



# GEORGE PINDAR SCHOOL

## TRUST BEHAVIOUR POLICY LOCALISED FOR GEORGE PINDAR SCHOOL

### **Hope** SENTAMU LEARNING TRUST

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES  
WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A  
LOCAL BEHAVIOUR PROCEDURE RELEVANT TO THE SETTING

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## Policy updates

Date	Page	Policy updates
03.12.2021	p5, Item 1.1	Added to the list of legislation and statutory guidance: HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
03.12.2021	Added to various points of the policy	Added: 'Include any additional school procedures here'.
03.12.2021	p14, Item 11	Added: Include sanctions/rewards/procedures local to the school.
03.12.2021	p14, Item 12	NEW SECTION ADDED: Power to use reasonable force.

Signed by:

\_\_\_\_\_

Chief Executive Officer

Date: \_\_\_\_\_

\_\_\_\_\_

Chair of Distinctiveness and  
Personal Development  
Committee

Date: \_\_\_\_\_

## Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive and acceptable behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive and acceptable behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with pupils.
- Promoting a culture of praise and encouragement in which all pupils can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

# 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2016) 'Behaviour and Discipline in School'
- DfE (2021) 'Keeping Children Safe in Education'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

1.2. This policy operates in conjunction with the following policies:

- Child Protection and Safeguarding Policy (*Trust-wide policy*)
- Student Mental Health and Wellbeing Policy (*Trust-wide policy*)
- Complaints Procedure and Policy (*Trust-wide policy*)
- Special Educational Needs and Disability (SEND) Policy (*Trust-wide policy*)
- Exclusion Policy (*Trust-wide policy*)
- Positive Handling Policy (*where applicable*)
- Peer-on-Peer Abuse Policy (*Trust-wide policy*)

## 2. Definitions

### 2.1. Low level unacceptable behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

‘Low level unacceptable behaviour’ may be escalated to ‘serious unacceptable behaviour’ depending on the severity of the behaviour.

## **2.2. Serious unacceptable behaviour**

For the purposes of this policy, ‘serious unacceptable behaviour’ is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. This includes but is not limited to:

Serious misbehaviour is defined as:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Repeated breaches of the Behaviour Policy
- Vandalism
- Theft
- Fighting and aggression
- Truancy and running away from school

- Refusing to comply with disciplinary sanctions
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Verbal abuse, including swearing, racist remarks and threatening language
- Possession of any prohibited or banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **3. Roles and responsibilities**

#### **3.1. The Local Governing Committee (LGC) have overall responsibility for:**

- Reviewing and approving the local, school/academy specific behaviour systems and procedures, in conjunction with the Headteacher/Principal.
- Monitoring the policy's effectiveness, holding the Headteacher/Principal to account for its implementation.
- Supporting the promotion of a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

#### **3.2. The Headteacher/Principal is responsible for:**

- Monitoring and implementation of this policy and of the behaviour procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.
- Establishing the standard of behaviour expected by pupils within the school/academy.

- The day-to-day implementation of this policy.
- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and that staff deal effectively with poor/unacceptable behaviour, and will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.
- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **3.3. The mental health lead is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school manages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

### **3.4. The SENCo is responsible for:**

- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.
- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

### **3.5. Teaching staff are responsible for:**

- Implementing the Behaviour Policy and the local procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

### **3.6. All staff are responsible for:**

- Implementing the Behaviour Policy and the local procedures consistently
- promoting a supportive and high-quality learning environment
- modelling high levels of behaviour
- being aware of the signs of behavioural difficulties

- setting high expectations for every pupil
- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.

### **3.7. Parents/carers are responsible for:**

- Supporting their child to adhere to the behaviour policy and procedures set out in the school/academy.
- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with a member of staff.

### **3.8. Students are responsible for:**

- Their own behaviour both inside and outside the school/academy.
- Reporting any unacceptable behaviour to a member of staff.
- Behaving in an orderly and self-controlled way.
- Showing respect to all members of staff and each other.
- Treat the school/academy buildings and school property with respect.
- Wearing the correct uniform.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside school.

## **4. Behaviour management**

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding pupils, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school.

