



St George's
School Edgbaston

PREP SCHOOL: BEHAVIOUR POLICY

Revised: February 2024



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, behaviours, 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 Gold awarded 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 Class, playground and dining room RRS Charters:

- Article 2** Non-discrimination
- Article 12** Respect for the views of the child
- Article 17** Access to information from the media – protect children from materials that could harm them
- Article 19** Protection from violence abuse and neglect
- Article 28** Right to an education – discipline in schools must respect children's dignity and their rights
- Article 29** Goals of education – encourage children's respect for human rights

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

The Behaviour 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)

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 Behaviour 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
10. The expected behaviours and values are clear, explicit, accessible and easy to use in school. These values and behaviours are teachable and it is expected that our teachers positively and actively model these throughout all areas of school. The expectations have been designed to aid consistency of use for all students and staff

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

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

Practice

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

School Charters

At the start of each year the children work with the teacher to create a set of agreements to be followed within each class, the playground and the dining hall. Using the United Nations Rights of the Child articles (UNCRC), a set of promises are agreed on for the classroom. Charters are created to help children understand that they have rights, how important it is to have rights and to develop their own sense of responsibilities. Working closely with the children to create expected behaviours empowers them to know and understand how they can respect themselves and others. They are better able to articulate when the agreements are not being followed, and to say how they have stopped another child from having their rights respected. The charters should be designed with the children and prominently displayed. They should be frequently revisited to enable new starters to know and understand what the agreements are, and so that they clearly understand why each particular promise

has been chosen. Every child should sign the charter to signify that they agree with it and will abide by it.

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

PSHE lessons also provide opportunities for consideration of behavioural issues, but issues such as tolerance, honesty, bullying, rights and responsibilities are actively addressed throughout the curriculum; and Fundamental British Values are actively embedded and promoted.

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.

Students who are experiencing behavioural and emotional difficulties will be supported.

Behaviour incidents, both positive and negative, are recorded. We use Class Dojo to record positive behaviour and CPOMS to log negative behaviour incidents. These incidents are monitored, managed and analysed by staff.

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.

Positive Staff Behaviour

Staff must show care, concern and respect for all students individually. It is their responsibility to ensure modelling of the school's desired values and behaviours is consistent to 'show' our students how best to conduct themselves.

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 expectations 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 these expectations 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

Positive Student Behaviour

- Respect for others
- All students should uphold the school aims
- Students should show resourcefulness and preparedness for learning and school life day to day in an age-appropriate manner
- 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 expectations, rewards and sanctions of the school 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 children. Parents/Carers may be asked to discuss behaviour with their class teacher/SLT and review progress, or to support at home as needed. 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.

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.

Class Teacher

- Plan and deliver engaging lessons of an appropriate level of challenge for all
- Maintain a positive, well managed classroom environment, delivering lessons in a way that enables good behaviour
- Use consistent approach to starting and ending lessons to aid effective transitions for students
- Use Rewards and Sanctions as outlined in the Behaviour Policy
- Record behavioural incidents, both positive and negative

- Refer students whose behaviour gives cause for concern to Phase Leaders, Head of Prep School and/or SENCo
- Contact, or meet with, parents when necessary

Teaching Assistants and Support Staff

- Assist in maintaining a positive and well managed environment
- Model values and behaviours outlined in the Behaviour Curriculum
- Assist class teacher in implementation of 'start' and 'end' to lesson routines.
- Use Rewards and Sanctions as outlined in the Behaviour Policy.
- Refer students whose behaviour gives cause for concern to their Class Teacher

Senior Leadership

- Ensure that their Key Stage follows the Behaviour Policy with regard to both rewards and sanctions and role and responsibilities
- Support members of their Key Stage with behavioural issues with individual students or classes
- Consider implementation of an Individual Support Plan where appropriate
- Support contact, or meet with, parents when necessary
- To supervise students who require time out.
- Liaise with staff 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
- Use the schools Management Information System to monitor, analyse and manage student's behaviour

Head of Prep School

- Ensure staff fulfil their roles and responsibilities and follow the Behaviour Policy
- Place students on Behaviour Support
- Place students on Internal Isolation when there has been a serious breach of the school's behaviour expectations. Discuss with a Head Teacher a Fixed Term or Permanent Exclusion for the more serious breaches of school conduct
- Liaise with parents and other agencies where needed and appropriate

