GEORGE ABBOT SCHOOL

Policy Title:	**Behaviour Policy**
Author:	**Deputy Headteacher**
Date of most recent review:	**Summer 2026**
Date of next review:	**Summer 2027**

School Mission Statement:
Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.

In line with the best practice in schools and as described by Ofsted in their inspection framework, we have an important focus on ensuring that George Abbot facilitates 'a calm and orderly environment, clear routines and expectations', 'clearly defined consequences consistently implemented' and does not tolerate 'low level disruption'.

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally." *Behaviour in Schools – DfE Feb 2024*

Aims of this policy:

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

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

- Behaviour and discipline in schools 2016
- Behaviour in Schools – September 2022
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical needs at school
- Special Educational needs and disability (SEND) code of practice
- Schedule 1 of the Education Regulations 2014
- Working Together to Safeguard Children (2023)

George Abbot approach:
Positive behaviour is a prerequisite for strong engagement with learning; It is fundamental to every child being able to learn in every classroom. It is also a prerequisite to ensure that all children are safe and happy at school. Indeed, the DfE asks schools to 'ensure that pupils complete any tasks reasonably assigned to them in connection with their education'. We insist on high standards of conduct, behaviour and appearance and strive to achieve this through strong partnership with parents/carers and highly positive relationships between staff and students. These

expectations exist during the school day and extend beyond it; action will be taken to correct student behaviour where an issue has occurred off-site when representing the school, such as on a school trip, on a bus journey or when walking or cycling to or from school. We will also intervene, in accordance with the DfE's guidance to schools, 'Behaviour in Schools – September 2022', to prevent all forms of bullying – including cyber-bullying, prejudice-based and discriminatory bullying.

We are mindful of the need for a trauma-informed approach to behaviour management and seek to understand how adversity and trauma might manifest and affect children. In particular, we recognise that poor behaviour can be a result of a child communicating that they live with adversity or are coming to harm. We understand that adversity and trauma can also affect parental engagement, and seek to work with empathy, respect, compassion and creativity, in a strengths-based approach.

Rewards and Praise:
We know that students' sense of pride, personal success and self- esteem is vital to their personal development. It also supports positive engagement at school. We therefore work hard to ensure that praise is a daily feature of our school culture, recognising positive behaviour in verbal feedback in classrooms, corridors and playgrounds. Additionally, our House Point system facilitates tangible praise to our students and is linked to the school's deliberate curriculum to promote character development.

At George Abbot, we promote, educate in, recognise and celebrate developments in all students' character – specifically; creativity, resilience, confidence, honesty, empathy, integrity, teamwork, kindness and leadership.

To promote an excellent environment for learning, the school strives to reward effort, progress, attainment, attitude and application in addition to high attainment and talent. We recognise success and attitude in just some of the following ways:

Daily
- Through positive affirmation, interaction and feedback
- House achievement points awarded via Student Learning Environment
- Front of queue passes

Termly
- Praise letters and emails home
- Head of Year prizes in assembly
- Praise post cards
- Privileges
- Teacher nominated badges
- Earned non-uniform days

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

We have a clear and proactive Behaviour Strategy which is underpinned by three key culture expectations: aspiration, community, respect.

We share the following behaviour expectations with our students and staff; we call this **The GA Way**:

Behaviour Zones (Student)



At George Abbot School we expect you to be:

- **P**resent – be at school every day and be on time.
- **P**resentable – uniform correct.
- **P**repared – have all equipment and home learning complete.
- **P**olite – to everyone. Have respect for staff, students, the school and our community.
- **P**articipate – engage fully with your work in the classroom and get involved in clubs and events.
- **P**ace and **P**urpose – work hard within lessons and move around school calmly and with purpose.

Aspiration – Respect – Community

We are also very clear with students and staff about the behaviour that is not acceptable at our school. We are consistent in relation to the consequences for a range of behaviours. This is shared termly with students and staff to reinforce the high aspirations we have for our students at our school.

