ST GEORGE'S ACADEMY

BEHAVIOUR PROCEDURE

1. Corrective Guidance

All groups should be informed at the start of the year about the procedures to manage behaviour and the consequences of poor behaviour.
Students should be informed that they will have a series of opportunities to modify their behaviour and if they do not then they will face the consequences outlined. Go4schools encourages the recording of positive points leading to rewards, however negative points are also recorded.

What the Academy Expects	Examples of Inappropriate Behaviour	Possible Consequences of Inappropriate Behaviour	Who/How Informed
Students to behave well in lessons so that all students can achieve their personal best.	Persistent late arrival to lessons	Sign conduct card/issue detentions/detained after school	Parents via Planner/phone
	Persistent lack of books, equipment	As above plus warning	Parents via Planner
	Insufficient effort to meet target level/complete work set	As above plus warning, then teacher detention	Parents via Planner and Form Tutor via Bromcom
	Persistent calling out, low level disruption	Step 3 – warnings will have been issued	Parents via Planner and Form Tutor via Bromcom
	Lack of co-operation with other students during a lesson	As above	Parents via Planner and Form Tutor via Bromcom
	Refusal to do set task after encouragement	As above	Parents via phone/email
	Leaving lesson/campus without permission	Parents to be contacted immediately and interview arranged	SLT
	Rudeness to staff in lessons	Step 4 or 5 depending on severity	SLT/Pastoral Team

Students to show respect for all members of the Community	Verbal bullying of students	Apology necessary Restorative Justice discussion if required Repeated problems would lead to RRR (appendix H) parental meeting	Parents via planner and Form Tutor via MCAS Letter to parents with formal warning of exclusion.
	Dangerous behaviour, bringing spray cans or other dangerous items	RRR (appendix H)/possible suspension depending on severity of incident.	Letter to parents with formal warning of exclusion.
	Physical assault on students	Conciliation/apology to exclusion depending on severity of incident	Letter to parents with formal warning of exclusion.
	Refusal to accept reasonable requests from staff (defiance)	Parents to take student home and make appointment before return to the Academy	SLT. Formal letter either warning or informing parent of exclusion. Tutor via MCAS.
	Verbal abuse towards staff on campus	RRR (appendix H)/suspension, restorative discussion	SLT
	Physical assault on staff	Suspension/permanent exclusion	Principal
Students to have high personal standards. (refer to points on Conduct Card)	Chewing gum or other banned items observed on campus Uniform worn incorrectly – shirts untucked, ties, shoes/trainers indoors Lateness to school (3 points if avoidable)	Signature on conduct card for EACH offence. When conduct card is complete, last signatory hands card to pastoral team to arrange SLT detention Failure to do this leads to Parent Escorted Detention Wednesday 5pm-6pm New card issued next morning	Parents via MCAS when card full. Note on BromCom

	Refusal to change uniform	Escalate to RRR or being sent home until it is rectified	
	Failure to meet deadlines for homework/coursework	Supported via Form Tutor and will affect interim grades. Detentions and report cards used to support and monitor.	Note in planner and/or letter home. Homework Alert to Form Tutor VIA Bromcom
	Truancy	Student to be collected and make appointment before return to the Academy. SLT detention issued/other suitable consequences	**Refer to VP add SPM**
	Possession / handling of illegal substances on campus	Exclusion (permanent)	Principal. Parents via letter
Students to show respect for Academy property	Lack of care for the environment e.g. litter, eating/drinking in inappropriate areas of the school	Community service arranged by pastoral support staff	Note in planner **Alert via MCAS/parent call**
	Deliberate defacing	If possible make good the damage, if not possible charge for repairs. RRR/Suspension	Letter home and copy of letter to Form Tutor
	Vandalism resulting in damage to Academy/School property	RRR (appendix H)/suspension – contact parents to collect	SLT

NB Planned removal in departments should not interrupt the teaching within the department. All staff should be aware of the exit procedure rota within their subject area at all times and are encouraged to use them. If the behaviour is seriously preventing the learning of other students SLT should be called to use the Academy removal system.

24 hours' written notice must be given for detentions after normal Academy finishing time.

