Hope SENTAMU LEARNING TRUST

BEHAVIOUR POLICY

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

Document Management	
Date Policy Approved:	December 2022
Date of Next Review:	December 2023 *(Under review, extension granted until 31st May 2024)*
Version:	3.1
Approving Body:	Distinctiveness and Personal Development Committee

Contents

Policy Updates

Date	Policy Updates
November 2022	'Guidance on **sexual violence** and sexual **harassment** between children in schools and colleges'.'This publication was withdrawn on 1 September **2022**, therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	Ash Guidance for Schools - Vaping (2022)
November 2022	Searching, screening and confiscation guidelines
November 2022	Structured appendix A for localised use

This policy has been approved by:			
Signed		**Date**	
	Chief Executive Officer		
Signed		**Date**	
	Chair of Committee		

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 (2022) 'Behaviour and Discipline in School'
- DfE (2022) 'Keeping Children Safe in Education'
- 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 (2022) 'Searching, screening and confiscation'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Ash Guidance for Schools (2022)
- Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.

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

Trust policies

- Safeguarding and Child Protection Policy
- Student Mental Health and Wellbeing Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- Complaints Policy and Procedure
- Positive Handling Policy
- Child-on Child Abuse Policy

1.3 For **faith based schools**, we incorporate the Church of England guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- Church of England Archbishops' Council Education Division and The National Society A Diocesan Board of Education for the Future (Archbishops' Council Education Division, July 2013), p. 3.
- The Church of England Education Office Statutory Inspection of Anglican and Methodist

Schools Evaluation Schedule (The National Society, September 2022).
- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).
- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017).

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. Serious misbehaviour includes, but is not limited to:

- 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 and vaping

- 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 Trust Board have overall responsibility for:

- Reviewing and approving Trust wide behaviour policy and procedures, in conjunction with the Chief Executive Officer.

- Monitoring the policy's effectiveness in local settings via the Local Governing Committee.

- Supporting the promotion of a whole-Trust 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 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.

3.3. 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.

3.4. 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.

3.5. 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.

3.6. 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.

3.7. 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.

3.8. 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.

3.9. Pupils/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.

Please see Appendix A, item 4.2 for localised school based rewards system.

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.

Please see Appendix A, item 4.3 for localised school based Sanctions.

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 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 see Appendix A, item 5.1 for localised school based procedures.

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 see Appendix A, item 6.2 for detail on additional school based support for pupils.

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 Safeguarding and Child Protection 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 child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

8.2. The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence is 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 see Appendix A, item 8.4 for details on additional school procedures.

9. Smoking and Controlled Substances, including Vaping

9.1.   In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free and vape free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke or vape on school/academy grounds. Pupils are not permitted to bring smoking materials, vaping 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. This must be undertaken by two members of staff who have been trained and at least one colleague must be of the same gender as the pupil to be searched. Best practice is for both colleagues to be of the same gender as the pupil being searched. 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 and vaping equipment
- 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.   Pupils may refuse to participate due to some of the following reasons

- They are in possession of a prohibited item;
- They do not understand the instruction;
- They are unaware of what a search may involve; or
- They have had a previous distressing experience of being searched.

10.3.   Schools must keep records of the search, including the reason for the search, who conducted the search and the outcome. 📄 How to Searches Guidance

10.4. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied."

10.5. Schools must analyse the data generated by this record keeping and identify if "searching is falling disproportionately on any group or groups [and] should consider whether any actions should be taken to prevent this".

10.6. **Strip Searches**

The police must undertake this role:-
When police are called into the school if this is required, this doesn't change their level of responsibility to the pupil. *"While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times''. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item."*

The role of an appropriate adult:-
"Appropriate adult" describes the role of the person who is designated to provide support to people under 18 who are being detained or voluntarily interviewed by police. Except for in "cases of urgency where there is risk of serious harm to the pupil or others", a strip search must be undertaken with "at least two appropriate adults present other than the pupil, of the same gender. The guidance also includes the recommendation that if the pupil's parent/carer wishes to be the appropriate adult then "the school should facilitate this where possible". School staff can take the role of appropriate adult: "Examples of an appropriate adult include, but are not limited to, the parent/carer, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation."

