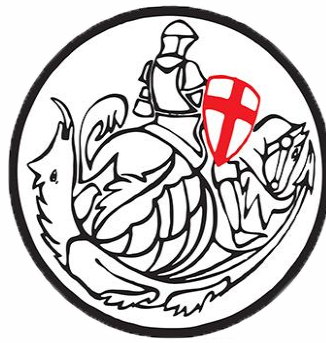




Saint George's
Church of England School

Behaviour Policy

July 2026

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Introduction

At Saint George's Church of England School, the Governing Body, Headteacher, Leadership Team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions, and to encourage others to do the same.

We have created a safe and happy environment where every member of our school community can feel appreciated, valued and respected. Our school community has high expectations where children can thrive, learn and develop intellectually, socially, culturally and spiritually, into caring and responsible people.

Our behaviour policy is rooted in our Christian vision and our motto: *"All Different, All Equal, All Flourishing."* We believe that every pupil is a unique and valuable with God-given talents that should be recognised, nurtured and celebrated. Our approach to behaviour supports each pupil in realising their potential and becoming a responsible, confident and articulate young person, fully prepared for adult life.

At Saint George's we strive to be Good Samaritans. The values of **CARE**, **RESPECT** and **SHARE** underpin our expectations for behaviour across the school:

- **We CARE** for ourselves and others as unique and precious individuals.
- **We RESPECT** all people and places within our school community and beyond.
- **We SHARE** our time, talents and kindness to support and serve one another.

Our behaviour policy guides staff to teach, model and reinforce these values consistently, ensuring that all pupil's flourish within a safe, inclusive and nurturing learning environment.

Aims

We recognise that children need a framework to guide them and support them in their learning, encouraging positive behaviour at all times.

We recognise that pupils should be able to take responsibility for their own behaviour and learning. As a school we expect our pupils to be well-behaved, good mannered, considerate of others and ready to learn and we support them as follows:



The Christian nature of the school sets the context for our policy. This is to provide a base for the effective and efficient working of the with the promotion of mutual respect and understanding throughout the school community.

This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied equally to all pupils
- define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property





Our Ethos

The school's values and beliefs mean we expect:

- Pupils to demonstrate our values of CARE, RESPECT & SHARE in their behaviour
- Pupils to arrive prepared, equipped and motivated to engage fully in all learning activities
- Pupils take ownership of their actions and understand that choices have consequences, both positive and negative.

It also means that:

- we are a community in which young people can be happy, confident and aware of their responsibilities for themselves, towards others and for the school environment, recognising the impact of their behaviour on the whole community
- all pupils, regardless of their ability, have the opportunities, and facilities to develop their talents and interests
- the management of behaviour is based on respect not only between pupils but also between pupils and staff
- the structure of behaviour management will be based on rewards and praise as well as sanctions
- that discussion with parents/carers is vital in maintaining good behaviour and discipline and this shared responsibility forms part of the partnership between parents/carers and school

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Approving this policy
- Monitoring the policy's effectiveness
- Holding the senior leaders to account for its implementation.

The Executive Headteacher

The executive headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board





- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand these behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Modelling good behaviour and are positive role models to our pupils.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The pastoral team & senior leadership team (SLT) will support staff in responding to behaviour incidents.



Parents and carers

We have a strong partnership between parents/carers and staff and pupils. The school will endeavour to build upon these positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Parents and carers, where possible, should:

- Challenge pupils to meet the school's expectations
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with further support wherever appropriate
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for pupils who are mid-phase arrivals.





Safeguarding

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

Please refer to our child protection policy for more information.

The Primary Phase

Our primary phase provides a safe, secure and stimulating environment which responds to pupils' individual needs. We will provide pupils with opportunities in which we can;

- Build self-esteem
- Promote good behaviour and respect
- Work independently and as part of a group
- Experience progress, achievement and success
- Have opportunities to make good, informed choices
- Increase self-confidence
- Be motivated and have a sense of purpose
- Develop emotional stability
- Prevent bullying
- Be understanding and tolerant of others
- Ensure that children complete assigned work
- Provide children with opportunities to build skills of resilience
- Provide children with coping strategies so they are able to manage their behaviour successfully when things go wrong

Within the primary phase, it is important that staff members are

- Always consistent in their approach to behaviour management
- firm but fair
- supportive
- Quickly able to establish good relationships with the children
- Able to create a positive learning environment in which a broad and balanced curriculum is taught across the whole school which is embedded with our Expectations and Christian values.





- Communicate the high expectations we have for learning, behaviour and attitude of all pupils
- Create an environment where children can thrive
- Create predictable and structured environments, leading to better behaviour.