Practical Implementation of the Policy

Rewards Systems

1. Verbal praise – personal, one to one, to a group and also shared with a class.

2. Dojos will be awarded to individuals for good behaviour or work e.g. ready on the carpet, tidied table quickly with no fuss, or, for a good answer during class discussion etc. Daily Dojos are recorded on the Dojo board and added to Class Dojo by the end of the day. Each day is a fresh start, and the Dojo board cleared at the end of each teaching day (praise may not be removed once earned and must be left for the remainder of the day)
3. **NO Dojos SHOULD EVER BE REMOVED from a pupil.** (Dojos are reset at the beginning of each week)
4. Individuals, groups or the whole class, will be rewarded Dojos through general good behaviour, acts of kindness, empathy and resilience, including displaying and sharing a good work ethic. Each class will have the opportunity to earn a class reward. Each week the Dojos are reset on the computer with a record of the class total being kept until they reach their target number. This should be displayed on the Dojo Board. The whole class will be able to vote to choose from rewards offered by the class teacher/s e.g. extra break time/games activities, free time in class or DVD
5. Send good work to the HoPS, Phase Leaders for praise and reward
6. Invite parents to regularly share individual children's achievements via Class Dojo
7. Recognition in assemblies - e.g Good work, Star of the week
8. ACE award winner (Always Child who is an Example to everyone) voted for by the children at the end of each term. Parents are encouraged to join us for this assembly so that they too can celebrate their child's success

Sanctions

If a child chooses to break the school Charters the following will happen:

1. A clear verbal warning will be given that names the unexpected behaviour and links it to the class charter
2. If the behaviour continues, the child will be told they are at a yellow sanction this could be a yellow token or the yellow Zones on an Zones of Regulation strip being identified. The child should be encouraged to display the appropriate behaviour to get them to the green Zone. Be clear about your expectations e.g. "Next time I look over at you I expect to see you working quietly," Other members of the class should be encouraged to help them achieve this. The teacher should look for the earliest opportunity to remove the yellow sanction. Pupils should be prompted to use a strategy to support this
3. Should the behaviour not improve the pupil moves to a red sanction. If it has occurred before break or lunchtime, the pupil will miss some of their playtime. During this time, they should be supported by a member of staff from their class to discuss the negative behaviour and how they could have managed the

situation differently. Should the behaviour occur in the afternoon, the child will be sent to the Phase Leaders room WITH WORK. This will be for a maximum of 20 minutes. The incident is logged on CPOMS and parents will be informed

4. For more serious behaviour incidents, the pupil will be sent to the Phase Leader SENCo or HoPS and their name and the behaviour is logged on CPOMS. Parents will be notified
5. Loss of privileges may be imposed – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days)

Consequences must be calmly and consistently applied in a manner, which avoids:

- Confrontation
- Loss of control by an adult
- Humiliation of the child

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 child’s learning or bullying behaviour of any kind, would be dealt with under the severe clause and treated as ‘serious misbehaviour’ (This is not an exhaustive list).

If a child wilfully:

- Inflicts physical harm on another child
- Has been bullying another child
- Overtly refuses to do as they are told
- Prevents the class from functioning (Prevents the teacher from teaching or a child from learning)
- Is racist
- Destroys property or steals
- Exhibits sexist, misogynistic, bi-phobic or transphobic behaviour
- Exhibits any prejudiced based behaviour in line with KCSIE 2023
- 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 are sent straight to the HoPS, or Phase Leader in their absence. Consequences will be identified by the HoPS/PL depending on the nature of the offence. It is vital that the teacher carefully interprets **'refusal to do as they are told'**

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

If an incident is very serious, or repeated, the school reserves the right to exclude a pupil for a fixed term (which can become permanent) or impose an internal exclusion, where the child remains with the HoPS/PL (see Exclusions Policy).

Persistent Poor Behaviour

If after several days a child is persistently making poor choices the HoPS or PL may take the step of placing the child on a Conduct Log and their behaviour in both structured and unstructured times will be recorded and monitored. Parents will be informed and kept abreast of progress.

When a pupil shows that they are capable of making consistent good choices i.e. most records in the log celebrate positive behaviours, the Conduct Log will be withdrawn.

A crucial element of the school disciplinary philosophy is:

'Each day is a fresh start'

Under no circumstances can corporal punishment be used or threatened.

Internal Isolation, Fixed Term and Permanent Exclusions

For serious breaches of behaviour, where students in the view of the Senior Leader have reached or exceeded Stage 5 of the 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 a Head Teacher, 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. A Head Teacher may also choose to permanently exclude a student if it is felt appropriate (based on probability).

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.

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 child on child bullying / abuse 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 of Lower school in conjunction with the Head Teacher and the Chair of Governors makes the judgement that exclusion is the appropriate sanction.