11. Behaviour Off School Site

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

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. W RECORD OF THE USE OF REASONABLE FORCE.docx

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. How to Searches Guidance

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 Safeguarding and Child Protection Policy, the Child-on-Child 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.

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	George Pindar School
Headteacher/Principal:	Lesley Welsh
Behaviour Lead:	Blake Murray
Designated Safeguarding Lead:	Blake Murray
Implementation Date: *Inline with policy approval*	January 2023

Introduction

Inline conjunction our Trust wide Behaviour, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards system
- Sanctions
- Classroom management
- Pupil support
- Sexual abuse and discrimination
- Behaviour off school site

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@gps.hslt.academy.

Rewards System
Relates to item 4.2 in Trust Behaviour Policy

George Pindar School operates the 'Positive Discipline' behaviour protocol which is centred around praising students for demonstrating good behaviours and attitudes at school. Staff acknowledge good behaviour choices through verbal praise, the awarding of 'Proud to be Pindar' postcards and by communicating directly with home via phone calls and emails.

A key aspect of 'Positive Discipline' is centred around the awarding of praise 'stamps' to all students who demonstrate positive behaviours within school. Such behaviours include (but are not limited to):

- Being punctual to both school and lessons
- Demonstrating good manners and being courteous around site
- Wearing the uniform correctly and with pride
- Being well equipped and ready to learn in class
- Showing good effort within class
- High levels of achievement in line with targets and ability
- Being a positive role model for others in the school
- Representing the school in a positive manner within the community

Form tutors collect the weekly totals of stamps from the students within their group and these are recorded via the Edulink system (thus allowing parents/carers to see the total number of stamps received). Students can exchange their stamps via an online Google Form for rewards that include:

- Items of stationery
- Small 'fidget toys' and games
- Harbour Bar vouchers
- Florio's meal vouchers
- Costa Coffee vouchers
- PS4 Wallet Top Ups
- XBox gift cards
- Steam Gaming PC gift cards
- Amazon vouchers
- iTunes vouchers
- Alpamare entry tickets
- One4All shopping vouchers

Additionally, students in Year 11 can use their rewards stamps to contribute to their end of year Prom celebrations or leaving gifts such as a yearbook or hooded top.

Students are encouraged during the year to suggest rewards that are appropriate and would motivate them to be successful!

Celebration Assemblies are conducted each half term and both celebrate and reward students for all aspects of positive performance; with attendance, achievement, effort and positive contributions to school life celebrated. Students receive bonus reward stamps, certificates and small prizes (such as selection boxes, Easter Eggs or smaller value vouchers) for their achievements. Students can gain rewards for individual contributions and also for their positive contribution as part of a tutor group, sports team or other ambassadorial role for the school.

The annual awards ceremony celebrates exceptional effort, attendance, achievement and similar successes within the academic year with awards presented by subject, year group and whole school categories. There are a number of community, sporting and Principal awards given, these presented with a certificate and small prize.

Sanctions

Relates to item 4.3 in Trust Behaviour Policy

George Pindar School operates a number of sanctions which are designed to discourage students from making poor behaviour choices and provide reflection upon previous decisions and encourage students to make better choices moving forward.

In line with the 'Positive Discipline' protocol where students are rewarded for good effort, achievement and behaviour choices, consequences of poor behaviour are as follows:

Students whose behaviour falls below that expectation are recorded via Edulink by school staff. 'B' (Behaviour) codes are issued in line with the indiscretion incurred; this includes such actions as:

- Disruptive behaviour
- Insufficient work
- Defiance towards a member of staff
- Lateness to lesson
- Verbal abuse (towards staff or student)
- Physical incident (child on child)
- No student planner
- Sexualised common or behaviour (minor)

Students will, in the first instance, receive a verbal warning before a code is issued if the incident is deemed minor. Students will be provided a short period of time (two minutes) to rectify their behaviour choices or be issued a behaviour code. If two codes are received the student will be moved within the classroom.