Primary Phase Behaviour Expectations

Excellent Behaviour	Poor Behaviour
● The pupil follows routines ● The pupil follows our expectations of Ready, Respect, Safe and Fair to enable them to thrive in their learning environment	● The pupil regularly fails to follow routines ● The pupil regularly fails to follow our expectations of Ready, Respect, Safe and Fair, preventing them from thriving in their learning environment.

Primary Phase Systems and Resources

- Pupils enter school and their classroom and are greeted by a familiar adult
- Pupils must walk around school and not run in school corridors
- Keep the school and outdoor areas clean and tidy, ensuring rubbish is always put in a bin

If pupils successfully adopt our routines and expectations, the following will be seen:

Pupils will	Excellent Behaviour	Poor Behaviour
BE READY ● To learn ● To be the best they can be	The pupil: ● Does the simple things right ● Arrives at school ready to learn ● Follows expectations for uniform ● Follows all school routines and completes work to the best of their ability ● Embraces opportunities	The pupil: ● Does not do the simple things right ● Arrives to school late ● Fails to follow school routines and does not always complete their work ● Does not embrace opportunity
RESPECT	The pupil:	The pupil:



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● Themselves ● Others ● The environment	● Treats others with respect ● Interacts positively with others, using good manners ● Listens to others ● Follows school routines, including moving around school in a calm and safe manner ● Follows instructions first time ● Looks after our school site, both inside and outside	● Treats others with a lack of respect ● Interacts negatively with others, often showing poor manners ● Fails to listen to others ● Fails to follow instructions first time ● Fails to look after our school site, inside and outside ●
BE SAFE ● To themselves ● To others	The Pupil: ● Will follow routines and expectations ● Listen to adults ● Take responsibility for their actions ● Demonstrates positive, safe behaviour ● Use equipment safely and as intended	The pupil: ● Will not follow routines or expectations ● Will not listen to adults ● Fails to take responsibility for their actions ● Fails to demonstrate positive, safe behaviour ● Fails to use equipment safely and as intended
BE FAIR ● To others ● To yourself	The pupil: ● Treats others equally and fairly ● Take turns and share with others ● Takes responsibility for their mistakes and learn from them ● Accept consequences calmly	The pupil: ● Does not treat others equally or fairly ● Fails to take turns and share ● Fails to take responsibility for their mistakes and does not learn from them ● Does not accept consequences calmly

Sanctions and Rewards

Consequences – both sanctions and rewards play an important role in building and maintaining a positive school culture.

Acknowledging good behaviour in our Primary Phase



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At Saint George's Church of England Primary Phase we believe children should behave well because they know it is the right thing to do, rather than just for a reward only. Frequent use of praise from all staff members will create a positive atmosphere across the whole school.

We reward children in a variety of ways:

- Verbal Praise
- Use of class recognition board
- Class Dojo system
- Community team points
- Star of the Week certificates
- School Values awards
- Postcards home
- Stickers
- Termly reward events
- Shared Language of 'Are we following our expectations of Ready, Respect, Safe and Fair?'

Poor behaviour

When dealing with poor behaviour, staff remind children of our behavioural expectations and a warning system is used as follows:

- **Warning 1** – Reminder and take-up time
- **Warning 2** – Second reminder and take-up time
- For SEND pupils, they have a sensory break after Warning number 2
- **Warning 3** – Pupils are sent to our Reflection Space at break time (if three warnings gained before breaktime) or lunchtime (if three warnings gained between break and lunchtime). Pupils sent directly to the adult on reflection duty, if three warnings gained after lunchtime.

Warnings will reset after reflection time has been carried out.

During Reflection time, the adult on duty will give the pupil time to reflect (thinking time) and then discuss the poor behaviour with the child. Discussions take place linked to our expectations of Ready, Respect, Safe and Fair, and what could be done differently next time.

Parents and Carers of the pupil are emailed to inform them of the poor behaviour and Reflection time.





For serious breaches of this policy, primary phase pupils may also be asked complete work that is set by their teachers with a member of SLT for the day(s) and will not be permitted to be with their class for a fixed period of time.

Parents and Carers of the pupil will be emailed to inform them of the poor behaviour and the period of time that the pupil will spend with SLT.

EBSA in the Primary Phase

Emotionally Based School Avoidance (EBSA) refers to reduced or non-attendance driven by emotional distress (e.g. anxiety, fear, low mood), rather than defiance or truancy. Pupils experiencing EBSA require support, not sanctions.