### **4.1. Promoting good behaviour**

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Each school/academy should ensure that:

- They build and maintain positive relationships with pupils, built on respect.
- Pupils' achievements are recognised within, but also beyond the classroom environment.
- Positive learning environments are provided, where children feel safe and confident and are able to flourish.

### **4.2. Rewards**

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the school/academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

Students receive **rewards stamps** during every lesson for recognising successes such as:

- Attending the lesson
- Being punctual to the lesson
- Being prepared for the lesson – possessing the correct equipment
- Good effort during the lesson
- Achievement and progress made during the lesson
- Completion of work set (in line with student ability)
- Wearing the school uniform correctly

Students may be awarded extra reward stamps periodically for excellent school attendance and punctuality. The school may also reward additional stamps to students who demonstrate the PINDAR values – being Proud, Independent, Neighbourly, Determined, Aspirational and Respectful.

Students have their reward stamp totals collected every week and recorded via the Edulink software by their form tutor.

Students can ‘cash in’ their rewards stamps for a wide variety of rewards each term.

In addition to the rewards stamps there are a number of opportunities for rewarding students for their efforts and achievements during the year:

- Annual awards evening which celebrates individual successes in terms of effort and academic progress across the curriculum for the previous academic year. Awards are also presented to students who have represented the school in various activities or made significant contributions within the community. Students receive certificates and prizes for their achievements.
- Rewards assemblies celebrate student successes every half term. Successful students receive certificates and often a smaller prize.

### **4.3. Sanctions**

Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school/academy Behaviour Procedures. Reasonable penalties may include: confiscation, retention or disposal of a pupil’s property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil’s age, SEND needs or any religious requirements.

#### **Detentions**

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils’ safety is not compromised.

- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers.

## **Sanctions**

### **Where a student's behaviour falls below expectation the following sanctions may be applied:**

- Giving the student an initial verbal warning before issue of behaviour codes in student planner
- Providing the student extra work or repeating unsatisfactory work until it meets the required standard
- Setting the student additional work as a consequence, e.g. writing tasks
- Taking away student privileges, e.g. not being able to participate in non-uniform/reward days, not being able to represent the school in sporting fixtures or public events, losing social time or losing extra, prized responsibility.
- The student may be set a detention during lunchtime or after school. After school detentions last 30 minutes but if not attended may be increased to a 90 minute 'Principal's Detention' held on a Friday afternoon from 3pm.
- Engaging in school-based community service, e.g. picking up litter
- Placing the student on report for constant monitoring or other consistent behaviour checks
- Placing the student in seclusion (automatically triggered by a student receiving 8 or 12 'B', 'P' or 'AS' codes within a single week
- Arranging a parental/carer meeting to discuss behaviour and support necessary to prevent further behaviour incidents
- Suspending the student
- Arrangement of a 'managed move' of the student to another school (usually to prevent further suspensions or a permanent exclusion)
- Permanently excluding the student (in extreme cases)

## **5. Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

### **5.1. Staff will:**

- Create and maintain a stimulating environment that encourages pupils to be engaged.

- Display the pupil code of conduct/Positive Discipline protocol within the classroom.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting positive behaviour
  - Concluding the day positively and starting the next day afresh
  - Each lesson is a fresh start
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement.

**Please refer to Appendix A Positive Discipline and Appendix B Managing In-class incidents flowchart**

## 6. Pupil support

- 6.1. The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 6.2. The school's/academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. 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.

**Please refer to the GPS SEND Policy**

## 7. Safeguarding

- 7.1. The Trust 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, schools/academies will follow their Child Protection and Safeguarding policies and procedures.

## 8. Sexual abuse and discrimination

- 8.1. The Trust prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

- 8.2. The Trust will work with all schools/academies to 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.
- 8.3. The response to any incidents of sexual abuse and/or discrimination will be:
- Proportionate
  - Considered
  - Supportive
  - Decided on a case-by-case basis
- 8.4. The schools within the Trust have 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 to the Police

**Please refer to the GPS Child Protection and Safeguarding Policy**

## 9. Smoking and controlled substances

- 9.1. In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke on school/academy grounds. Pupils are not permitted to bring smoking materials or nicotine products into the school/academy.
- 9.2. The Trust has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school/academy will follow the procedures outlined in the local Behaviour Policy/Procedures and Child Protection and Safeguarding Policy.