2. **Academy Support Strategies**

If inappropriate student behaviour is not corrected by action taken by subject teachers/departments and/or form tutors and is occurring in more than one subject area, the Student Progress Managers will take the following action:

- Review available data about the student to ascertain whether the curriculum is appropriate
- Write a Pupil Support Plan, involving parents, SENCO, identifying the needs of the student and identifying the support to be put in place
- Monitor the plan and progress of the student

Restorative Justice Meeting:
Where deemed appropriate students will attend a Restorative Justice meeting which is made up of teachers and **appropriate Academy members to get relevant groups together to resolve differences. Support could include:**

- Attendance Report (Annex E)
- Lesson Report (Annex F)
- Learning Contract (Annex G)
- Homework Monitoring
- TA
- Student Support Key Stage Co-ordinator
- SENCO
- Individual curriculum
- Time in the Leicester Street (Well-Being Hub)
- Family Support Manager / outside agencies

The implementation of the Academy Behaviour Policy is the responsibility of everyone in our community. The Governors and staff at the Academy will do their best to work with all students, involving outside agencies where necessary.

All issues relating to student behaviour will be fully documented on a student's file, using the Bromcom Conduct and Event Log facilities where appropriate and Pastoral Support Plans drawn up where necessary. Use of Bromcom whole Academy system will be used by teachers to log incidents and actions.

The Governors and staff believe in Social Inclusion. In an attempt to avoid suspensions, classroom withdrawal and use of our Reflection and Resolution Room support this.

However, if at any stage a student's behaviour is seriously preventing other students from making progress, the student may be withdrawn and educated separately. Use of BOSS interventions to support improvements and use of our Alternative Provision the Acorn Free School aim to avoid a permanent exclusion.

Further guidance and documents related to this policy follow on subsequent pages.

For students who demonstrate unacceptable behaviour, the following ladder of consequences will be implemented. This consists of three simple rules, Work hard, Show respect, Stay safe

Ladder of Consequences is as follows:

Step 1: Verbal Reminder

The teacher will discuss an issue with the student and remind them that there will be further consequences if the behaviour continues. If the student makes the expected improvement in the lesson, then the teacher will recognise and praise this.

Step 2: Formal Warning and Teacher Restorative Conversation

This means the student has continued to disrupt learning for themselves and others. They will be issued with a formal warning and will have a teacher restorative conversation. It will be logged on MCAS for the parent's information.

Step 3: Departmental Removal and Departmental Detention

If the behaviour persists, the student will be removed from the lesson to prevent further disruption to the learning of others. They will be required to work in the back of a different classroom and will be issued with a 30-minute LUNCHTIME departmental detention. Parents will see this on MCAS and they will also receive an email or phone call to explain the issue. This means you can support with a reinforced message at home.

Step 4: SLT Removal and Classroom Withdrawal

If the student disrupts the departmental removal room, or has a second departmental removal in one day, a member of the Senior Leadership Team will remove them and they will be placed in classroom withdrawal for either the remainder of the day, or for the following day. Note that students who display unsafe or highly disrespectful behaviour in a lesson, will go straight to step 5 without passing through other steps. Depending on the incident, this could result in suspension.

Senior Leadership Detention

In addition to the ladder of consequences, the Academy runs a Senior Leadership (SLT) Detention for 1 hour on a Friday night. Students may be placed in SLT detention for one of the following reasons:

- Missing or full conduct card
- Failure to attend a Student Progress Manager Detention

If a student does not attend an SLT detention on a Friday night, parents will be informed and the consequence is escalated to a Parent Escorted Detention on a Wednesday from 5pm to 6pm, at the Sleaford Campus.

Refusal to Comply

All students should follow the instructions of all adults in the school and refusal to do so are dealt with through the ladder of consequences as already outlined. However, the Academy will not accept responsibility for the safety of a student who refuses to follow the instructions of a senior member of staff. As such, parents will need to collect the

student and a one-day suspension will be issued. The consequence for this is then followed by time in our RRR (Reflection & Resolution Room).

