



GEORGE ABBOT SCHOOL

Policy Title:	Behaviour Policy	
Author:	Deputy Headteacher (MCG)	
Date of most recent review:	April 2022	
Date of next review:	April 2023	
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

Aims of this policy:

- To ensure behaviour in school facilitates an excellent environment for learning
- To outline our system of rewards and praise
- To provide a consistent approach to behaviour management
- To outline how students are expected to behave
- To define what we consider to be unacceptable behaviour, including bullying
- To summarise the roles of different people in the school community with regards to behaviour management
- To outline our system of sanctions

Legislation and Statutory Requirements:

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

- Behaviour and discipline in schools 2016
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical needs at school
- Special Educational needs and disability (SEND) code of practice
- Schedule 1 of the Education Regulations 2014

Definitions:

Students should conduct themselves in a manner which ensures George Abbot School provides an excellent environment for learning. We insist on high standards of conduct, behaviour and appearance and strive to achieve this through strong partnership with parents/carers and highly positive relationships between staff and students. It should be noted action will be taken to correct student behaviour where an issue has occurred off-site when representing the school, such as on a school trip, on a bus journey or when walking or cycling to or from school. Staff have Statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections act 2006).

Rewards and Praise

Our House Point system provides the fundamental vehicle to deliver praise to our students on a daily basis and is linked to the school's curriculum for Character Development. To promote an excellent environment for learning the school strives to reward effort, progress, attainment, attitude and application in addition to high attainment and talent. We recognise success and attitude in the following ways:

Daily

- Through positive affirmation, interaction and feedback
- House points

Termly

- Praise letters and emails home
- Head of Year prizes in assembly
- Praise post cards
- Privileges
- Teacher nominated 'Gold Cards'

Yearly

- School Academic and Extra-Curricular Colours (in the form of blazer flashes)
- Reward trips
- Letters home
- Meeting with SLT
- Key Stage 3 Graduation
- Key Stage 4 Prom (Year 11)

Creating an excellent environment for learning

George Abbot School Behaviour Management is based on three key expectations; that students should be Aspirational, Community Minded and Respectful.

Aspirational:

- Prepared to participate and engage in all lessons
- Excellent attendance and punctuality
- Correct uniform
- Correct equipment

Community Minded:

- Having an understanding that George Abbot students are aspirational and want to succeed
- Ensure behaviour leads to a positive environment for learning
- Respecting difference
- Showing respect for all in our community
- Good manners and interpersonal skills
- Consideration for others
- Speaking and behaving appropriately
- Respecting the school site and others' possessions

Respectful:

- Acting appropriately during lessons and at break times
- Moving calmly and quietly around the building
- Only bringing in possessions that are appropriate for school
- Behaving non-aggressively and non-confrontationally
- Ensuring the safety of others is not compromised

Serious misbehaviour is defined as:

- Repeated breaches of the school's Ready, Respectful and Safe expectations
- Bullying in all its' forms
- Sexualised behaviour
- Harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Malicious allegations against staff or other students
- Possession of any prohibited items: these include knives or weapons; alcohol; illegal drugs; drugs paraphernalia; Vapes; stolen items; tobacco, cigarette papers and lighters; fireworks; pornographic images; any item a 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) or any other item

that the Headteachers deems detrimental to the safe running of the school or that contradicts the core values of the school.

- Being under the influence of any intoxicating substances
- Using a phone during the school day

Misbehaviour outside of the School premises

The school has the power to sanction students for behaviour outside of the School gates. This includes unacceptable behaviour when:

- On a School trip
- Travelling to and from school
- Bringing the school into disrepute when wearing school uniform
- That poses a threat to staff

Prohibited Items

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students. Searching and screening of students is carried out with justifiable reason, to maintain the safety of all within the school community and in line with the DfE's latest guidance on searching, screening and confiscation. Staff have the right to search students without consent. A student search will always take place when two staff members are present.

COVID-19 specific behaviour instructions (for periods where national restrictions are in place):

- Students must stay in their designated areas.
- Students must stay on school site at all times.
- Students must not attempt to make physical contact with any person.
- Students must not attempt to deliberately move within 2 meters of any person.
- Students must not deliberately and unnecessarily perform actions associated with symptoms of COVID-19, for example but not limited to, coughing and/or sneezing.