If a student receives a third code they will be relocated to another class ('Safetynet') and receive a 30 minute detention the next school day. A subsequent removal from safetynet will result in the student being placed within A2S (Alternative to Suspension) and a 45 minute detention being issued.

Repeated behaviour issues will result in students being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Tutor Report
- Head of Year/Subject Report
- Pastoral Support Plan
- Behaviour Contract

All reports will be communicated with the parents/carers, Head of Year, Subject, Pastoral Support Plan and Behaviour Contracts requiring a parental meeting to discuss targets and offer of support to the student.

Alternative to Suspension (A2S)

Alternative to Suspension (A2S) is an extremely serious sanction. The A2S room is a functional and purposeful environment with a bank of work which covers every curriculum area. The A2S room is staffed by our SLT and BSOs.

Mobile phones will need to be handed in at the start of the period of time in A2S and will be returned when the A2S sanction has been successfully completed by the student.

Lunch will be taken in the A2S room and at no time will students be allowed to socialise with other students.

The duration of the day in A2S will be from 09:10 until 15.00 (not including detentions). All students who are placed in A2S must bring their planner and equipment for the designated sessions there.

Any student who is removed from SafetyNet lesson removal will complete A2S until the end of the day (and complete a 60 minute detention the following school day).

Students placed in A2S for other reasons will do so for a tariff in line with their behaviour with consideration given to the seriousness of the incident and if similar incidents have occurred previously.

Students who are placed in A2S must complete (in addition to the behaviour reflection task) good quality work and demonstrate good behaviour. The work will be administered by the A2S staff on duty. Parents will be notified of their child being placed in A2S via a text sent through the Edulink App. Students must go directly to A2S when instructed - arriving late without good reason will result in having to complete the full number of lessons that remain.

A student who is absent during the designated time within A2S will still need to complete the required number of good lessons of behaviour and work. The period of A2S will begin at the earliest convenient time.

A record of the periods completed in A2S will be retained on file – the A2S tracking spreadsheet maintained within the 'Alternative to Suspension (A2S)' Google Drive folder. This record is maintained by the A2S duty staff. 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 A2S is at risk of a fixed term suspension. Students in A2S will follow the same PD process as in lessons. Once a student receives their second recorded code, 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 recorded code, they may receive a fixed term suspension, irrespective of whether parental contact was possible or not. This decision is at the Principal's discretion.

Students will enter A2S when they:
- Are relocated three times in a day (full day tariff, following school day)
- Are unsuccessful following SafetyNet lesson removal (remainder of the day tariff)
- Receive 10 B codes in a week (half day tariff)
- Refuse to attend detentions or complete other sanctions directed by SLT
- Commit a behaviour incident deemed to be of a serious nature as identified by the Principal/Vice Principal (tariff at Principal's/Vice Principal's discretion)
- Break a target on their behaviour target (in the first three instances - further breaks incur a fixed term suspension)

Students who accrue a significant number of behaviour codes, lesson removals and/or fixed term suspensions will be monitored by being placed upon behaviour report. The reports that may be used are:

Tutor report – initial report for monitoring a student across all subject areas. This is tracked by the student's form tutor who will apply additional praise and sanctions in line with student performance whilst on report. The tutor will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on a daily basis. This will be checked by the form tutor each day. This report will be triggered by five lesson removals in a half term.

Subject Report – Initial report to monitor student behaviour and attitude in an identified subject. The HOF or subject lead staff will track this report and apply additional praise and sanctions in line with the student performance whilst on report. The HOF/Subject Lead will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on the same day the student has a particular lesson. This will be checked by the HOF/Subject Lead after each lesson of a given subject.

