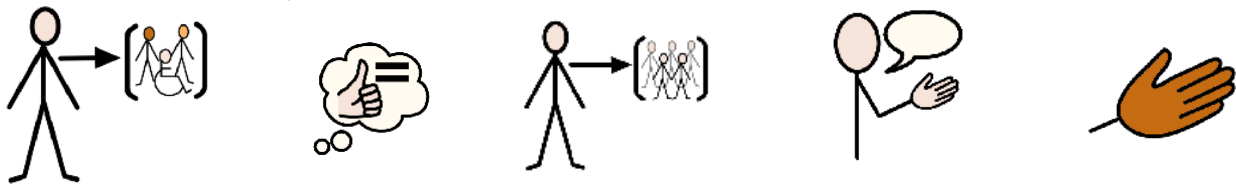
Expectations



You are expected / can expect to be:



on time, dressed correctly, prepared for learning,



included, respectful, involved, supportive, supported.



Respect yourself:

Wear correct uniform ✓

Bring all the correct equipment

Complete all the tasks set

Behave and work well in lessons

Never bring banned substances on site



Respect others:

Be courteous in speech and attitude

Be honest and truthful

Be in the right place at the right time

Exercise personal responsibility

Give help when it is needed



Respect the environment:

Treat the fabric, furniture and equipment with care

Put litter in bins

Leave areas clean and tidy

Eat and drink in approved places



Sanctions and Rewards



Poor



Behaviour



Good

1: Warning



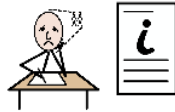
2: Formal Warning



3: Detention



4: Detention / Report



5: Call Home / Internal Isolation



6: Fixed Term Exclusion



7: Governing Body Disciplinary



8: Permanent Exclusion



-Feeling successful and proud



-Spoken and written praise



-Head of House awards



-Certificates



-Parents contacted by phone



-Attendance awards



-Pastoral awards



-Celebration events & assemblies



-Headmaster Awards



Appendix 5: ASD and Behaviour / ISP's

ASD and Behaviour

People with autism often experience high levels of anxiety, which if not managed appropriately can result in behaviour that can be challenging. People with autism also experience difficulty communicating their needs effectively which may lead to high levels of frustration. People with autism can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion.

We understand that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. People with autism may have different needs and more limited means of achieving those needs. We have a duty to protect and keep safe the individual concerned and the other people around him or her, including other staff.

St George's School aims to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them. We promote a non-aversive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist the young people to learn by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards, which will be very individual, positive reinforcement strategies such as praise and encouragement, will be used to reinforce appropriate behaviour. Depending on the preferences of the individual we may also use more public rewards, such as celebrations of success.

Negative reinforcements and punishments are not successful with most people with autism as we can never be sure that they make the right connection between their behaviour and the negative reinforcement. However young people learn from experiencing the outcomes of their behaviour, the natural consequences. Providing the individual is well aware of the likely consequences of the behaviour and has the ability to make a choice, this is not a punishment or a sanction, but is a consequence of his or her behaviour.

As a school we aim to understand the underlying factors causing behaviours, in order to respond positively, consistently and effectively; providing structures and strategies to empower the individual to manage their own behaviour, promote emotional

regulation and independence, enhance communication and socialisation and raise self-esteem.

SPELL

SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism, and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

The SPELL framework recognises the individual and unique needs of each child and adult and emphasises that planning and intervention be organised on this basis. The SPELL framework can be applied across the autism spectrum, including Asperger Syndrome.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links.

Structure

Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information. Structure can aid personal autonomy and independence by reducing dependence (e.g. prompting) on others. Environments and processes can be modified to ensure each person knows what is going to happen and what is expected of them, reducing anxiety.

Positive (approaches and expectations)

We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

Expectations should be high but realistic and based on careful assessment. Assessments should be made from as wide a perspective as possible and should include a view of the barriers in accessing opportunity. For example, many people on the autism spectrum may have difficulty with verbal communication, leading to an underestimation of their ability and potential. Conversely some may have a good grasp of speech but this may mask other needs.

Many autistic people may avoid new or potentially aversive experiences, but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

Empathy

We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them. This is a key ingredient in the 'craft' of working with people on the autism spectrum.

Making efforts to understand, respect and relate to the experience of the autistic person must underpin our attempts to develop communication and reduce anxiety. The quality of the relationship between the person and supporter is of vital importance. Effective supporters are calm, predictable, good humoured, empathetic and analytical.