The VAST majority of our students meet our expectations which makes these negative consequences by no means inevitable. The positive consequences outlined in the rewards section are entirely possible. All students need to adhere to the code of conduct for the sake of the learning environment for all students, but most importantly to improve their own life chances.

We understand that after-school detentions present some parents with some logistical difficulties. It is worth noting that the government states:

Department for Education	**Detention** Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given.

The Academy takes a much more supportive approach with our parent body. Due to our rural setting, we will always give parents 24 hours' notice of an after-school detention. To aid parents in supporting the school by reinforcing the message at home, we will always give parents the reason for the detention and this will be communicated on the consequence sticker and/or by phone call.

Appendix A - Home School Agreement between St George's Academy and our Parents and Children

St George's Academy encourages all of its students to "aim high": to have high expectations of themselves. We have a mission to provide excellence for all who attend the Academy and we strive to use innovative and effective teaching and learning methods. We value hard work, a sense of caring and willingness to make a contribution to the wider community. A fuller statement of the Academy's ethos and aims can be found in the Academy prospectus. The Academy can only achieve its aims and instil its values by working in partnership with parents. This agreement forms the cornerstone of that partnership.

Home-School Partnership
Between St George's Academy and our Parents and Students

The Academy will:

- Encourage your child to "aim high" at all times in order to meet their full potential
- Aim to meet the individual needs of your child
- Provide a broad and balanced curriculum
- Assess your child's progress at regular intervals and inform your child of that progress
- Set and mark homework/independent learning in accordance with our assessment policy
- Monitor attendance
- Provide Interim Reports on your child's progress
- Arrange Parents' Evenings during which progress will be discussed
- Develop high standards of work and behaviour
- Communicate regularly with parents through newsletters/other forms of correspondence
- Be aware of student concerns and communicate them effectively and appropriately

As a Parent/Carer, I will:

- See that my child goes to school regularly and on time
- Notify the Academy of any absence/change of circumstances
- Ensure that my child has the correct uniform and equipment
- Support the Academy's policies on behaviour and discipline, including attendance to after school detentions
- Work in a respectful manner with the Academy
- Make the Academy aware of any concerns or problems that might affect my child's work
- Support my child in completing homework/independent learning and help foster a positive attitude to learning
- Attend Parents' Evenings to discuss the progress my child is making
- Help my child to review his/her progress and set targets for the future
- Allow my child to participate in Academy activities after normal hours
- Communicate any concerns you have to the appropriate staff member
- Ensure that the Academy is informed of any medical conditions that may affect my child

As a Student, I will appreciate my place at the Academy and:

- Attend school regularly and on time
- Try my best at all times and "aim high"
- Complete all homework/independent learning and classwork set on time – work independently
- Bring any equipment needed for school
- Be co-operative, helpful and polite to staff and other students
- Follow the Academy's codes of conduct on discipline and the use of IT

- Wear Academy uniform correctly and be tidy in appearance
- Commit to extra-curricular activities
- Keep the school free from litter and graffiti and respect the Academy environment
- Set myself challenging targets and devise appropriate plans to achieve them
- Inform a member of staff if I am concerned about anything or anyone

Appendix B - Requested Conduct

Aim High: nothing but your best will do

THINK before you speak or act and always be polite and courteous to everyone; never use bad language

Always attend the Academy: try not to miss a day

Arrive punctually and properly prepared for all Academy activities

Maintain high standards of personal appearance and always wear the correct Academy uniform

Move around the Academy site quietly, only carrying equipment for lessons.

Try your best in every lesson and listen carefully to all instructions

To answer a question or ask for help in a lesson always put your hand up

Record all homework carefully in your student planner and hand all work in on time

Respect the Academy environment and do not drop litter

Only eat food or have a drink in the designated areas during morning break or lunch time

Do not bring chewing gum onto the Academy campus

Respect other people's possessions

Do not use mobile phones, personal stereos or similar items on the Academy campus

Do not smoke on the Academy campus

Do not bring drugs or alcohol on to the Academy campus

Do not bring any dangerous articles or anything which may frighten others onto the Academy campus

If everyone follows this code of conduct the Academy will be a special place where you can do well

Appendix C - Academy Rewards System

St George's recognises that students do respond to a tangible rewards system and all staff must be seen to reward good work and positive behaviour throughout all years in the Academy. A "Reward Culture" must be visible, particularly in Year Bases and in all Academy Assemblies. House points awarded will count for both Year Group Rewards and House Point Certificates.

