

St George's School Windsor Castle

Behaviour Support and Sanctions Policy



This policy describes our expectations for good behaviour and the procedures and levels of sanctions at St George's so that they are applied in a positive and consistent way.

This is a whole school policy and should be read in conjunction with the school's Anti-Bullying Policy, the Pupil Code of Conduct and the Rewards Policy.

It includes three tables which illustrate the procedures for dealing with, supporting and recording behavioural concerns or incidents.

Table 1 - Upper School (Years 4 – 8)

Table 2 - Lower School (Years 1 – 3)

Table 3 – EYFS

The Boarding House operates a separate Behaviour, Support and Sanctions system which is relevant to the boarding community (see Section 5 of the Handbook and/or the 'Staff Guide to Boarding' document).

Introduction

At St George's School we aim to develop happy and confident children who learn successfully by providing a secure and stimulating learning environment. St George's is a place where each individual is valued and respected within the whole school community regardless of race, gender or ability and offered the maximum opportunities for personal achievement.

We provide an environment in which every pupil can develop to the full: intellectually, spiritually, morally, creatively and physically, within a school with a strong Christian ethos. We seek to recognise effort as well as achievement. Equally, in seeking to provide a high quality of education where we continue to strive to enhance our academic standards, pupils are expected to behave in a considerate and responsible way to all members of the school community.

The Behaviour Support and Sanctions Policy at St George's School is based on personal responsibility and accountability. We acknowledge the importance of rewards and praise in developing and promoting each pupil's self-confidence, but we also recognise that, on occasions, there may be a need for sanctions. The form tutor is responsible for the general discipline within his or her form although every member of staff has a responsibility to ensure that this policy is followed.

The guiding principle for all of us at St George's School is that all members of the community should work together in a considerate and responsible way at all times, showing mutual respect.

Incidents of poor behaviour are dealt with according to the stages described in Tables 1, 2 and 3. These illustrate progressive levels of sanctions although a serious issue could go straight to Stage 3, Stage 4 or Stage 5.

Any incidents of bullying will be dealt with according to the Anti Bullying Policy

SEND

These sanctions and strategies apply to pupils in the Upper and Lower School and EYFS, but under the Equality Act (2010) we are mindful of the need to apply reasonable adjustments for children with special educational needs/disabilities. Staff know which pupils have SEND needs through individual pupil plans and would use strategies outlined when dealing with behavioural issues. If the behaviour persists staff inform the Head of SEND who makes observations, provides alternative strategies or works with the pupil to address specific issues.

Transition

The Behaviour, Support and Sanctions Policy includes clear separate guidelines for the various stages of behaviour and the appropriate action for both the Lower School and the Upper School. Pupils are supported in their transitions year to year and Lower School to Upper School through:

- Communication and handover meetings between class teachers; pastoral teams and the Head of Lower School & Assistant Head (Pastoral)
- Move up days
- PSHE lessons about how to manage change and concerns are listened to.
- The expectations for behaviour are discussed in Form and Class groups at the beginning of each year.
- Increased integration of Year 3 with the Upper School during the Trinity Term through joining assemblies, house events and meetings.
- Year 7 take on positions of responsibility during the Trinity Term
- Expectations and responsibilities for Year 5 increase throughout the year to prepare them for Year 6. All children are reminded about behaviour and discipline at the start of each term, when rules are agreed within the class.

When pupils leave at the end of Year 8, contact is made with their next school regarding any specific behaviour or pastoral needs. Contact is also made with a child's previous school, should it be appropriate to discuss any matters to support the transition process.

Corporal Punishment

In line with legislation, the school does not permit in any form the use of corporal punishment and does **NOT** allow any employee, whether teacher, classroom assistant or member of support staff, to impose or threaten any form of corporal punishment.

Restraint

On the very rare occasion that a member of staff needs to restrain a child, they may **ONLY** do so when:

- A pupil is in danger of physically harming another child/ teacher;
- A pupil is in danger of physically harming themselves.