Behaviour Zones

Amber Zone ⚠		Red Zone ⊗	
Sanctions will be escalated when behaviours below are repeated.			
Late to lesson or school	Inappropriate behaviour outside of lesson	Truancy	Sexual Harassment
Lack of equipment	Unkindness to peers	Verbal abuse to student or staff	Verbal abuse to student or staff
Lack of homework	Lack of respect	Defiance - Failure to follow staff instructions	Physical aggression
Disruptive behaviour	Continued disruptive behaviour	Preventing learning for others	Smoking/Vaping
Inappropriate language	Offensive Language	Discriminatory Language	Discriminatory Behaviour
Lack of engagement	Continued lack of engagement in classwork		Sharing a toilet cubicle
Not following school rules			Possession of dangerous/illegal items
Incorrect uniform			
LOG	RESTORATIVE & REFERRAL	RESTORATIVE, REFERRAL & REFLECTION ROOM	SUSPENSION & REINTEGRATION

Serious misbehaviour is fully defined as:

- Repeated breaches of the school's behaviour expectations
- Bullying in all its forms
- Sexualised behaviour
- Behaviour that compromises the safeguarding of others
- Harassment, including via technology
- Vandalism

- Theft
- Fighting
- Smoking, including vapes and consuming CBD (Cannabidiol – a compound found in cannabis) products
- Discriminatory behaviour on the basis of race, gender, sexual orientation, disability, religion or belief
- Malicious allegations against staff or other students
- Possession of any prohibited items: these include knives or weapons; alcohol; illegal drugs; drugs paraphernalia; Vapes; stolen items; tobacco, cigarette papers and lighters; fireworks; pornographic images; any item a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) or any other item that the Headteachers deems detrimental to the safe running of the school or that contradicts the core values of the school.
- Being under the influence of any intoxicating substances

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

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

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

Mobile Phones:
All students in Years 7-11 are required to use a signal-blocking phone pouch throughout the school day. For more details, please see our George Abbot 'Mobile Phone Policy'.

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

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

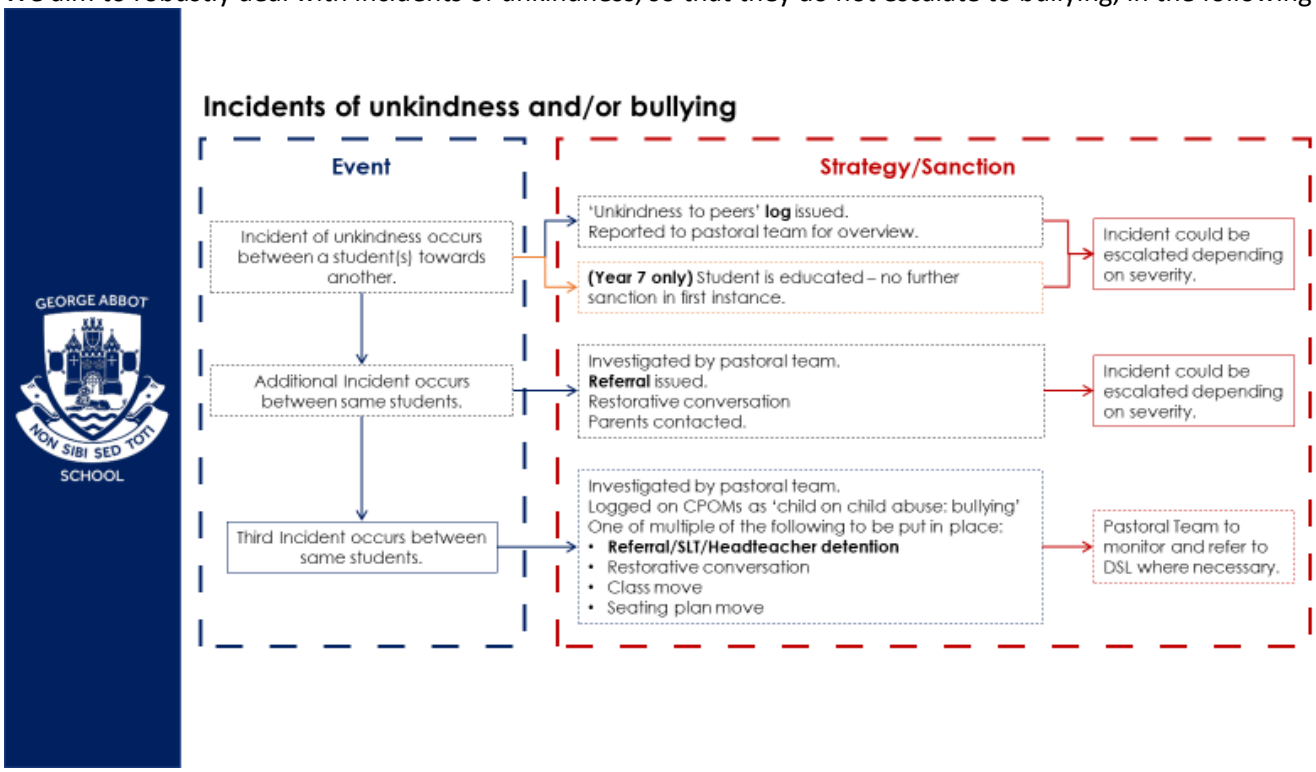
Bullying:
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group. Where the relationship involves an imbalance of power.
Bullying is therefore:

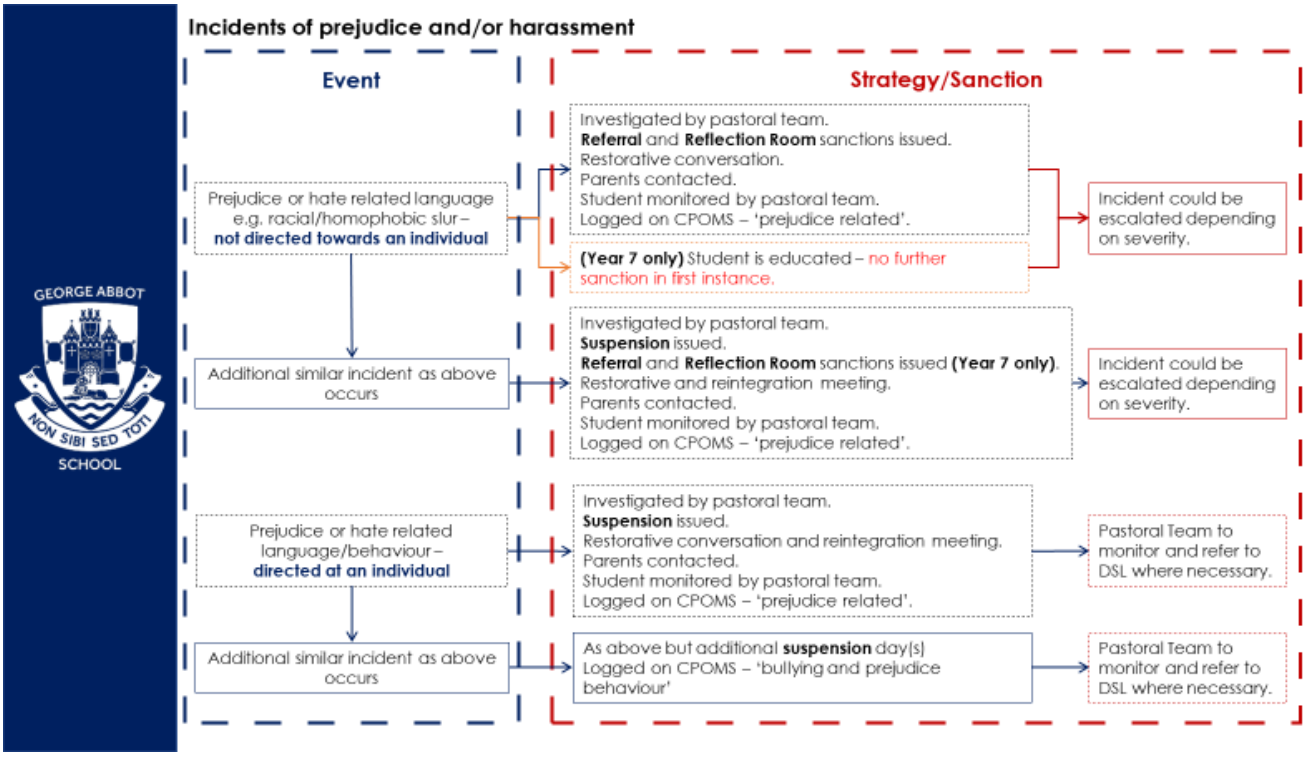
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional
- Physical
- Discriminatory behaviour on the basis of race, gender, sexual orientation, disability, religion or belief
- Sexual, including homophobic bullying and that related to gender identity.
- Direct or indirect verbal
- Cyber-bullying