HOY Report – The HOY will monitor a student's behaviour and attitude when the tutor report has not been successful or when there has been a serious concern raised regarding a student's behaviour/attitude. A face to face parent/carer meeting with the HOY will be held prior to the report starting which will outline further support which may be needed at this stage such as a Pastoral Support Plan or referral to additional support. The report lasts a minimum period of two weeks and must be signed by a parent/carer each day. The report will be checked by the HOY each day. The HOY will apply additional praise and sanctions as a result of the student's performance whilst on HOY report.

A HOY report may be extended by up to four further weeks (with the provision of a Pastoral Support Plan), however, if the student is not responding to the additional support provided then it will be necessary to place the student upon a behaviour contract to resolve the issues.

Pastoral Support Plan (PSP) is an agreement between the student, school and parents which outlines the support provided to enable the student to achieve specific targets. The targets set will be to address identified concerns such as behaviour, attitude to learning and attendance. A PSP will run alongside a HOY Report if extended beyond the initial two week period and also for the duration of a behaviour contract. Depending upon the concerns, a PSP may be introduced as soon as a student is placed on HOY report if agreed during the parent/carer meeting when the report is started.

Behaviour Contract
Students will be placed on a behaviour contract **when it is deemed that they have a history of poor behaviour**. Students who are subject to a Behaviour Contract will be supported with a Pastoral Support Plan and be offered additional support to assist them in being successful. Whilst the specific nature of the support will depend upon the individual circumstances, examples could be referral to Early Help or provision of an external agency mentor. It is expected that the student will engage with such provision.

Each time the contract is broken, the student will serve a full day in A2S (for the first three contract breaks) and then face fixed term suspensions for subsequent contract breaks. Students will remain on contract for a period of five weeks. Each time the contract is broken the five-week period begins again. Each subsequent suspension received for the same poor behaviour type can result in an increased tariff ie. 1, 2, 3 days, however the duration of the suspension will be at the Principal's discretion.

The behaviour contract is reviewed weekly and feedback provided to parents. Additional parental meetings are arranged in addition to address concerns regarding the student's behaviour and attitude whilst subject to the behaviour contract.

FIXED TERM SUSPENSION AND PERMANENT EXCLUSION

Students who persistently break a behaviour contract or who commit a particularly serious misdemeanour can expect to find themselves subject to a 'fixed term suspension'.

These are issued as a final resort to highlight the severity of an incident or a student's cumulative behaviour. Fixed term suspensions are issued for a range of serious behaviour incidents 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 fixed term suspension could be issued. A decision to suspend is made entirely by the Principal and the Governing Body.