Any restraint used must be a proportionate response to the likelihood of harm being suffered/ inflicted. Should a teacher/ member of support staff need to restrain a pupil, the incident should

be reported to a member of the SLT as soon as is practicably possible and this will be logged in the Restraint Register (held in the Head's office). In the event of a child having to be restrained, the parents will be informed as soon as possible. Refer to the Professional Code of Conduct for Staff.

Monitoring Cards

The purpose of the Monitoring Card is to help a pupil change their behaviour through recognising when things are going wrong and prompting discussion about how they can make better choices.

Monitoring cards may focus on behaviour, effort, organisation or uniform but often Form Tutors or Class teachers create individual cards which support pupils in targeting specific areas and which recognise their personal incentives.

Monitoring cards allow subject teachers to make a comment for each lesson and break times, relevant to the targeted area. The Form Tutor or Class Teacher checks the card daily and parents are asked to sign the card every day. Cards are reviewed weekly by the Form Tutor or Class teacher and the relevant Assistant Head, to look for patterns and improvement. This will inform any decision to continue with the card or whether additional support is needed.

Internal Suspension

Should a pupil display behaviour relevant to a Stage 4 sanction they will be sent directly to the Deputy Head. The incident will be investigated and the pupil concerned will have the opportunity to discuss their behaviour and produce a written account of the incident. Following consultation with the Head, the Deputy Head will arrange a meeting with the parents of the child to explain the incident and inform them of the Internal Suspension in writing (a copy of which will go in the pupil's file). An Internal Suspension requires the pupil to work independently from their class for all timetabled lessons for the period of one or two days. The pupil will be supervised by a member of staff and will have appropriate work set by the subject teachers to complete. They will have a short break in the morning and will be escorted to and from lunch at the usual time.

External Suspension

Should a pupil commit a more serious offence or not respond to any of the above sanctions, the Head, or the Deputy Head in their absence, has the right to suspend a pupil from school for a period of time. This will only be applied after consultation with the Chair of Governors or other appointed Governor, and parents, wherever possible, will be present at the suspension interview.

Exclusion

The Head may use the sanction of exclusion in extreme circumstances, once all other sanctions, including suspension, have been exhausted. Exclusion will be for a fixed number of days. Parents will always be present for such a meeting when this sanction is imposed. Some instances of exclusion may happen suddenly, when for example the behaviour of a particular child is seen to threaten the moral or physical wellbeing of other pupils in the school. In very exceptional circumstances a child may be excluded permanently from school. Any decision to

exclude a pupil will only be taken following consultation with senior colleagues and with the agreement of the Chair of Governors.

It must be stressed that, whilst these sanctions are in place, suspensions and exclusions are extremely rare.

Record Keeping

Reports on poor behaviour are recorded in the incidents section in the Pupils Daybook on the school server (P:). Verbal evidence is also collected at staff meetings or in other meetings with relevant colleagues and will be recorded electronically in the pupil's Daybook.

There is regular communication between teaching staff/form teachers and senior staff at all times regarding pupil behaviour.

TABLE 1 Upper School Years 4-8

Procedures for dealing with, supporting and recording behavioural concerns or incidents