## 10. Prohibited items, searching pupils and confiscation

- 10.1. Headteachers/Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

The model list below was created using the DfE's ['Searching, screening and confiscation'](#) guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

10.2. All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in this policy and the local procedures when conducting searches and confiscating items.

10.3. The Headteacher/Principal and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's/academy's Positive Handling Policy (where applicable) and/or the local Behaviour Policy/Procedures.

## 11. Behaviour off school premises

11.1. Sanctions may be applied where a pupil has misbehaved off-site when representing the school/academy. 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/academy
- 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:
  - Could have repercussions for the orderly running of the school/academy
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school/academy

**Please refer to Appendix A - Positive Discipline for sanctions**

## 12. Power to use reasonable force

12.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence,

injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- 12.2 Headteachers/Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **13. Malicious Allegations**

- 13.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 13.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 13.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (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.
- 13.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Safeguarding Policy, the Peer-on-Peer Abuse Policy and the Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

## **14. Monitoring and review**

This policy is reviewed annually by the Distinctiveness and Personal Development Committee. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures. The next scheduled review date for this policy is listed on the cover page of the policy.

## **Appendix A: Positive Discipline**

### **Rationale:**

Our school believes in the development of each individual and is committed to providing the best opportunities for all in an atmosphere of mutual respect. We seek to provide an environment in which effective teaching and learning can occur, where the qualities of trust, honesty, fairness, tolerance, compassion, respect for self, others and property are valued and pursued.

The school's behaviour policy seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude to learning, and conduct.

Students are introduced to 'Positive Discipline' upon transition to George Pindar School. During tutor time on a weekly basis, students refresh their understanding of the policy and review their positive and negative behaviour choices with their tutor, Head of Year and SLT.

### **Defining Terms:**

In this document the term 'staff' refers to all who are employed by the Governing Body and the term 'community' refers to all who have direct or indirect connections with the school. The term 'School Community' refers to staff and students.

### **Student Code of Conduct:**

At George Pindar School, students are expected to abide by a 'Code of Conduct', that whilst simple in its approach, ensures that the high expectations of the school are met.

Students are expected to adhere to the Code of Conduct at all times whilst in school, thereby ensuring that the school remains well ordered and an ideal environment for learning.

The expectations of the Code of Conduct are as follows:

We are:

**P**roud  
**I**ndependent  
**N**eighbourly  
**D**etermined  
**A**spirational  
**R**espectful

at all times.

### **Positive Discipline Comments**

A Positive Discipline comment will be issued by staff when a student fails to meet one of the school expectations. These codes are listed below:

- **B – Behaviour**
- **A/S – Around Site**
- **P – Progress and Passivity**
- **E – Equipment and Organisation**

- **L – Late**
- **U – Uniform**
- **H – Homework**

However, the administering of these codes will fall into two different areas; behavioural codes and organisational codes.

### **Organisational codes**

As a school that aims to prepare students for later life, we feel that it is important to teach students the importance of being organised. Therefore, there are several codes set aside where consequences will follow for acting in a disorganised manner. These codes are:

- **E – Equipment and Organisation**
- **L – Late**
- **U – Uniform**
- **H – Homework**

At every breach of the expected standards, the appropriate code will be issued to students. If there are three examples of any single code within a half term, a detention will be issued. After the detention has been completed, there will be a further detention to serve every time there are three further codes received for that particular type.

George Pindar School is proud of its uniform which reflects a pride and sense of belonging in the school and presents our students in the best possible light to visitors and the wider community. Uniform expectations are available in the school prospectus, in the school planner and in the uniform guidelines document available on the school website.

### **Behavioural codes**

We feel that it is important that the school is able to operate in a calm and ordered manner and therefore, there are certain codes available to staff to issue when the student fails to meet the high standards required by the school. These codes are known as the behaviour codes and are as follows:

- **B – Behaviour**
- **A/S – Around Site**
- **P – Progress and Passivity**

If three of these codes are issued within one half term, a detention will be issued. These codes can also lead to the child being part of the Positive Discipline process, which is outlined below.