Bullying

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

Bullying is therefore:

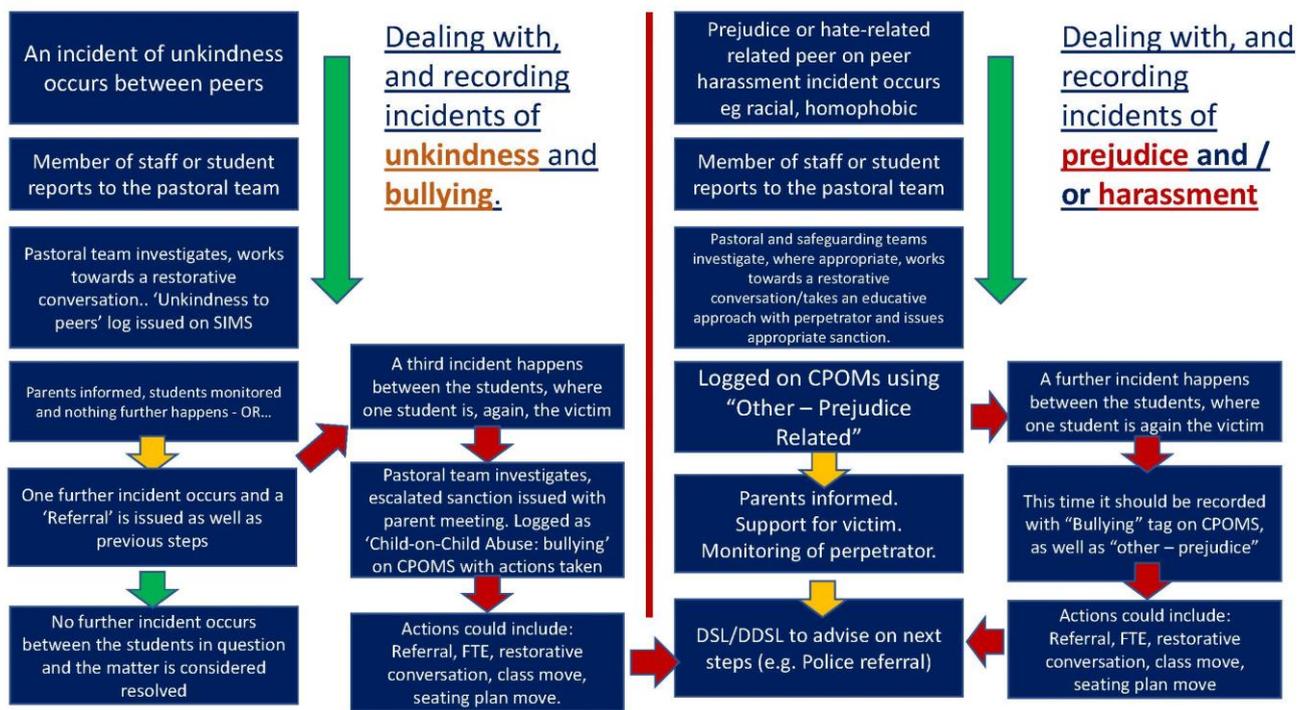
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional
- Physical
- Racial
- Sexual
- Direct or indirect verbal
- Cyber-bullying

Dealing with incidents of unkindness or bullying

We aim to robustly deal with incidents of unkindness, so that they do not escalate to bullying, in the following way:



Please see the George Abbot Anti-Bullying Policy for full details of the school's approach.

George Abbot School staff, students and governors have worked together to create our Community Charter. This sets out important principles which underpin this policy:

George Abbot School Community Charter

At George Abbot we will work together to ensure that RESPECT is evident everywhere:

I am my own person

- I will not put pressure on anyone to change who they are.
- I aspire to achieve my personal goals.
- I am proud of my school community and contribute towards its success.
- I work hard to maintain the school as a positive and safe place to study.
- I respect the differences between people.
- I will be sensitive to the feelings of other people and will not be a bystander to bullying.
- I understand that my words and actions have consequences.

Roles and Responsibilities

The Local Governing Body is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation. The Headteacher will ensure that the school environment encourages positive and respectful behaviour and that staff deal effectively with poor behaviour and conduct.

All staff at George Abbot School are responsible for ensuring an excellent environment for learning.

Leadership

- Model exemplary conduct with staff and students
- Provide behaviour management support for staff and students
- Ensure all staff model and demonstrate high standards at all times
- Provide clarity over simple behavioural expectations and procedures
- Explicitly communicate with staff, parents and students our values and ethos
- Set high standards and provide consistency with sanctions

Teaching Staff

Creating routines

- Consistent and clear in class routines
- Own your classroom or area of the school and have high standards of appearance, conduct and readiness
- Have high expectations for every student
- Consistently implement school systems

Developing relationships

- Understand and know our students
- Know and respond appropriately to specific needs – SEND, PP, CP
- Work within an ethos of restorative practice
- Understand and build strong relationships with our parents
- Always remain positive with our students and look to motivate

In class responsive strategies

- Normalise great behaviour
- Reduce attention to those who misbehave
- Deal with incidents calmly, promptly, proportionately
- De-escalate confrontation and reduce conflict

Use of reasonable force

The law provides staff with the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging school property and to maintain good order and discipline in the classroom. (Behaviour and Discipline in Schools, DfE 2016)

A duty of care to children and young people may require the use of restrictive physical intervention as a last resort to prevent harm to themselves and others. This needs to be used in such a way that is not punitive, is the least restrictive option, is safe, and does not cause pain.

We will ensure that we systematically record and monitor any occurrences of restrictive physical intervention which includes provision of adequate supervision and debriefing.

Students

We have high expectations of all of our students, who must adhere to the following as outlined in the Parent Partnership Pack:

Good behaviour and politeness are expected in school, to and from school and on public transport.