STAGE	<u>Behaviours</u>	<u>Strategies</u>	<u>Possible Sanctions and Support by Member of staff</u>
1	<ul style="list-style-type: none"> Talking when they should be listening Fiddling with equipment Turning around when they should be working Lack of respect for others or equipment Excessive noise Incomplete preps or academic work that does not match their expected level Being verbally unkind Disrupting others <p>Dining room, Playground, Corridors</p> <ul style="list-style-type: none"> Playing with food Being too loud Running Hurting another pupil accidentally Entering someone else's account without changing or sending anything Inappropriate use of images 	<ul style="list-style-type: none"> Non-verbal signals: eye contact, raised eyebrows, disapproving or stern look, the 'waiting game', silence, placing yourself close to the child. Praise and reward a child who is doing well Pre-empt problems by intervening in potentially explosive situations to prevent behavioural incidents Avoid confrontation as this can cause some children to be openly defiant, especially in front of an audience. Avoid a battle of wills – talk quietly to the child away from the audience. Give 'time out' away or a 'get out clause' from a 	<ul style="list-style-type: none"> Verbal admonishment and explanation of what they could do differently Change the seating plan if possible Set appropriate academic work Break time sanction held by the member of staff Record their poor behaviour in their Prep diary <p>Enter on Daybook, copied to Form Tutor for information</p> <p>Dining room, Playground, Corridors</p> <ul style="list-style-type: none"> Verbal warning Time out from playtime Enter on Daybook, copied to Form Tutor for information

	SEND – use strategies in individual pupil plans.	situation allowing them time to reflect and change their behaviour.	If the pupil does not respond over a period of time then move to STAGE 2
STAGE	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions and Support by Member of staff</u>
2	<ul style="list-style-type: none"> Continued poor behaviour and not responding to Level 1. Repeated verbal unkindness Pupil challenging staff member in an inappropriate way. Pupil putting another pupil at risk of harm. Deliberately ignoring warnings or requests Swearing Hurting another pupil deliberately Hurting another pupil deliberately on line Use of images to hurt another pupil Entering someone else's account and searching 	<ul style="list-style-type: none"> Staff enters on Daybook and copies to Form Tutor, Assistant Head Pastoral, Assistant Head Academic Form Tutor informs parents that the pupil will receive a SLT sanction KW,LS,IN agree who will follow through <p><i>SLT lunchtime supervision is published to staff.</i> <i>Monday: IN</i> <i>Tuesday: LS</i> <i>Thursday: KW</i></p>	<ul style="list-style-type: none"> Lunchtime sanction with a member of SLT, Monday, Tuesday or Thursday In order to support the pupil staff discuss and explain the procedure. Possible use of Monitoring/ Target Card <p>If repeated within a week then move to Stage 3</p>
STAGE	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions and Support by Member of staff</u>
3	<ul style="list-style-type: none"> Continued poor behaviour and not responding to Stage 2. Being physically or emotionally violent to another pupil Using abusive language 	<ul style="list-style-type: none"> Meeting of Assistant Heads and Form Tutors to review and develop a support plan Possible use of a monitoring card Parents meet Assistant Head Pastoral or Academic 	<ul style="list-style-type: none"> Pupil meets with Assistant Head Pastoral or Academic to establish what support is needed e.g. meeting with parents, monitoring, suggested strategies to teachers and pupil, SEND liaison.

	<ul style="list-style-type: none"> Continued disruptive behaviour after SLT lunchtime sanction Defacing school property Entering someone else's account, changing, posting or sending something Inappropriate use of images 	<ul style="list-style-type: none"> Record incident on Daybook Parents informed of sanction by Deputy Head 	<ul style="list-style-type: none"> After school sanction with Deputy Head <p>If repeated then move to Stage 4</p>
STAGE	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions</u>
4	<ul style="list-style-type: none"> Severe levels of disrespect Repeated physical violence to a pupil Repeated destruction of school property Racist, discriminatory or sexual language Exploiting and creating sexual imagery with others in the school community 	<ul style="list-style-type: none"> Pupil sent directly to Deputy Head Parents informed and asked to meet Deputy Head Letter detailing Internal Suspension sent to parents by Deputy Head Copy of letter and details kept in pupil file Record on Daybook Inform Assistant Head Pastoral and Form Tutor 	<ul style="list-style-type: none"> Internal suspension
STAGE	<u>Behaviours</u>	<u>Action</u>	<u>Sanctions</u>
5	<ul style="list-style-type: none"> Continuing incidents at Stage 4 Being physically violent to a member of staff Malicious allegations. Sharing images of a sexual nature on a social media site where members of the public can view them. <p>Allegations against a member of staff should be dealt with according to the Whistleblowing procedures, in the Safeguarding Policy. If found to be malicious then follow the action listed.</p>	<ul style="list-style-type: none"> Pupil sent to Head Deputy Head informed Record on Daybook and copy to SLT, Form Tutor and the Head Chair of Governor's informed Parents informed and meet with Head 	<ul style="list-style-type: none"> External suspension Exclusion from school