### **The Positive Discipline Process within the classroom**

#### **PHASE 1: VERBAL WARNING**

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning, although not recorded, has two clear purposes:

- a) To indicate to students that they have done or are doing something which is unacceptable;
- b) To form a link to the more serious PHASE TWO sanction if it is required.

The words '**VERBAL WARNING**' will be used by the member of staff, at which point the member of staff will take the student's planner and place it on the teacher's desk.

### **PHASE 2: FIRST WRITTEN COMMENT**

A student who continues to behave unacceptably despite being given a verbal warning will move into phase two and receive their first written comment which is verbally reinforced by the member of staff.

This is then recorded in the appropriate page of the Student Planner with a code and a brief comment followed by staff initials. Students will move straight into phase two for lateness, homework, coursework and equipment misdemeanours.

Students could move into phase two as a result of continuing the behaviour which led to the initial verbal warning or for behaving in a way which is considered too serious to receive only a verbal warning. If a student reaches the maximum number of written comments allowed each week they will move into phase 5 - seclusion. If they complete phase 5 and return to their mainstream education in the same week, but then reach half the maximum written comments in the remainder of that week they will return to seclusion.

### **PHASE 3: SECOND WRITTEN COMMENT**

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a verbal warning and a first written comment. Such behaviour will result in the student moving into phase 3. Students are given a second written comment in their planner and will then be moved to another seat for the remainder of the lesson.

### **PHASE 4: THIRD WRITTEN COMMENT**

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving a verbal warning, and two written comments at this stage.

Students are now given a third and final written comment in their planner (no more than 3 comments can be issued in any single lesson). The student will now be removed from the classroom and placed in a 'safety net' relocation.

**ON CALL** staff will bring the phase 4 student to an appropriate safety net classroom.

The removed student must now complete a school detention. This will be at the earliest opportunity. The detention will be written into the next available day in the student's planner at this time; providing both the student and their parent/carers with notification of this detention.

When a student is given a fifth detention, parents will be informed of the seriousness of the situation and the consequence of any further school detentions being received. When a sixth school detention is given to any child, that child will automatically move into phase 5 - Seclusion.

## **PHASE 5: SECLUSION**

Seclusion is an extremely serious sanction. The seclusion room is a functional and purposeful environment with a bank of work which covers every curriculum area. The seclusion room is staffed by our Seclusion Manager supported by the Vice Principal and others.

A video camera will be in operation at all times; supervision at lunchtime will be staffed by the duty rota.

Mobile phones will need to be handed in at the start of the seclusion day and will be returned when it is time for students to leave at 15:30.

Students will be 'secluded' in the fullest sense of the word. Lunchbreak will be taken in the seclusion room and at no time will the secluded student be allowed to socialise with other students. The duration of the day in Seclusion will be from 09:10 until 15.30. All students who are placed in seclusion must bring their planner and equipment for that day. Any student who reaches phase 5 during the school day will go directly to seclusion and remain there until they have completed five full periods successfully; both good quality work produced and good behaviour observed. The work will be administered by the Seclusion Manager.

Parents will be notified of the period of seclusion via a text message sent by the Seclusion Manager and a note in the student planner. Students placed in seclusion arriving late without good reason will still have to complete five good quality, complete lessons.

A student who is absent during the course of a seclusion session and does not produce a formal medical note will still need to complete the required 5 good lessons of behaviour and work. The period of seclusion should begin at the earliest convenient time.

A record of the period of seclusion will be kept on file. It may also be worth noting once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A student who fails to behave appropriately in seclusion is at risk of a suspension. Students in seclusion will follow the same PD process as in lessons. Once a student receives their second written comment, a member of staff will attempt to make contact with their parent/carer to allow them to discuss the poor behaviour with the student. If a student receives a third written comment, they will be at risk of suspension, irrespective of whether parental contact was possible or not.