Appeals

Parents/Carers may appeal where a child has been excluded for more than 5 days. Any appeals must be made in writing to the Clerk to the Board of Trustees as outlined

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

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.

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.

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) and the Public Sector Equality Duty.

There is a shared commitment to oppose offensive / racist / sexist/ misogynistic / homophobic/ transphobic or prejudiced based abuse / 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)

Children who experience particular difficulties in regulating their own behaviour will be treated sensitively, according to their needs, in close co-operation with parents and if relevant, external professionals. For some children an underlying condition means they find behaving appropriately difficult – for example, children on the autistic spectrum or with ADHD. For other children environmental circumstances such as a lack of routine, boundaries or consistency may lead to them having difficulties in regulating their behaviour. Other difficulties may be a result of neglect, abuse or early childhood trauma.

A child presenting with challenging behaviour should be considered in terms of a child with a special educational need. In the same way as with any other SEND, it is the teacher's responsibility to constantly reflect on their own practice – giving consideration to why a child might be behaving in a particular way, and the best way to support them in making more appropriate choices. The SENCo and SLT will support the reflective process.

For a small number of children, the behaviour policy will not necessarily be applied in the normal way, and adjustments will need to be made in discussion with the Inclusion team. Each child will need individual consideration before strategies are implemented. Staff will prioritise which behaviours to focus on first and may choose to ignore other low-level behaviours, as long as they aren't impacting on other children's ability to work or a teacher's ability to teach.

We will work with parents to keep them informed of progress and pass on positive messages. Other children in the class will recognise that the child 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 child's absence, to explain.

Children with longer term behaviour difficulties will be entered on the SEND register at the appropriate stage and an IPP (Individual Provision Plan) / Pupil Passport will be written to address their behaviour needs.

Children with Social, Emotional and Mental Health Needs

Behaviour alone is not classified as a SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Early Help Assessment with the family, and

support the child through the process of regular meetings which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to Forward Thinking Birmingham (formally CAMHS) or other specialists. The school is unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These are generally delivered by trained teaching assistants who develop good, trusting relationships with the children. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Behaviour Policy, reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills (see Anti-Bullying Policy).

Bullying

Bullying can have a dramatic and long-lasting impact on the lives and mental / emotional health and 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 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. 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 or child on child abuse.

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 / child on child abuse, should be referred to SLT and Designated Safeguarding Lead immediately and should be treated as a Child Protection concern if there is reasonable cause to believe a student has or 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.

Keeping Children Safe in Education (2023), The Equality Act (2010) and the Public Sector Equality Duty within it, Human Rights Act (1998) and Behaviour and Discipline in Schools (2016) were also used for guidance in addition to the above documents / policies when developing our Behaviour Policy.

The policy was written taking into consideration DfE guidance including Keeping Children Safe in Education 2023 with specific regard paid to Child on Child Abuse, Mental Health and Behaviour in Schools, Supervision and Permanent Exclusion from Maintained Schools, Academies and Student Referral Units in England.

Searching, Screening and Confiscating 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.

This list of prohibited items is not an exhaustive list but includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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 property of; any person (including the pupil)
- an article specified in regulations:
 - tobacco and cigarette papers, vapes
 - fireworks
 - pornographic images or any mobile phones or electric devices that should not be used or held in school

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 Schools, July 2022): 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 (authorised by a Headteacher) 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 and will be conducted with consideration shown to and student's age and needs including making reasonable adjustments for students SEND. 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. A DSL should also be informed immediately in this instance.

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

Parents should always be informed of any search for prohibited items and kept informed of the outcomes. School keep a record of each search conducted.

See under **ICT Searches** 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 (CPOMS). 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 the School Charters and copyright laws at all times and follow guidelines set out explicitly regarding ICT usage.

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 contravene the principles of the school charters, 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. **If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. The incident should be referred to the DSL and school will follow the principles set out in Keeping Children Safe in Education and Sharing nudes and semi-nudes: advice for education settings working with children and young people.**

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 and the device could be handed over to them.