Fixed term suspensions operate on an increasing tariff within categories. The suspension tariff will increase incrementally . Categories that fixed term suspensions operate within are:
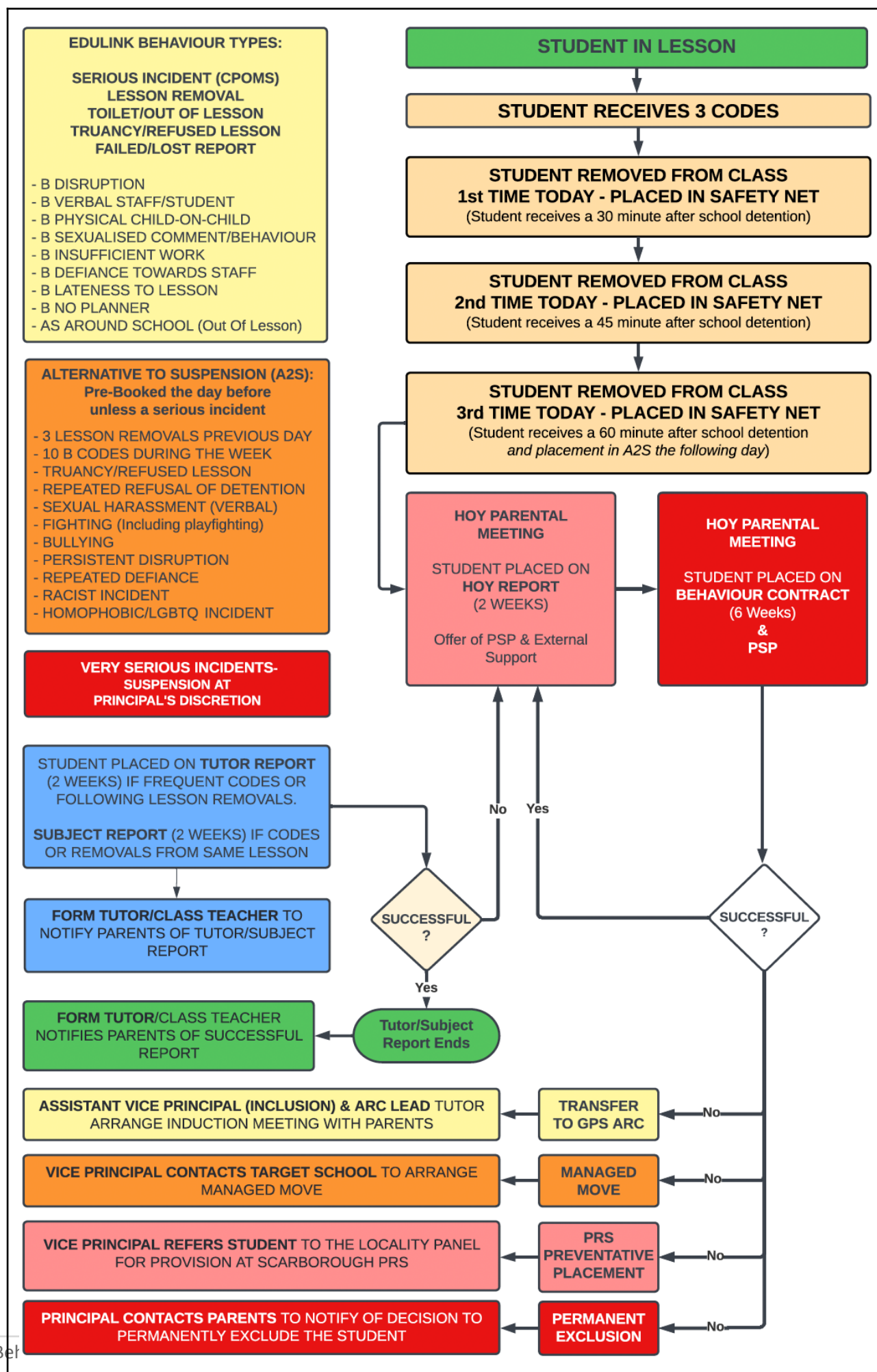
- **Verbal and physical abuse towards other members of the school community**
- **Persistent disruptive behaviour** - This includes, amongst other things, refusal to follow instructions and general defiance.
- **Bullying**
- **Presenting a risk to others –** This includes things such as damaging other people's property, theft, sexual misconduct, the involvement of drugs and / or alcohol, etc.
- **Other**

The Principal reserves the right to vary any suspension tariff dependent on the severity of the offence committed. Additionally, if a student receives further suspensions for the same type of behaviour, the Principal may increase the tariff of the subsequent suspensions accordingly.

Once a student has received a number of suspensions, discussions with partner schools in Scarborough and other secondary schools in the area will take place to discuss if a managed move may be appropriate. Alternatively, consideration of whether Alternative Provision (transfer to the ARC or other external provision such as the PRS) is necessary will be discussed.