Students will enter seclusion when they receive their 6<sup>th</sup> detention; reach 8 comments in a single week; receive an additional 4 comments in the same week after completing seclusion; failing to attend the Principal's Detention; or for behaviour incidents deemed to be of a serious nature – identified by the Vice Principal.

## **PHASE 6 - BEHAVIOUR CONTRACT**

Students will be placed on behaviour contract when it is deemed that they have a history of poor behaviour. This will be at the school's discretion, however, a pupil will not be placed on contract until they have at least accrued 5 days in seclusion within a half term, or they have received 5 suspensions.

Each time the contract is broken the student will serve one day's seclusion. Once the contract has been broken on five occasions the student will be suspended from the school for a fixed term period. These will be 1,1,1,2,2,2,3,3,3,4,4,4,5,5,5 day exclusions dependent on the student's exclusion record.

The exclusion tariff increases for each non-conformity in this set escalation manner, though will be administered at the discretion of the Principal.

Students will remain on contract for a period of five weeks. Each time the contract is broken the five-week period begins again.

Students on contract will be provided with a paper report. Though some generic comments will remain, contracts will be more individually tailored to the needs of the students concerned. An up-to-date contract list will be distributed to staff weekly by Heads of Year via the Pindar Post.

At the end of the academic year students who are on contract will complete the full five-week period in the next academic year. They will be offered the opportunity of a 'clean slate' only after a full five-week period without any breaks of contract has been achieved.

All other students will be given a 'clean slate' at the beginning of each academic year.

### **PHASE 7 – SUSPENSIONS AND PERMANENT EXCLUSION**

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in phase 7. Suspensions are issued as a final resort to highlight the severity of an incident or a student's cumulative behaviour.

Suspensions are issued for a range of serious behaviour incidences including, but not being limited to, defiance, unprovoked assault, being abusive towards staff, and use of racist, homophobic or disablist language towards a student or a member of staff. If it is felt that a student's behaviour has been dangerous, threatening or persistent bullying then a suspension could be issued. A decision to exclude is made entirely by the Principal and the Governor Board.

Fixed term exclusions operate on an increasing tariff within categories. The exclusion tariff will increase in the following manner: 1,1,1,2,2,2,3,3,3,4,4,4,5,5,5 days.

Categories that suspensions operate within are:

- Verbal and physical abuse towards other members of the school community
- Persistent disruptive behaviour - This includes, amongst other things, refusal to follow instructions and general defiance.
- Bullying
- Presenting a risk to others – This includes things such as damaging other people's property, theft, sexual misconduct, the involvement of drugs and / or alcohol, etc.
- Other

The Principal reserves the right to vary any exclusion tariff dependent on the severity of the offence committed.

Once a student has triggered the 10-day exclusion mark, discussions with partner schools in Scarborough will take place to discuss if a managed move may be appropriate. Alternatively, consideration of whether Alternative Provision is necessary will be discussed.

A student returning to the school after being excluded for failing or refusing seclusion, will be reintegrated by a Behaviour Support Officer, Head of Year, Senior Leader, or in some cases the Principal. The student will automatically be placed in seclusion until five hours of good behaviour and work have been completed, and until 3:30pm.

Please see the exclusions policy for further details.

The school also reserves the right to, where it sees appropriate, vary the consequence for failure to adhere to the high standards required by the school. This may take the form of, though is not exclusive to, spending time with senior school leaders, being sent to other schools within our trust to complete the sanction or being sent to an alternative provision for a period of time. These sanctions will be administered at the discretion of the Principal.

### **Positive Discipline Detentions**

Detentions issued to students for three comments are held on weekdays. These detentions are for half an hour from 3.00pm until 3:30pm and are held in the main hall or computer room (unless alternative arrangements have been made).

The classroom teacher detention may be issued to a student for accruing 3 comments within a single lesson (phase 4), or it may be as a result of the accumulation of a combination of any 3 B, H, or P comments within that subject over a half term.

Tutors will issue detentions for the accumulation of 3 AS, L, U, and E comments. All students are given a 'fresh start' at the beginning of each half term, in relation to the accumulation of comments for detentions.

The number of comments remains on the central database (SIMS) for monitoring purposes.