**To be reviewed February 2025
or as and when statutory
guidance / legislation changes**

Appendix 1

Appendix 1 BEHAVIOUR SANCTIONS CHART

1: Remind/direct	2: Warning Yellow	3: Sanction Red
<p>Explanation regarding behaviour witnessed, which expectation is not being followed: Examples: 1) Follow Teacher's instructions 1st time... every time 2) Ready for learning all of the time 3) Respect myself and others all of the time Praise/reward students who are showing the desired behaviour</p>	<p>Warning from teacher if unexpected behaviour continues – Articulate what the warning has been given for and what is expected Give the pupil time and strategies to put it right (up to 10 minutes depending on circumstance) Examples: 1) Moving away from distraction 2) Using a learning aid 3) Take deep breaths</p>	<p>Reminded, warned and then sanction</p> <p>To include:</p> <ul style="list-style-type: none"> • Missing playtime • Catching up on missed work • Time with Phase leader

4: More serious behaviour/ repeated poor behaviour – referred to Phase Leader /SENCo	
<p>Examples include:</p> <ul style="list-style-type: none"> • Failure to follow expectations having gone through Remind/Warning/Sanction consistently • Careless actions resulting in hurting/upsetting a friend • Being rude to adults (wilfully) • Refusal to work 	<p>Possible consequences</p> <ul style="list-style-type: none"> • Removed to another classroom/office • Removal of responsibilities • Additional playtime missed • Phone call home to parents • Behaviour support plan

5: Serious Behaviour	
<p>Examples include:</p> <ul style="list-style-type: none"> • Repeated refusal to work/preparedness to work/preventing teaching from occurring • Refusal to accept expected behaviours of the school • Damage to school property/equipment • Verbal abuse/threatening behaviour to/about staff/students 	<p>Possible consequences</p> <ul style="list-style-type: none"> • Removal from Class by Class teacher • Phone call home to parents • Internal Isolation • Consider the severity of the behaviour – is Fixed term Exclusion needed

6: Fixed Term Exclusion	7: Governing Body Disciplinary	8: Permanent Exclusion
<p>Examples include:</p> <ul style="list-style-type: none"> • Dangerous or violent behaviour • Child on Child Abuse <p>Possible consequences</p> <ul style="list-style-type: none"> • Fixed Term Exclusion (less than 5 days) 	<p>Examples include:</p> <ul style="list-style-type: none"> • Fixed Term Exclusion of 5 days or more in one session or more than 15 days in one term or Permanent Exclusion <p>Possible consequences</p> <ul style="list-style-type: none"> • Meeting of the Governors Disciplinary Committee 	<p>Examples include:</p> <ul style="list-style-type: none"> • Permanent Exclusion (serious incident) • Series of incidents where behaviour has not been amended following interventions <ul style="list-style-type: none"> • Meeting of the Governors Disciplinary Committee

Appendix 2: SEND and Behaviour / ISP's

We understand that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. Students 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. Depending on the preferences of the individual we may also use more public rewards, such as celebrations of success.

Young people learn from experiencing the natural consequences of their behaviours. This helps them to regulate and modify their behaviour for some pupils this will require more specific support.

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.

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.

Empathy

We must try to see the world from the standpoint of the young person, 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.

Making efforts to understand, respect and relate to the experience of the young 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.

Factors that Affect Behaviour Include

Anxiety

The behaviour exhibited by people 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.

Theory of Mind

Because of neurological differences people 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 effect behaviour and self-esteem. We will seek to reduce the likelihood of inappropriate behaviour by being aware of his and by facilitating communication where possible.

Environment

We will seek to sensitively manage the environments for the young people we support to reduce sources of stress and thereby reduce behavioural difficulties.

Sensory Differences

Some students are likely to have difficulty 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 develop an awareness of any sensory differences that may be affecting an individual and seek to reduce, or support them to manage these difficulties.

Emotional Regulation

Some students often experience high levels of over-stimulation and emotional dysregulation that can impact their quality of life. They may not understand the nature of the emotions they experience, let alone what causes them. Students may require extra support to recognise and identify emotions and then 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 behaviours (such as rocking), that may be part of the child's coping strategy, if they are to respond appropriately and support the child's emotional regulation.

Change/Transition

Some students find moving from one activity to another or one teacher to another difficult. A change to the normal routine can also unsettle a student. Where ever possible we aim to prepare students for upcoming changes and transitions.

Individual Provision Plans (ISPs) or Pupil Passports (PPs)

An Individual Plan (IPP) or pupil passport may be put in place to assist in the management of a student's behaviour. The intention is for students to be increasingly responsible for managing their own behaviour.

All IPPs/ PPs 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
- IPPs/PPs are drawn up by the staff who know the person well (usually the Class Teacher) with advice from other staff and professionals when appropriate. Families and, where appropriate, the young person will be consulted on these plans
- All IPPs/PPs identify motivators (likes), triggers (dislikes), proactive and reactive strategies. The IPP/PP should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff
- The relevance and effectiveness of each IPP/PP will be assessed at least termly and modifications made as necessary. Each student's IPP/PP is reviewed as and when required according to individual need

Before completing an IPP:

1. Identify the behaviour(s): 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. Analyse 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 skill.