We recognise that behaviour is a form of communication. Where non-attendance is linked to emotional distress (EBSA), responses will be supportive and trauma-informed rather than punitive.

All staff within the primary phase are EBSA trained and are resources with strategies to use with our young people.

Emotion Coaching

- All teachers and teaching assistants have received training in the use of emotion coaching to support positive behaviour management. This approach enables staff to acknowledge and validate pupils' emotions while maintaining clear boundaries and expectations.
- Staff use agreed scripts to ensure consistent communication across the school. Through emotion coaching, adults support pupils in recognising and regulating their emotions, reflecting on their behaviour, and understanding consequences, while still applying appropriate and proportionate sanctions when expectations are not met.
- To ensure consistency between home and school, emotion coaching training will also be offered to parents and carers, enabling a shared language and approach to supporting children's emotional development and behaviour.



The Secondary Phase

Our secondary phase provides a safe, secure and stimulating environment which responds to pupil's individual needs. We provide pupils with a wealth of learning and social opportunities in which all pupils are expected to:

- Follow the school's key rules and routines
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn in class
- Move calmly around the school site
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Classroom management

Similar to our primary phase, teachers and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, including:
 - Greet pupils in the morning/at the start of lessons
 - Establish clear routines
 - Highlight, reward and promote good behaviour
 - Communicate expectations of behaviour
 - Follow school routines at the end of each lesson
 - Conclude the day positively and starting the next day afresh
 - Have a plan for dealing with low-level disruption
 - Use positive reinforcement



Responding to good behaviour in the Secondary Phase

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture, particularly where pupils go above and beyond these.

Positive behaviour will be rewarded with:

- Verbal praise
- Positive behaviour points on Arbor
- Star of the lesson awards
- Recognition board used in lesson to visually recognize positive contribution
- Issuing of a good comment and communicating praise to parents/carers via a phone call or written correspondence (Good news postcards or email)
- Certificates, prize ceremonies or special assemblies
- Special recognition to the Head teacher of achievement
- Headteacher awards
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity (Reward Trips)

Behaviour definitions in the Secondary Phase

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:





- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These include but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).



Responding to misbehaviour in the Secondary Phase

When poor behaviour is displayed in the classroom, staff follow a clear, calm and consistent sequence of management steps allowing the pupil an opportunity to correct their behaviour.

At every stage, the focus remains on de-escalation, maintaining a positive learning environment, and supporting the pupil to make better choices. A quiet word or a look of disapproval is often all that is required to bring about an improvement. However, if this does not work, teachers will follow the following steps:

1. **Warning 1** - Take up time (up to 5 minutes)
2. **Warning 2** (last chance) - Take up time (up to 5 minutes)
3. **Exit** - Pupil must go directly to the exit classroom

- Staff member then logs the exit on Arbor
- A call home to set is made to parents/carers to discuss the behaviour and to set a 30-minute detention
- A restorative conversation must happen in the detention

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

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

De-escalation techniques, including the use of take up time, will be used to help prevent further behaviour issues arising.

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

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Receiving a misconduct sanction
- Sending the pupil out of the class (Exit)





- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, a loss of a year 11 offsite pass
- School-based community service, such as tidying the field
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Putting a pupil on a report
- Pupil being put into Room 3
- External suspension to Saint John's Catholic Comprehensive School or Thamesview School or Alkerden Church of England Academy
- Suspension
- Permanent exclusions, in the most serious of circumstances
- Report or seek advice from the police or other relevant external authorities

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

Mobile phones, smart watches & wireless audio devices in the Secondary Phase

In line with the Department of Education guidance (Feb 2024) and updated guidance in February 2026, and in line with our vision statement, we adopt an 'on site, out of sight' policy in regard to mobile phones.

The government guidance is clear in its desire to remove the distraction of mobile phones all together and enable children to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school, for this reason we are not having a total ban and pupils can carry their mobiles to and from school.

To support a calm, focused learning environment and minimise distractions, the school has introduced the Quiet Case phone pouches for all pupils. Pupils may bring a mobile phone to school; however, it must be switched off on arrival on school site and secured in their Quiet Case for the duration of the school day. This reinforces the school's expectation of "On Site, Out of Sight" and ensures that mobile phones are not seen, heard, or used unless authorised by a member of staff. Compliance with this policy will be monitored through regular and random spot checks carried out by staff throughout the school day.

Any student found in possession of, or using, a mobile phone without permission will be subject to a graduated series of sanctions.

- On the first occasion, the phone will be confiscated and must be collected by a parent or carer.