Parents are given 24 hours spoken or written notification of a detention through the student Planner and a text message.

If a student fails to attend a detention, they will be entered automatically for a Principal's 1.5 hour detention on a Friday. Failure to attend the Principal's detention will result in the student completing a full day in seclusion. If a student accrues more than 5 detentions in a half term, this will also result in a day in seclusion.

### **Positive Discipline Rewards**

On entry to the school students are allocated a form. Year group achievement is celebrated through rewards assemblies every term. During this attendance, achievement and points are collated, and successes rewarded. The system is designed in order to embed a sense of belonging and promote a collective responsibility for the year group's outcome.

All members of staff have a reward stamp and they are encouraged to reward good progress, active engagement in lesson and meeting both the classroom and around-site expectations of George Pindar School.

Students are given clear guidance on how they can achieve reward points/stamps and how the system works:

- Reward points/stamps are given for a variety of reasons including arriving on time; being fully equipped; having excellent attendance; being in correct uniform; producing good work; demonstrating positive behaviour; and helping others.
- During the tutor time Positive Discipline update, the reward points/stamps are collated and entered into the school database.

- Students are able to trade in their rewards points throughout the year for smaller rewards, or save them up for more expensive rewards such as trips; prom; leaver's hoodies etc.
- Each term, there is a rewards assembly where team and individual rewards can be won.

## **Positive Discipline Planners**

### **Student Self-Monitoring:**

Central to PD is the need to provide students with the opportunity to reflect upon their own performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the planner. With this in mind we devote a reasonable amount of time to allowing students to reflect upon their performance in the school. This is done during the Positive Discipline tutor time. This is a structured opportunity for reflection, and subsequent private reading.

### **Parental Monitoring:**

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the planner, the need for parental involvement is outlined in some detail. Most importantly, it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school.

### **Form Tutor Monitoring:**

Within the school student planners will be monitored each week by the Form Tutor. When monitoring student planners, form tutors are looking to identify or confirm a number of points:

1. That the planner is free from graffiti and is being kept in a tidy manner;
2. That homework details are being recorded in sufficient detail;
3. That, whenever they occur, comments made in the planner in relation to equipment (E); uniform (U); late (L); and around site (AS) by any member of staff are responded to;
4. That, whenever they occur, comments made in the planner by parents are responded to in an appropriate way;
5. In order to communicate as form tutor to parents upon any school based issue which they feel would be best communicated through the planner;
6. In order to monitor the awarding of reward stamps.

### **Using the Planner:**

Planners are a crucial piece of equipment in the school and support the students in being organised and responsible for their own learning. It is also the main form of communication between home and the school - informing parents and carers about rewards, sanctions and other school events. Students are given new planners at the start of the academic year and if they are subsequently lost or defaced the students are expected to buy a replacement (currently priced at £5).

- Students are given the following guidance on planners by Form Tutors and Heads of Year:
- Planners must be shown upon entry at the school gate.
- Planners must be in the school every day. If a student arrives to registration or a lesson without a planner, the member of staff should immediately alert ONCALL staff via Edulink One.

- On the first occasion each term, the student's form tutor will issue the student with a planner sheet – any comments or stamps will be transferred into the student's planner the following day by a member of the pastoral team.
- If the student then forgets their planner for a second time within the same academic term, they will be placed in seclusion for the day or until the missing planner is brought in.
- Planners must be signed every week by someone at home, the student, and the tutor. If a student's planner has not been signed by a parent/carer an E code will be issued for each day that it is not signed.
- If pages are torn out of planners or there are attempts to cover up comments, staff will alert ONCALL staff and a member of the pastoral team will sanction the student accordingly. [Parents are not permitted to cross out comments that they do not agree with].
- If a student refuses to hand over a planner, staff will alert ONCALL staff and the behaviour manager will issue an appropriate sanction, possibly seclusion.
- No personalising of the planner will be allowed. The planner should be carried in the student's bag not in a jacket pocket-
- At the beginning of each lesson, students will take out their planners. Students who have not brought their planner should be immediately referred to the behaviour support officer via an ONCALL alert using Edulink One.

## Appendix B: Managing in-class incidents flowchart