A student returning to the school after being suspended for failing or refusing provision in A2S, following a successful readmission meeting will automatically be placed in A2S until the outstanding period has been completed. During the readmission meeting, causes for poor behaviour are identified and strategies are put in place to enable the student to make better behaviour choices moving forward. Additional support will be offered where appropriate (see section 'Pupil Support') to both the student and parents/carers if needed.

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.

EDULINK BEHAVIOUR TYPES:

SERIOUS INCIDENT (CPOMS)
LESSON REMOVAL
TOILET/OUT OF LESSON
TRUANCY/REFUSED LESSON
FAILED/LOST REPORT

- B DISRUPTION
- B VERBAL STAFF/STUDENT
- B PHYSICAL CHILD-ON-CHILD
- B SEXUALISED COMMENT/BEHAVIOUR
- B INSUFFICIENT WORK
- B DEFIANCE TOWARDS STAFF
- B LATENESS TO LESSON
- B NO PLANNER
- AS AROUND SCHOOL (Out Of Lesson)

ALTERNATIVE TO SUSPENSION (A2S):
Pre-Booked the day before
unless a serious incident

- 3 LESSON REMOVALS PREVIOUS DAY
- 10 B CODES DURING THE WEEK
- TRUANCY/REFUSED LESSON
- REPEATED REFUSAL OF DETENTION
- SEXUAL HARASSMENT (VERBAL)
- FIGHTING (Including playfighting)
- BULLYING
- PERSISTENT DISRUPTION
- REPEATED DEFIANCE
- RACIST INCIDENT
- HOMOPHOBIC/LGBTQ INCIDENT

VERY SERIOUS INCIDENTS-
SUSPENSION AT
PRINCIPAL'S DISCRETION

STUDENT PLACED ON **TUTOR REPORT** (2 WEEKS) IF FREQUENT CODES OR FOLLOWING LESSON REMOVALS.

SUBJECT REPORT (2 WEEKS) IF CODES OR REMOVALS FROM SAME LESSON

FORM TUTOR/CLASS TEACHER TO NOTIFY PARENTS OF TUTOR/SUBJECT REPORT

FORM TUTOR/CLASS TEACHER NOTIFIES PARENTS OF SUCCESSFUL REPORT

ASSISTANT VICE PRINCIPAL (INCLUSION) & ARC LEAD TUTOR ARRANGE INDUCTION MEETING WITH PARENTS

VICE PRINCIPAL CONTACTS TARGET SCHOOL TO ARRANGE MANAGED MOVE

VICE PRINCIPAL REFERS STUDENT TO THE LOCALITY PANEL FOR PROVISION AT SCARBOROUGH PRS

PRINCIPAL CONTACTS PARENTS TO NOTIFY OF DECISION TO PERMANENTLY EXCLUDE THE STUDENT

STUDENT IN LESSON

STUDENT RECEIVES 3 CODES

STUDENT REMOVED FROM CLASS
1st TIME TODAY - PLACED IN SAFETY NET
(Student receives a 30 minute after school detention)

STUDENT REMOVED FROM CLASS
2nd TIME TODAY - PLACED IN SAFETY NET
(Student receives a 45 minute after school detention)

STUDENT REMOVED FROM CLASS
3rd TIME TODAY - PLACED IN SAFETY NET
(Student receives a 60 minute after school detention
and placement in A2S the following day)

HOY PARENTAL MEETING

STUDENT PLACED ON **HOY REPORT** (2 WEEKS)

Offer of PSP & External Support

HOY PARENTAL MEETING

STUDENT PLACED ON **BEHAVIOUR CONTRACT** (6 Weeks) & PSP

No   Yes

SUCCESSFUL ?

SUCCESSFUL ?

Yes

Tutor/Subject Report Ends

TRANSFER TO GPS ARC — No

MANAGED MOVE — No

PRS PREVENTATIVE PLACEMENT — No

PERMANENT EXCLUSION — No

Classroom Management

Relates to item 5.1 in Trust Behaviour Policy

George Pindar 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 is built upon the 'Positive Discipline' model and 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 their first assembly and subsequent form tutor sessions.