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





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

All **staff** at George Abbot School are responsible for ensuring an excellent environment for learning. Staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006).

Leadership staff are expected to:

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

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

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

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

Students:
We have high expectations of all of our students, who must adhere to the following:

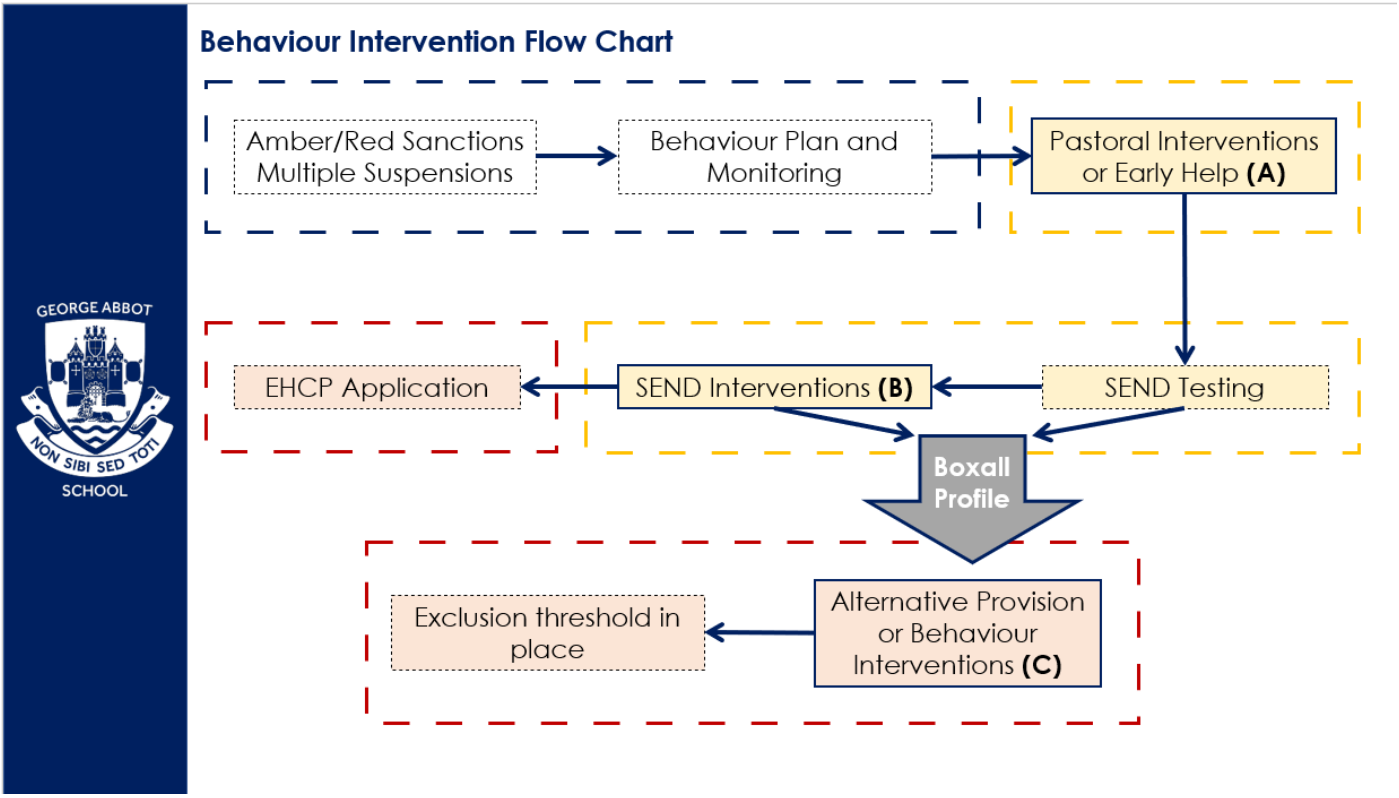
Good behaviour and politeness are expected in school, to and from school and on public transport.