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- On the second occasion, the phone will be confiscated, the student will be placed in external isolation, and a parent or carer will be required to collect the phone.
- On the third occasion, the phone will be confiscated, a suspension will be issued in line with the school's Behaviour Policy, and a parent or carer will be required to collect the phone.

In addition, if any purposeful damage to the phone pouch is completed by pupils this will need to be replaced with the full cost payable by parents/carers. The student will need to leave the phone with reception each morning until a replacement pouch is bought. A parent/carers will need to collect the phone from reception if the phone has been left there on 3 separate occasions without a phone pouch being brought in. Alternatively, the student can leave the phone at home.

Pupils are not required to bring a mobile phone to school. However, if a student chooses to bring a phone, they are expected to comply fully with this policy. Any student found in possession of a mobile phone that has not been secured in a Quiet Case will be dealt with in accordance with the school's Behaviour Policy. Pupils who have an agreed medical need, will be exempt from the requirement to use a Quiet Case, subject to prior approval by the school.

Some reasonable adjustments/exemptions for medical needs/SEND (where appropriate and agreed) may be made by the Assistant Head – Community and Culture and the SENDCo.

Wearable recording devices (such as meta glasses), smart watches & wireless audio devices are not recommended to be brought into school. These devices link to the pupil's phone and can disrupt pupils. If a pupil has been seen, or there is evidence that points towards, using a smart watch for any other reason than accessing the time, the device will fall in line with this policy.

The school will communicate the policy to parents and pupils and reinforce via consistent routines.



Secondary Phase sanctions

Break and lunch-time detentions

These are effective as they should follow on the same day and shortly after the misbehaviour or misconduct. They should never be longer than ten or fifteen

minutes and are focused on allowing pupils and staff members to discuss some of the poor behaviour or issues that have happened in class and allow pupils to reflect on their behaviour following a specific incident. Arrangements must be made at lunchtime for pupils to have their lunch.

Uniform detentions

All pupils in Years 7 to 11 must wear the correct school uniform when travelling to and from school, during the school day and on journeys, events and visits arranged by the school. The school uniform must be worn correctly (Shirt tucked in, skirts at correct length, correct schools shoes, tie with a white shirt and blazers worn). If a pupil is not wearing the correct uniform they will be issued a same day uniform detention at **lunchtime (15 minutes)** which will be logged on Arbor. Pupils will be informed of the detention. Arrangements must be made at lunchtime for pupils to have their lunch.

Punctuality detentions

Punctuality Detentions are issued to pupils arriving late to school or lessons; this disrupts learning, affects others in the class, and undermines a culture of high expectations. Therefore, lateness during the school day will result in a **15-minute same-day detention from 3:15 – 3:30**. Parents will be notified of the detention via text message by 2pm that day. Failure to attend a punctuality detention will result in the pupil being placed into a 1-hour afterschool leadership detention on a Thursday after school from 3:10 – 4:10. If the pupil's behaviour does not meet the expected standard the student will be asked to leave the detention and the sanction escalated.

Department detentions

These are the most serious sanction set by classroom teachers and must be treated as such. 24 hours' notice will be given in the case of after-school detention. Longer detentions, served days after the incident, are less impactful and are unlikely to promote positive behavioural change. Any detentions should therefore take place as soon as possible after a behavioural event. An example of a department detention would be if a pupil has been exited from a lesson. This pupil would then be set a department detention which lasts 30 minutes and is designed to agree future behaviour and reinforce existing boundaries. If the pupil's behaviour does not meet the expected standard the student will be asked to leave the detention and the sanction escalated.



Whole School detentions

If a pupil fails to attend a department detention, they will be given a whole school detention which will take place on **Tuesdays after school for 45 minutes**. The pupil will receive -2 behaviour log for this. A text message will be sent to parents to inform them of the detention 24 hours in advance of the detention and pupils will be reminded during tutor time. If the pupil's behaviour does not meet the expected standard the student will be asked to leave the detention and the sanction escalated.

Leadership detentions

Leadership detentions take place on a **Friday after school for 1 hour**. The pupil will receive -3 behaviour points for this. The detentions are assigned for a variety of reasons which include:

- Failure to attend a whole school detention
- Refusal to give a phone in
- Truancy of lesson
- Being in the same toilet cubicle as another pupil
- Other behaviours deemed to warrant a leadership detention

By attending Saint George's, it is expected that parents support the enforcement of punctuality and behaviour expectations. Refusal to attend a leadership detention will lead to further sanctions which could include:

- A day in room 3
- An external suspension to Saint John's Catholic Comprehensive School or Thamesview School or Alkerden Church of England Academy
- A suspension



Secondary Phase Reports

Subject reports

Department Leaders may issue a subject report for pupils who display persistent poor behaviour in their subject. Pupils will be set targets on their reports that are monitored by department heads and who will consider what appropriate next steps are taken if there is no improvement in the pupils behaviour.