TABLE 2 Lower School Years 1 to 3

Intervention guide to correct unacceptable behaviour is as follows by:			
STAGE	Behaviour	Appropriate Sanctions	Comments
1	<p><u>Aggravations</u></p> <p>Calling out</p> <p>Wandering about the classroom</p> <p>Not putting hand up to talk</p> <p>Interrupting others</p> <p>Ignoring minor instructions</p> <p>Silly noises/Annoyances</p> <p>Pushing/overtaking in the line</p> <p>Talking during silent work/quiet times</p> <p>Minor playground incidents</p>	<p>Eye Contact</p> <p>Reminders</p> <p>Positive reinforcement of appropriate behaviour</p> <p>Explaining the behaviour is not acceptable and why and the consequences for repeating it</p> <p>Change of seating</p> <p>Asked to stand behind chair temporarily</p> <p>Name written on board</p> <p>5 minute playground cool down period on bench</p> <p>No acknowledgement of behaviour (ignore)</p>	<p>Not recorded</p> <p>Teachers and TAs on duty deal with playground incidents</p> <p>No other staff members involved</p> <p>After 3 repetitions within a small time frame then move to Stage 2</p>

STAGE	Behaviour	Appropriate Sanctions	Comments
2	<p>Less Serious</p> <p>Repeated stage 1 behaviour</p> <p>Refusal to work/unacceptable output</p> <p>Deliberate disruption</p> <p>Accidental damage through carelessness</p> <p>Rudeness</p> <p>Minor challenge to authority</p> <p>Minor non directed use of bad language</p> <p>Repeatedly annoying other children</p> <p>Playground skirmish</p>	<p>Explaining why the behaviour is not acceptable and why and the consequences for repeating it</p> <p>Separation from the rest of class within classroom</p> <p>Writing a letter of apology during playtime/lunchtime</p> <p>Child to sit on bench apart from friends 5+ minutes</p> <p>Keep in during lunchtime/playtime to complete unfinished work</p> <p>Repair/clean up of damage</p> <p>Consider a chart according to</p>	<p>TA/Teacher to report incident to class teacher</p> <p>Repeated incidents in the playground – time out on bench</p> <p>Repeated incidents within a short time frame to be reported to Head (Lower School)</p>

	<p>Spitting</p> <p>Using someone else's account without changing or sending anything</p> <p>Inappropriate use of images</p> <p>Use of images, text, email or social media to hurt another pupil</p>	<p>child's needs</p>	
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STAGE	Behaviour	Appropriate Sanctions	Comments
<p>3</p>	<p><u>More serious</u></p> <p>Repeated Stage 2 behaviour</p> <p>Behaviour which causes a frequent distraction to others learning, or teaching time becomes disproportional in dealing with the child</p> <p>Deliberately throwing object with the intention to harm/break them</p> <p>Harming someone</p> <p>Damage to school/pupil property</p> <p>Leaving class without permission</p> <p>Repeated refusal to do set tasks</p> <p>Deliberate rudeness to staff/adults</p> <p>Harmful/offensive name calling/directed bad language to another child</p> <p>Bullying</p> <p>Fighting</p>	<p>Informal contact with parents by class teacher</p> <p>Separation from the rest of the class – external from classroom</p> <p>Completion of work at playtime / sent home</p> <p>Writing a letter of apology during play time / break time</p> <p>A behaviour chart monitored by class teacher/ Assistant Head (Lower School) - copy sent home at the end of day to parent</p> <p>Playground exclusion</p>	<p>Incidents recorded in Daybook</p> <p>Alert members of staff / mention in staff meeting as necessary</p> <p>Repeated incidents at play refer to bench for Time Out – notify teacher</p> <p>Informal conversation with parents informing parents about persistent behaviour</p> <p>Repeated incidents reported to Head (Lower School)</p>