Low arousal

Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. There should be as few distractions as possible, paying attention to noise levels, colour schemes, odours, lighting and clutter, for example. Some people may need more time to process information, especially speech. Clear information should be given in the medium best suited to the individual with care taken not to overload or bombard.

Some people may seek out sensory experiences. This is best achieved with an approach where the input can be regulated.

Low arousal should not be confused with 'no arousal'. It is of course desirable that people are exposed to a wide range of experiences but that this is done in a planned and sensitive way. It is recognised that for the most part the individual may benefit most in a setting where sensory and other stimulation can be reduced or controlled.

Links

Autistic people, their parents or advocates should be seen as partners. Recognise the benefits of sharing information and working alongside the individual, their families and other professionals. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches. Create and maintain links between the individual, their wider support networks and the community.

Factors That Affect Behaviour Include:

- **Anxiety:** The behaviour exhibited by people with autistic spectrum disorders is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner. The low arousal approach described in SPELL is effective in reducing anxiety in people with autism.

- **Theory of Mind:** because of neurological differences people on the autism spectrum may have difficulty understanding other people's thoughts and feelings which may lead to students not understanding how their behaviour affects others.
- **Communication:** Difficulties with communication, particularly social communication are key. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each person has a functional communication system, that those supporting the person individualise their communication system and that our expectations of each individual are appropriate.
- **Environment:** We will seek to sensitively and imaginatively manage the environments for the young people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties. The structuring of physical environments as recommended by SPELL and Division TEACCH have been shown to be effective in reducing anxiety and improving people's behaviour by helping them make sense of their environment.
- **Sensory differences:** People on the autism spectrum are likely to have difficulty modulating and processing all types of sensory information, this can lead to hyper or hypo-arousal. Hyper-arousal results in high levels of anxiety, whilst hypo-arousal can result in passivity and under-responsiveness. We will seek to establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.
- **Emotional Regulation:** Young people with autism often experience high levels of anxiety, over-stimulation and emotional dysregulation that can compromise quality of life. They may not understand the nature of the emotions they experience, let alone what causes them. Young people must learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking), which is actually part of the child's coping strategy, if they are to respond appropriately and support the child's emotional regulation.

Individual Provision Plans (ISP's)

An Individual Support Plan (ISP) may be put in place to assist in the management of a student's behaviour. We use the term support as we recognise most behaviour results from unmet needs and therefore we focus on the support to meet needs not the behaviour causing concern. The intention is for people to be increasingly responsible for managing their own behaviour.

Wherever possible, students and their parents will be involved in the development and implementation of their individual provision plans. Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

Individual support plans can only be effective if those following them, including the child and parents, have ownership of them. Heads of House will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training is available to address their needs.

All ISPs should be written in line with the following principles:

- The school will use planned, agreed and risk assessed approaches to support challenging behaviour including the use of ABC charts (antecedent, behaviour, consequences) to analyse any potential triggers or patterns in behaviour
- ISPs are drawn up by the staff who know the person well (usually the Head of Year) with advice from other staff and professionals when appropriate. Families and, where appropriate, the young person will be consulted on these plans
- All ISPs identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours. The ISP should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff
- Each student's ISP is reviewed as and when required according to individual need. The relevance and effectiveness of each ISP will be assessed at least termly and modifications made as necessary

Before completing an ISP:

1. Identify the behaviour(s) be specific: when identifying the behaviour be very specific, you should always be able to answer yes or no to the question "Is the behaviour occurring now?"
2. Prioritise: is an intervention necessary? Not all behaviour difficulties can, or need, to be tackled at once. Behaviours which endanger the child or others are always priorities.
3. Assess the behaviour: you need to identify when, where, with whom and how often the behaviour occurs. What appears to cause/maintain the behaviour? Think carefully about the environment(s) in which the behaviour is likely to occur. What important results does the behaviour achieve for the students? In what situations does the behaviour never occur?
4. Identify what the student needs to learn – how can the student communicate the same thing and/or regulate their emotional state in a more acceptable way?
5. What motivates the students? Effective re-enforcers are integral to the teaching of new skills.

Appendix 6

Searches of Student Property

Normally, the consent of the student whose property is to be searched should be sought prior to the search. If this is withheld, it should be pointed out to the student that reasonable deductions will be drawn from this refusal and acted upon. If the student agrees, any item can be searched for. However, the ability to give consent must be considered as age, or other factors might need to be considered. Any search must consider the needs of the school to maintain effective discipline, but also the rights of the student to a reasonable level of personal privacy. These rights are not absolute and may be interfered with as long as the action is justified and proportionate.