Students should receive rewards for the following:

- Classwork/Homework awarded by subject teachers (1 or 2 house points only)
- Classwork can be interpreted in different ways, e.g. rewarding a group who have cleared away properly as in Art, PE etc
- Community service: for example acts of kindness, collecting litter, supporting friends

House Points are gained if the "Conduct Card" remains blank at the end of a term. 20 points are awarded for a 'clean' conduct card at the end of each term or 1 point for each blank space on card 1 for that term. Successful students are entered into a year group prize draw.

Our Academy reward system is linked to our Academy values:

Respect

Teamwork

Resilience

Opportunity

Ambition

Excellence

Students can collect reward points in one of a number of ways:

- Day to day in class (1 point)
- Weekly via form tutors (1 point)
- Termly via Student Progress Managers or SLT (10 points)
- Termly for 100% attendance (20 points)
- Termly for 98% attendance (10 points)
- Interims – all effort grade 1s (10 points)
- Interims – each 1* for effort (10 points)

Collecting Points

The Academy is named after St George, the patron saint of England and a dragon slayer. Each value has a different dragon, designed by a student through a competition each year.

Each single point receives a sticker and students should aim to cover their exercise books with stickers.

Reaching a certain number of points in each value will cross a threshold and receive recognition as follows:

10 points = **Dragon Postcard**

20 points = **Student Progress Manager's Dragon Certificate** and letter home

30 points = **Principal's Dragon Pin Badge** and letter home

The challenge for the students is to collect them all.

How to Earn Points

Below are examples of how to earn points in each of the values. This list is not exhaustive, but gives an indication of the kind of behaviours and qualities which will receive recognition.

Respect

Day to Day in Class (1 point)	Excellent conduct; Taking pride in work; Tolerance
Weekly in Form (1 point)	Respectful behaviour; Always polite
Termly from SPM (10 points)	Outstanding book scrutiny; Clean conduct card

Teamwork

Day to Day in Class (1 point)	Contribution to group work/discussion; Supporting classmates
Weekly in Form (1 point)	Good teamwork; Contribution to form activities
Termly from SPM (10 points)	Outstanding contribution to form/council/team/charity event

Resilience

Day to Day in Class (1 point)	Display resilience/determination; Excellent approach to making improvements; Problem solving
Weekly in Form (1 point)	Displaying resilience
Termly from SPM (10 points)	Overcoming notable challenge; 100% attendance

Opportunity

Day to Day in Class (1 point)	Excellent participation; Maximising pace of learning; Wider reading
Weekly in Form (1 point)	Taking part; Volunteering
Termly from SPM (10 points)	Sustained participation in extra-curricular;

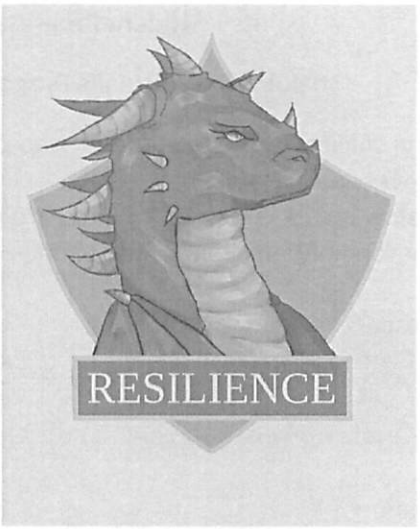
Ambition

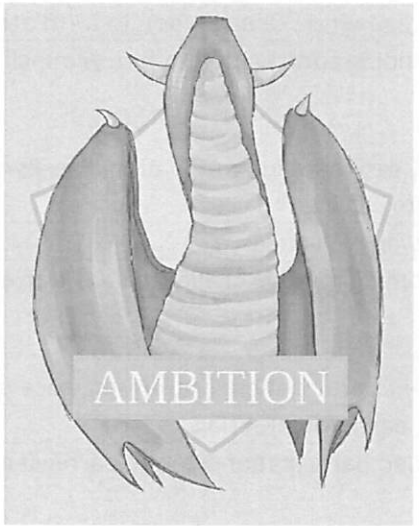
Day to Day in Class (1 point)	Aiming high to complete extension work; Undertaking additional independent work; Demonstrating leadership
Weekly in Form (1 point)	Aiming high
Termly from SPM (10 points)	Outstanding participation in competition; Attending weekly after-school sessions; Every 1* on interim