- Full school uniform must be worn to and from school and on school occasions as directed (see uniform guidelines). Appearance must always be appropriate for school and is at the professional discretion of staff. The following are not to be worn at school:
 - Hoodies
 - Trainers
 - Jeans
 - Excessive Jewellery
- Students must adhere to expectations regarding appearance. The school reserves the right to decide what constitutes “extreme”, excessive or inappropriate.
- Smoking or vaping is forbidden whilst the student is under jurisdiction of the school. This includes before, during or after school. Smoking paraphernalia must not be brought into school under any circumstances. Similarly, possession or use of illegal substances is forbidden.
- Expensive items and large sums of money should not be brought into school. No responsibility can be taken by the school for loss of money or other personal property.
- Mobiles phones are not to be used inside school buildings unless at the request of a teacher. Students must not film anything whilst on school premises without the teacher’s permission.
- All damage to school property and equipment should be reported immediately. Malicious damage of school property is to be charged to the parents or carer of student.
- During the school day students may not leave the premises without permission from parents and the school.
- Students must not intentionally bring the school or staff of the school into disrepute. This includes posting on social media. Students must also not knowingly engage in anti-social behaviour towards other students at school or online. Refer to bullying policies.

Sanctions and supporting behaviour

Sanctions and methods of support for behaviour are used when a student either disrupts learning, or acts in counter to our Community Charter. Parental consent is not required for detentions. Sanctions and methods of support include:

- Issued behaviour **logs**
- Communication home
- Parent/Teacher/Student support meetings
- Uniform or behaviour report monitoring
- Lunchtime detentions
- After school detentions
- Community service
- Tutor report, HOY report, Conduct Mentoring
- Loss of privileges
- Temporary removal from mainstream lesson
- SLT study day, which may be scheduled on an INSET day or a Saturday
- Supervision
- Re-integration support meetings
- Temporary move to another school in the Trust
- Permanent move to another school in the Trust
- Temporary move to an alternative learning provider
- Permanent move to an alternative learning provider
- Permanent exclusion

Our system for detentions

It is important for our students to develop skills of independence and self-management. If a student fails to organise themselves appropriately (homework, equipment, punctuality) or manage their behaviour appropriately they will be given a verbal warning and support in the first instance. If such behaviours continue, the following sanctions will apply:

- **Verbal warning** to student
- **'Log'** issued – communicated to parents via SIMS Parent and with students in Tutor Time
- **Wednesday after school detention** issued if a student receives three logs in a half term – communicated to parents via email at with at least 24 hours notice
- **Friday extended detention** for failure to attend a Wednesday detention or more serious incidents – communicated to parents via the school office and Head of Year.
- On extremely rare occasions, students may be required to spend a day out of circulation with a member of SLT

The staged nature of our sanction strategies ensures we have both the ability to correct behaviour and the flexibility to ensure all students are treated as individuals taking into account all circumstances and in recognition of our legal duty under The Equality Act 2010.

It is at the discretion of our professional teaching staff that any sanctions given are in proportion to the offences. At all stages of the behaviour management system, students will have the opportunity for restorative actions. The school will intervene at an early stage if it can see a potential behaviour pattern being established and we will endeavour to seek the support of the young person's parents/carers at this time. Students are rigorously supported by a layered pastoral system whereby their Tutor, Head of Year and Inclusion Manager will offer differing levels of support depending on need and situation.

All staff at George Abbot School take an active role in promoting positive behaviour for learning and relationships. Students whose attitude to learning is most in need of support are assigned a senior member of staff as a mentor who will meet daily with the individual to work on relationships within school and developing self-regulation strategies to deal with challenging situations that may arise.

COVID-19 Expedited Sanction Agreement (for periods where national restrictions are in place):

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including

in extreme cases permanent exclusion. For COVID-19 related incidents, repeated warnings will not be given as all students will be formally warned at the start of the day. Sanctions will be expedited to keep all students safe.

Physical Restraint:

In specific circumstances, staff may, as a last resort, use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- The needs and circumstances of individual children and young people should be considered and balanced with the needs and circumstances of others because decisions on whether or not to restrain or intervene with an individual affect others, including staff.
- Where possible, a decision to restrain a child or young person should be based on their best interests balanced against respecting the safety and dignity of all concerned, including other children, young people or adults present.

Permanent Exclusion:

When considering any permanent exclusion, George Abbot School will work in line with Surrey County Council Permanent Exclusion guidance 2021 and DfE Exclusion guidance (2017).

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Some key points include:

- Only the Headteacher of a School can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded (up to a maximum of 45 school days in a single academic year), or permanently.
- When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.
- It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.
- A decision to exclude a pupil permanently should only be taken:
 - In response to a serious breach or persistent breaches of the school's behaviour policy; and
 - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Links with other policies:

DfE: Exclusion from maintained schools, academies and pupil referral units in England (2017)

Safeguarding Policy

Anti-Bullying Policy

DfE: Behaviour and Discipline in Schools (2016)