- Full school uniform must be worn to and from school and on school occasions as directed (see uniform guidelines). Appearance must always be appropriate for school. The following are not to be worn at school:
    - Hoodies
    - Trainers (permitted on PE days)
    - Jeans
    - Excessive Jewellery
    - Nail varnish or acrylic nails
- Students must adhere to expectations regarding appearance. The school reserves the right to decide what constitutes "extreme", excessive or inappropriate.
- Smoking or vaping or consumption of CBD products is forbidden whilst the student is under jurisdiction of the school. This includes before, during or after school. Smoking paraphernalia must not be brought into school under any circumstances. Similarly, possession or use of illegal substances is forbidden.
- Expensive items and large sums of money should not be brought into school. No responsibility can be taken by the school for loss of money or other personal property.
- Mobiles phones must be placed in a signal-blocking phone pouch throughout the school day. Students must not film anything whilst on school premises without the teacher's permission.
- All damage to school property and equipment should be reported immediately. Malicious damage of school property is to be charged to the parents or carer of student.
- During the school day students may not leave the premises without permission from parents and the school.
- Students must not intentionally bring the school or staff of the school into disrepute. This includes posting on social media. Students must also not knowingly engage in anti-social behaviour towards other students at school or online. Refer to bullying policies.
- Students may not enter the same toilet cubicle at any time. This is a serious safeguarding breech.

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

- Behaviour logs
- Communication home
- Parent/Teacher/Student support meetings
- Restorative meetings
- Behaviour interventions
- Uniform or behaviour report monitoring
- After school detentions
- Community service
- Tutor report, HOY report, Conduct Mentoring
- Loss of privileges
- Temporary removal from mainstream lesson
- SLT study day, which may be scheduled on an INSET day or a Saturday
- 1:1 supervision at breaktimes
- Suspension
- Re-integration support meetings
- Directed off site alternative provision
- Permanent move to another school (managed move)
- Permanent exclusion

The diagram below sets out the process we follow in relation to implementing interventions and supporting behaviour:

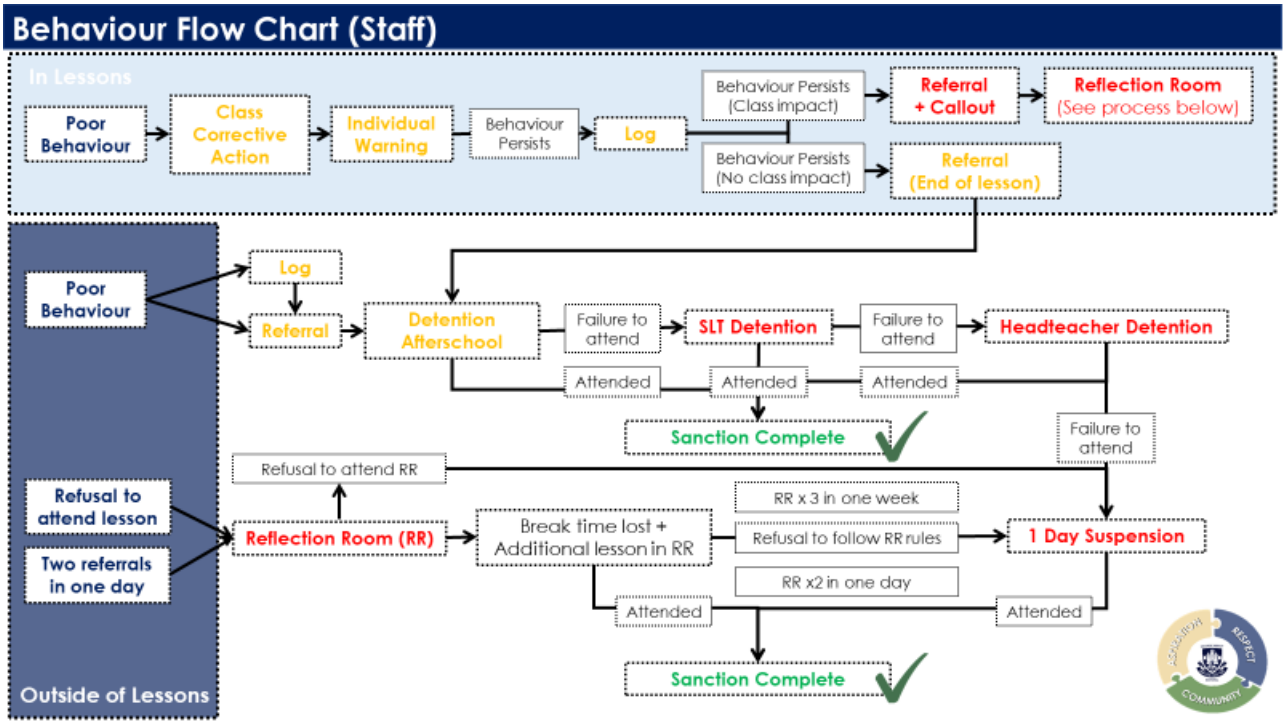


Our system for sanctions:

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

- **Verbal warning** to student
- '**Log'** or **'Referral**' (for more serious incidents) issued – communicated to parents via email and with students in Tutor Time
- **After school detention** issued if a student receives three logs in a week or a Referral – communicated to parents via email with at least 24 hours' notice
- **Friday SLT detention** for failure to attend a detention or more serious incidents – communicated to parents via email with at least 24 hours' notice
- **Tuesday Headteacher detention** for failure to attend a Friday detention or as an alternative to suspension – communicated to parents via email with at least 24 hours' notice
- On extremely rare occasions, students may be required to spend a day out of circulation with a member of SLT

This diagram sets out the process we follow in relation to sanctions following poor behaviour:



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

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

In applying any sanction, the school will also take into account any known medical needs or health circumstances that may affect a student's capacity to complete a sanction as set, and will make reasonable adjustments where appropriate. Where a medical issue impacts a student's ability to remain for, or participate in, a sanction, alternative arrangements will be considered to ensure that expectations remain fair and proportionate.

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

COVID-19 Expedited Sanction Agreement (for periods where national restrictions are in place):
Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion. For COVID-19 related incidents, repeated warnings will not be given as all students will be formally warned at the start of the day. Sanctions will be expedited to keep all students safe.

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

- Causing injury to his/herself or others
- Committing an offence
- Damaging property
- Prejudicing the maintenance of good order & discipline

The needs and circumstances of individual children and young people should be considered and balanced with the needs and circumstances of others. Where possible, a decision to restrain a child or young person should be based on their best interests balanced against respecting the safety and dignity of all concerned, including other children, young people or adults present. The school has clear procedures defined for physical intervention.

Permanent Exclusion:
When considering any permanent exclusion, George Abbot School will work in line with Surrey County Council Permanent Exclusion guidance and the DfE statutory guidance for school suspensions and permanent exclusions. https://www.gov.uk/government/publications/school-exclusion

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

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

Links with other policies:
DfE statutory guidance for school suspensions and permanent exclusions
Safeguarding Policy
Anti-Bullying Policy
DfE: Behaviour and Discipline in Schools (2016)
Physical intervention guidance