Excellence

Day to Day in Class (1 point)	Academic achievement; Excellent attitude to learning; Excellent role model
Weekly in Form (1 point)	Outstanding, notable action
Termly from SPM (10 points)	100% effort 1 on interim; Every 1* on interim

Value Dragons: winning designs for 2022-2023





In addition, certificates should be presented for 100% attendance over a period of a term. Certificates for other notable achievements can also be awarded. A record of these should be kept in the student planner and recognised in the Student Record of Achievement.

Positive postcards home are sent termly to inform parents of outstanding effort, work ethic and service to the school.

Overall achievement for attendance, conduct, effort levels and service to the community are recognised by a termly pizza party in each year group.

Students should not be rewarded for good behaviour, as this is an expectation of all students. All staff need to adhere to the guidelines if the system is to be fair to all students and avoid a two-tier system whereby difficult students are rewarded unnecessarily.

Each year group has its own unique reward system which is appropriate to the age group, including suggestions from the student voice. Achievements are celebrated in a termly assembly.

Key Stage Three Year 7/8:
Year council discuss rewards including vouchers/cinema tickets, form prizes etc.

Key Stage Four Year 9/10/11:
Students enter a prize draw for attendance, conduct, effort grades, attainment and service to the community on a termly basis. Students agree their reward system with their SPM to add motivation. Year 11 work towards their Passport to the Prom.

Recording/Collection of House Points:
Our new Bromcom electronic system records all house points. Tutors celebrate results in form time and postcards, letters and badges are awards for our Academy values as they are achieved. Points are cashed in at our Academy Reward Shop.

Appendix D - Conduct Card for monitoring basic standards

All students will be issued with a Conduct Card at the beginning of each term to help with monitoring and correcting the following basic standards (these standards are printed on the back of the card):

1. Uniform concerns
2. Late to registration or lesson (3 signatures)
3. Dropping litter
4. Chewing gum/in possession of banned substances
5. Incorrect or no equipment
6. Unacceptable language
7. Immature behaviour outside of a lesson
8. Out of designated area at lunchtime
9. Disrespectful to peer
10. No planner

The card contains 10 slots. Staff should initial one slot if a student fails to meet the above standards. The card is also to be used to try to improve punctuality. If a student is late, other than transport problems, staff must initial three slots. If a student receives 10 signatures, they will do a one-hour after-school SLT Detention after 24 hours' warning. The final signatory on the card should remove the card from the student and give it to the appropriate Student Support Co-ordinator immediately. A new card will be issued. Failure to produce a card, when asked for, will result in an after-school detention. The appropriate Student Support Co-ordinator must be informed immediately if this situation occurs. Students are given two chances to serve this detention (excluding absence). Failure to do this leads to one day isolation.

At the end of each term Form Tutors will collect all cards and award students who have not had replacement cards and not used all 10 slots the remaining number of slots as House Points.

Appendix E - Attendance report (Lesson Report following Missed Lessons)

Name..... Form.....

This student deliberately missed a lesson.

Subject Staff: Please tick and initial to indicate presence in your lesson.

Form Tutors: Please check the report each morning and initial the report. Any problems should be referred to the Student Progress Manager.

Parents: Please sign the report daily and provide an explanation for any absence.

Date															
Reg. AM															
Period 1															
Period 2															
Period 3															
Period 4															
Period 5															
Form Tutor															

Signature of Parent															

Reasons for any absence:

Date Absent ___/___/___ Reason

_____

Signed _____

Date Absent ___/___/___ Reason

_____

Signed _____

Date Absent ___/___/___ Reason

_____

Signed _____

Appendix F - Lesson report

SUMMARY OF REPORT (Student Comment)

.....