A search can still be conducted without the student's consent, in order to safeguard students' welfare if the senior member of staff present deems that a student is potentially at risk (if, for example, it is suspected that weapons are in the student's possession), or that the items being searched for are banned by law or the school rules.

Students may not, under any circumstances, possess items which are banned by the School Rules or the law. This includes (Searching, Screening and Confiscation: Advice for Headteachers, School staff and Governing Bodies Jan 2018): knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, extremist literature or 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 damage to the property of, any person (including the student).

Searches of students' property may be conducted where a member of staff has reasonable grounds for suspicion, either of particular individuals or wider sections of the community. It is not acceptable to conduct searches on an entirely random basis. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about a banned item or they might notice a student behaving in a way that causes them to be suspicious.

Searches will normally be conducted by a minimum of two members of staff, and in the presence of the student whose property is being searched. The member of staff conducting the search should normally be the same sex as the student being searched. In the exceptional circumstances, when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff

conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

Any item discovered which contravenes the School Rules or represents any sort of danger to students will be confiscated immediately and may be retained by staff. It should be disposed of with due consideration given to its hazardous nature and/or legal responsibilities.

If any such item is accidentally discovered by members of staff, they must report this immediately to a member of the Senior Leadership team.

See under *ICT Equipment* for searches of electronic media.

If a member of staff suspects a student has a banned item in his / her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the member of staff can apply an appropriate sanction as set out in the school's behaviour management policy. A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the School can apply an appropriate sanction.

The Headteacher should decide who to authorise with the power to search an individual or their property. This would normally include all teaching staff and the School Nurse.

A search may extend to clothes, possessions, bags and lockers; in effect, any item over which the student is deemed to have control. For the purposes of a search, 'clothes' is deemed to mean the outer or easily removable layer of clothing (coat, jacket, hat, gloves etc.) only or the emptying of pockets. Body Searches should be left to trained individuals brought in from appropriate agencies.

There is no legal requirement to notify a parent of a search of their child's possessions, nor indeed to record it. However, a note should be made on the School internal logging system (CPOM's). Parents should however, be informed if illegal drugs, alcohol or harmful substances were found during any search of their child's possessions, although, again, this is not a legal requirement.

ICT Searches

The school monitors Internet usage using ICT Monitoring Software and web filters. Students are informed that the Internet at school is for study purposes and authorised school activity only. Staff are expected to monitor content, contact and conduct of students online, within their individual lessons. Students are not to use the Internet to

obtain, download, send, print, display or otherwise transmit or gain access to materials which are unlawful, obscene or abusive. Students are expected to respect school rules and copyright laws at all times and follow guidelines set out explicitly regarding ICT usage in the school planner.

No communications device (this includes mobile phones), whether school provided or personally owned, may be used for the bullying or harassment of anybody within the St. George's School Community.

Searches of Computers and electronic devices can be made where suspicions are raised as defined by DFE advice. If the school has good reason to search a device, it can be carried out without the student's consent and any data or files that could disrupt teaching, cause harm or break the school rules, can subsequently be erased unless there is a need to contact the police.

When searches are made, the search is logged and conducted in the presence of two members of identified staff. Students will be contacted to provide access details and may request to be present if required.

A search on a machine would normally be undertaken with the student's consent but not necessarily in the presence of the student. Signing up to the ICT Acceptable Use Policy on the School Network constitutes consent. A search can still be conducted without the student's consent, in order to safeguard students' welfare, if the senior member of staff present deems that a student is at risk, if items are being searched for that are banned by law or the school rules, if sites promoting pornographic or extremist material are being visited or if the normal working practices of the school network are being interrupted or affected by an individual's activities.

If staff are alerted to inappropriate, unlawful, obscene or abusive material being displayed, shared, distributed online, the school will look to investigate the matter further. Where an inappropriate image issue is suspected or discovered, the identified responsible member of staff for ICT may provide technical advice to the Headteacher or Senior Leader / DSL and the image should only be viewed by the DSL(s) where possible. The school will then act appropriately in line with the School's Student Behaviour, Anti- Bullying and Exclusions Policies.

The school may dispose of inappropriate images, or delete images on a mobile phone or other device, unless it constitutes a specific offence (e.g. extremist or pornographic material), in which case the DSL / Headteacher will contact the police for advice.