Students are expected to abide by a classroom 'Code of Conduct', that whilst simple in its approach, ensures that the high expectations of the school are met and allows the school to remain well ordered and an ideal environment for learning. The expectations of the Code of Conduct are as follows:

We are:

Proud
Independent
Neighbourly
Determined
Aspirational
Respectful

at all times.

In class, students can therefore be expected to:

- Conduct themselves in a safe, sensible and respectful manner
- Arrive to lessons on time and be fully prepared
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner towards all staff and students
- Put their hand up to speak
- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the school environment.

Classroom Management: The Positive Discipline Process within the classroom
Relates to item 5.1 in Trust Behaviour Policy

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 (i.e. 'ready in 90'), 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 **RECORDED CODE** sanction if it is required.

The words 'VERBAL WARNING' will be used by the member of staff when clearly identifying what the unacceptable behaviour is.

FIRST RECORDED CODE

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

This is then recorded via the Edulink App - a specific code selected and a brief comment. Students will move straight into phase two for lateness, homework, coursework and equipment misdemeanours (ie. no verbal warning issued)..

Students could receive a recorded code 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*.

SECOND RECORDED CODE

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a verbal warning and a first recorded code. If unacceptable behaviour continues, students are issued a second recorded code via Edulink and will then be moved to another seat for the remainder of the lesson.

THIRD RECORDED CODE

At this point the classroom teacher would come to the decision that a child is persisting in undermining the repeated instructions of the teacher and potentially the work of everyone in the room. This is despite receiving a verbal warning and two recorded codes at this stage.

Students are now given a third and final recorded code via Edulink and the member of staff must now use Edulink to request on-call. A Behaviour Support Officer (BSO) or a member of SLT will then arrive to relocate the student to another 'SafetyNet' classroom. The student will receive a 30 minute after school detention the following school day due to the removal from class.

Students who are removed from class following the issue of three codes will remain there for the remainder of the lesson. Further SafetyNet relocations incur 45 minute and 60 minute detentions being issued.

On being relocated to a SafetyNet classroom, The removed student will complete a 'reflection of behaviour task' before then completing work issued by the teacher requesting the student removal.

If a student's behaviour is unacceptable following relocation, they will be removed to the A2S (alternative to Suspension) room for the remainder of the day. A 60 minute detention will be issued as a result and must be completed the following school day.

Parents/carers are alerted to their child being relocated from class via the Edulink app and alerts are also issued when detentions are set.

Student behaviour 'B' codes are monitored and any student receiving 10 codes will receive a half day session in A2S in which to reflect upon their behaviour, identify causes of poor behaviour and also support required to prevent further incidents of these behaviour types.

Students demonstrating patterns of negative behaviour will be placed upon report - this is to monitor behaviour and encourage them to make better behaviour choices. Teaching staff of every lesson are to provide a grade for behaviour (4 Excellent - 1 Poor) and for effort (4 Excellent - 1 Poor). In addition, each teacher must identify positive contributions to the lesson as well as (where appropriate) areas for development.

The following **organisational codes** issued for lack of **equipment,** improper **uniform** and lack of **homework** will be monitored by **form tutors. When three of each given type are accrued (noted by staff in planners),** these will incur an automatic **30 minute after school detention the next school day:**

- **E** – Equipment x 3 Detention
- **U** – Uniform x 3 Detention
- **H** – Homework x 3 Detention

When tutors record these on via Edulink, parents are alerted in addition to the detention notice they will receive via SMS.

Pupil Support
Relates to item 6.2 in Trust Behaviour Policy

George Pindar School offers a range of supportive approaches to ensure that students can be successful. These are designed to address a range of pastoral and academic concerns; from safeguarding and mental health to behaviour and attendance issues and to students with identified learning needs.