.....

SUMMARY OF REPORT (Parent Comment)

.....

.....

SUMMARY OF REPORT (Student Progress Manager Comment)

.....

.....

OUTCOME/FURTHER ACTION

.....

.....

Signature of Student Progress Manager.....

ST GEORGE'S ACADEMY
DAILY REPORT CARD

Targets:

1 .....

2 .....

This card is to be signed by:

.....

At .....

NAME .....

FORM .....

REASON FOR REPORT .....

.....

DATE .....

ST GEORGE'S ACADEMY

BEHAVIOUR PROCEDURE

Day/Period	Subject	Comment	Signature	Day/Period	Subject	Comment
Mon P1				Mon P4		
Mon P2				Mon P5		
Mon P3						Staff Mentor:
						Parent:
Tues P1				Tues P4		
Tues P2				Tues P5		
Tues P3						Staff Mentor:
						Parent:
Wed P1				Wed P4		
Wed P2				Wed P5		
Wed P3						Staff Mentor:
						Parent:
Thur P1				Thur P4		
Thur P2				Thur P5		
Thur P3						Staff Mentor:
						Parent:
Fri P1				Fri P4		
Fri P2				Fri P5		
Fri P3						Staff Mentor:
						Parent:

Appendix G - Learning contract (Sample)

A maximum of 2 targets is suggested.

xxxxx agrees that his/her behaviour has not been acceptable and agrees that he/she will:

- Arrive promptly each day in the correct Academy uniform
- Be polite and co-operative with all staff and students
- Arrive at lessons on time, fully equipped for work
- Work hard to achieve his/her personal best
- Complete homework on time
- Conduct himself/herself quietly around the Academy
- Attend the Academy regularly

The Academy is prepared to consider giving xxxxx a 'Fresh Start' but he/she must show that he/she wishes to join us to work hard and achieve his/her personal best.

Signed ..... *xxxxx*

Signed ..... *Parent*

Signed ..... *Team Leader*

Date:

Target 1

Period	Mon	Tue	Wed	Thur	Fri
1					
2					
3					
4					
5					

Target 2

Period	Mon	Tue	Wed	Thur	Fri
1					
2					
3					
4					
5					

Supporting Quality Statements

Quality Form Tutor:
The form tutor has a vital role to play in the education of students at St George's. They are pivotal in the student's life at the Academy and are the first point of contact for student support. They are responsible for establishing high standards so that effective learning may take place and responsible for monitoring progress made. Form Tutors work within the Year Group Team under the guidance of the Student Progress Manager.

Form tutors should:

- Get to know their students so that they can offer them advice from an informed position
- Begin each day with a carefully planned tutorial period based on the weekly theme:
    - Welcome the students and take an accurate register
    - Check students are fully equipped for the day, uniform is correct, planners are being used to record homework, any special arrangements are fully understood
    - Attend assembly with the students according to the published rota or work with the form/individuals to help monitor progress and ensure all students aim to achieve their personal best. Student Progress Managers should also be involved when form tutors need time with individual students
- Help the students to understand their targets, monitor progress using termly assessment grades and help the students Action Plan for improvement
- Establish a partnership with parents and make 'phone contact or written contact when appropriate, particularly regarding attendance, punctuality and overall progress
- Keep accurate registers
- Develop a form ethos in line with the Year Group ethos and encourage students to participate fully in the life of the Academy. Support the whole Academy reward system
- Follow up incidents from Bromcom and involve Student Progress Manager when appropriate. Communicate the outcome of student interviews to relevant teachers at the earliest possible opportunity
- Maintain an accurate form folder for filing correspondence
- Follow the agreed scheme for the delivery of Life Skills

The form Tutor is responsible to the Student Progress Manager.

Quality Student Progress Manager:
The Student Progress Manager is responsible for ensuring that their Year Group makes the best possible progress through the Academy, in partnership with the team of form tutors.