Daily reports

Pupils may be issued with a pastoral report, Examples of report are as follows:

- Positive report
- Form tutor report
- Community leader 1 report
- Community leader 2 report
- Senior leadership report

Pupils will be set targets on their reports that are monitored weekly by the pastoral teams. Pupils will need to give their reports to each of their teachers to complete. Most reports ask staff to state the pupil's attitude towards learning along with 2 specific targets. A parental meeting will be held with parents/carers and the pupil for any pupil placed on a Community Leader 2 report or a Senior Leadership report.

Room 3

Room 3 is a space used where pupils are taken out of a classroom setting. Room 3 is always staffed, often by a member of the pastoral team or senior leadership team. Room 3 is used for a number of reasons stated below:

- A self-exit from a classroom
- A breach in following school policy (uniform etc.)
- A more serious breach of behaviour which warrants time out of a classroom
- A space for pupils to complete statements whilst an investigation is being undertaken following an incident

Room 3 is a space where pupils are expected to be quiet, respectful and complete work. It allows them time to reflect on any actions undertaken. Pupils may be in room 3 for a short period of time during the day or a full day. If it is felt that the pupil's behaviour in room 3 is not as expected further sanctions will be put in place.





Suspensions

Suspension is a last resort and is only applied in the most serious breaches of school rules. There are 3 possible options:

- Within the secondary phase, external Suspension to Saint John's or Thamesview or Alkerden Church of England Academy to prevent a suspension on a pupil's record, the pupil will be expected to attend Saint John's or Thamesview's or Alkerden's Church of England Academy inclusion room for a day. They will complete work that is set by their teachers.
- Pupils in either phase can be suspended for a fixed period by the headteacher. A return to school meeting with the Pastoral Manager and Senior Leader takes place prior to the pupil returning to school.
- Permanent exclusions (Expulsion)– the Local Authority is expected to find a new school. Parents/carers have the right of appeal to an independent panel.

Permanent Exclusions

In all cases, the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Executive Headteacher, Head of Phase or Assistant Headteacher.
- Pupils will have the opportunity to respond to any allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- A Governors' Review Panel will be notified of the Headteacher's decision, and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld, a formal letter will be sent to parents and the LA.
- This will include details of how to appeal to an Independent Panel.



Off-site direction

If a pupil has incurred a number of suspensions or their behaviour is persistently disrupting the learning of others there will be a discussion as to whether they will move to another school. Every 4 weeks, the 6 local schools in Gravesham meet to find a way forward for pupils who are not succeeding in their present school. At this stage, due to the poor behaviour displayed parental consent is not required to action an off-site direction. The pupils will go on the off-site direction for a 12-week period. If a pupil returns to Saint George's following an unsuccessful off-site direction, a meeting may be held with Governors to discuss future steps. A pupil may be sent to respite for a set period of time, which is an off-site provision in order to improve their behaviour.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema



- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. These concerns may trigger a graduated response (Plan, Do, Review) where a pattern may suggest an unmet need. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the repeated behaviour of a pupil with an EHC plan, it may make contact with the local authority and will contact parents/ carers to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. Leaders and Governors are committed to monitoring any disproportionality that may become apparent through the use of behaviour sanctions in relation to SEND



Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

Confiscation, searches and screening

Confiscation

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

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher or a member of the senior leadership team. Subject to the exception below, the authorised member of staff carrying out the search will be of the





same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation



If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Head Teacher, to try and determine why the pupil is refusing to comply.

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

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

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets or possessions. Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching a pupil's possessions

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

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed
- If they believe that a search has revealed a safeguarding risk



All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- If they believe that a search has revealed a safeguarding risk
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's Child protection policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and no strip searches will take place on school premises at any time. Where the police have been called and wish to carry out a strip search in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#), this will not be allowed to take place on school premises.

Offsite Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school





- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

Online misbehaviour

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

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



Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment, taking account of the nature and seriousness of the incident and any safeguarding concerns, as to whether the matter should be reported to the police. Where appropriate, the school may advise parents/carers that they may wish to contact the police directly and, where relevant, ask them to share the police reference number with the school.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made for the school to report the matter to the police, the Headteacher or Pastoral Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report or seek advice from the police or other relevant external authorities





Please refer to our child protection policy for more information

Malicious allegations

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection policy and formal complaints policy for more information on responding to allegations of abuse against staff or other pupils.