STAGE	Behaviour	Appropriate Sanctions	Comments
<p style="text-align: center;">4</p>	<p><u>Very serious</u></p> <p>Repeated Stage 3 behaviour</p> <p>More serious playground incidents / fighting</p> <p>Fighting with intention to harm others:</p> <p>Biting</p> <p>Hitting</p> <p>Pushing</p> <p>Kicking</p> <p>Throwing large dangerous objects</p> <p>Serious challenge to authority</p> <p>Verbal abuse / bad language to staff or parent</p> <p>Stealing</p> <p>Persistent bullying</p> <p>Exploiting and creating sexual imagery with others in the school community</p>	<p>Formal telephone call / contact / letter / meeting with parents</p> <p>Possible recompense for damaged property from parent</p> <p>A behaviour chart monitored by Head (Lower School) – copy sent home at end of week</p> <p>Daily home /school behaviour book</p> <p>Internal exclusion</p> <p>Possible exclusion</p>	<p>Requires immediate involvement of Head (Lower School)</p> <p>If persistent place on SEN register (possible advice / involvement of outside agencies)</p> <p>All incidents recorded on Daybook</p> <p>Parental contact recorded on Daybook</p>
STAGE	Behaviour	Appropriate Sanctions	Comments
<p style="text-align: center;">5</p>	<p><u>Extremely serious</u></p> <p>Repeated Stage 4 behaviour</p> <p>Extreme danger or violence</p> <p>Very serious challenge to</p>	<p>Immediate exclusion (internal, fixed term or permanent)</p>	<p>Requires immediate involvement of Head (Lower School) / Head Master</p>

	authority Verbal / physical abuse to any staff		
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Exclusions are used as a last resort after many other behaviour strategies have been tried. Internal exclusions requires a pupil to be excluded from peers during break times, lunch times or lessons and to be supervised within the classroom.

Involvement of Parents

Any staff needing help or advice in dealing with a particular incident or child should speak to the Head (Lower School).

TABLE 3 EYFS

EYFS

Acceptable and unacceptable behaviour is part of daily Early Years life. Early Years staff use a range of strategies to promote positive behaviour and progress. They aim to constantly praise good behaviour with recognition, stickers, certificates and extra responsibility. Staff set good examples and act as role models particularly with regards to manners and caring for one another. Procedure for dealing with inappropriate behaviour depends on the maturity and emotional needs of each individual. Inappropriate behaviour is addressed through stories, role-play and discussions. When inappropriate behaviour starts to become persistent, constructive, yet sensitive, communication with the parents is paramount. Children need subtle support so as not to become labelled. In some situations, an adult will work alongside a child to support them. Stickers/charts might be given to mark progress if appropriate. In the EYFS class teachers deal with behaviour generally. All staff support each other and understand the importance of sharing information. In line with statutory requirements 3.52, The Head – Lower School records any occasions where physical intervention is used and when the parents were informed and by whom.

Intervention guide to correct unacceptable behaviour is as follows by:	
1	Reasoning/discussion with the pupil of good and bad choices
2	Pupil’s behaviour discussed with the Assistant Head - Lower School
3	Meeting with Parents and Class Teacher

4	Meeting with Parents, Class Teacher and Assistant Head - Lower School
5	The involvement of the Head
6	Written warning to parents re possible need for withdrawal
7	Permanent exclusion of Pupil

Steps 3 – 7 must be recorded on the Daybook

Last reviewed: Lent 2019

Next review: Sept 2019