Support is arranged to help the individual, with consent sought from both the student and parents/carers where appropriate. Support may be provided by GPS staff with appropriate training or by external specialist agencies.

Students with SEN are extensively supported by Learning Support and the staff based there. There are various interventions offered by the school to address a wide range of needs and these are delivered in both 1:1 and small group sessions

The dedicated pastoral team comprises:

- DSL & Deputy DSL
- 5 Heads of Year
- 4 Behaviour Support Officers
- Attendance Officer
- Family Support Worker

This team addresses welfare and behaviour concerns and arranges for bespoke support needed by a student. The school actively engages with local external provision to arrange support from specialists where identified. Some of the agencies involved in supporting students at GPS currently include (but not limited to):

- NYCC Children and Family Services (Child Protection, Child In Need & Early Help services)
- CAMHS (Tees, Esk & Wear Valley)
- North Yorkshire Youth Mentors
- Sidewalk Project
- Stepping Up Programme
- North Yorkshire Police
- IDAS (Independent Domestic Abuse Support)
- Compass Phoenix
- Young Carers
- Youth Justice
- Victim Support Counselling
- Healthy Child Team

Pupil Support
Relates to item 6.2 in Trust Behaviour Policy
George Pindar School operates the 'ARC' alternative provision for students who find themselves unable to be successful within the framework of mainstream provision. ARC classes have a maximum of 8 students and are staffed by specialist teaching staff from the main site and an ARC tutor in every session. The ARC provision is led by the Assistant Vice Principal (Inclusion) and managed by the ARC Lead instructor. Students can also be referred to the Pupil Referral Service in Scarborough if they are at risk of permanent exclusion and attend the PRS under a 'preventative placement. These usually are 12 weeks in duration and the student remains attending GPS for at least one session per week to provide a continuity of education from GPS. George Pindar School works closely with local secondary schools and is an active member of the Scarborough Locality panel which helps secure 'managed moves' for students who are seeking a fresh start due to a variety of reasons.

Sexual Abuse and Discrimination
Relates to item 8.4 in Trust Behaviour Policy

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is **entitled to anonymity by law**; therefore, the academy will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence sexual harassment is progressing through the criminal justice system, the academy will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and **reports will only be shared amongst staff members and with external agencies on a need-to-know basis**.

During the disclosure of a concern by a student, staff members will **not promise the student confidentiality and will ensure that they are aware of what information will be shared**, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victims' consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will consider the victim's wishes, their duty to protect the victim and others.

Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of the concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will **not take place where they could potentially put a pupil at risk of harm**. Discussions with the victims' parents will relate to the arrangements being put in place to safeguard the victim, the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrators' parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

All records of sexual abuse and allegations of sexual abuse with subsequent actions are recorded on CPOMS and tagged so that DSL/Deputy DSL/Principal are alerted and other staff cannot view the logs.

Incidents of sexual abuse are reviewed and reported to SLT during weekly meetings and by the submission of a 'Behaviour & Attitudes' report. Additionally, GPS reports incidents of sexual abuse to the LGC and HSLT every half term.

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing abuse. At GPS we are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Sexual Abuse and Discrimination
Relates to item 8.4 in Trust Behaviour Policy
We give special consideration to children who: ● Have special educational needs (SEN) or disabilities or health conditions ● Are at risk due to either their own or a family member's mental health needs ● Are looked after or previously looked after ● Are young carers ● Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence ● May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality ● Have English as an additional language ● Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation ● Are asylum seekers ● Are missing from education ● Whose parent/carer has expressed an intention to remove them from school to be home educated All incidents of discriminatory behaviour are recorded on CPOMS and sanctions put in place such as time completed in A2S (alternative to suspension) and/or a fixed term suspension. **Where a hate crime is believed to have been committed, the DSL/Deputy DSL reports this to both the Police and NYCC Report Hate Crime online tool**.