Student Progress Managers should:

- Be the lead professionals for a team of form tutors
- Ensure an obvious presence in the year base and around the Academy. Visit lessons and monitor progress supporting staff with challenging behaviour and praising students for exceptional work
- Establish a year group ethos and develop the year base as appropriate. Promote whole year group activities including enrichment activities
- Allocate students to tutor groups and work with Heads of Departments to assist with setting for the subjects. Ensure all new students to the year are welcomed and placed in appropriate groups
- Provide form tutors with all the necessary information at the beginning of the year to ensure a smooth commencement to the term

- Hold form tutor meetings in accordance with the whole Academy calendar
- Establish year group procedures for target setting, action planning and monitoring student progress. Identify students whose progress is not in keeping with their ability using appropriate statistical data provided by the Academy
- Be responsible for the discipline of the year group
- Reward success and look for opportunities to involve all students
- Develop and ensure delivery of a Life Skills/Citizenship programme for the year group to include tutorial periods each day and Life Skills periods each week. Topics on British values and work scrutiny are part of regular routine. Work with form groups as appropriate/requested. Liaise with the whole college Life Skills coordinator to ensure NC requirements are met
- Take overall responsibility for the appearance of the students in the year group
- Take overall responsibility for the attendance of the year including accurate record keeping
- Be responsible for planning the rota of year group assemblies and for the overall format of each year group assembly
- Maintain accurate student records so that evidence may be produced when necessary
- Organise year specific activities e.g. Parents' Evenings, Options, Examination periods
- Work with form tutors to develop the partnership with parents
- Work with form tutors to follow up incidents and begin Pastoral Support Plans. Report any serious concerns to the Vice Principal (Student Support)
- Report regularly to the Vice Principal (Student Support) the progress of the year group
- Share with other Student Progress Managers responsibility for the Year Tutor Office and deal with any events occurring as appropriate

Vice Principal (Student Focus):

- Work with students where Student Progress Managers have not been able to effect any improvement. This will involve the final stages of a Behavioural Support Plan
- Liaise with outside agencies who can offer support including Educational Welfare, BOSS, the Police, Health service, Social Services
- Discipline students who have been rude or offensive to members of staff
- Discipline students involved in physical violence
- Deal with any complaints from people outside the Academy about student behaviour
- Recommend to the Principal any students requiring fixed term or permanent exclusion from the Academy

Principal:

- Effect fixed term and permanent exclusions
- Allocation of students to the Family Support Centre

Appendix H – Reflection and Resolution Room (RRR)

St George's Academy has a RRR facility on each campus. This is a version of a seclusion/isolation room. The aim of RRR is to reduce exclusion/suspension events for individual students and to reduce whole Academy exclusion numbers. The RRR facility is a supportive inclusive behavioural offer within the school grounds.

The minimum number of days in RRR begins with 1 days. Time spent in RRR is constructive. Students access the core curriculum and their work is provided by their teachers as per their timetable. During their time in RRR, students complete a daily reflective journal and often talk through and reflect upon their behaviour. Depending on the reason for RRR; some students also complete relevant bespoke work such as booklets on racism, knife crime etc.

Students work in an individual booth, which has a comfortable chair, resources and an individual PC. Each student has a personal locker in the room for their belongings. The number of students in the room can vary, the maximum is up to 6. There is CCTV in the room for the safeguarding, supervision and support of both students and staff. RRR is seen as a safe space.

The Referral process – a student will be referred to RRR by the Student Progress Manager or Vice Principal – this takes place after a discussion of events and witness statements taken. The student may be isolated for a day prior to going into RRR while the incident is investigated. Each incident is looked at on a case by case basis and a collective decision made by the Pastoral team. Individual student needs must be considered and often reasonable adjustments are made where needed. If a student has TA support for example this must still be present, we do not wish to inhibit the student from learning – equally, we need to address behavioural choices and aim to support a positive change to this.

Communication with Parents/Carers is important to us - in the event of a student going into RRR, a phone call will be made to explain the incident and evidence shared.

The Academy ensures the health and safety of students and any requirements in relation to safeguarding and pupil welfare are paramount. RRR has a trained supportive member of staff employed on each campus. Students get a break from work as per the timetabled day. Students have access to the toilet and food which is ordered from the canteen and is delivered to them.

At the Academy our decision to use RRR for various behavioural events is in line with legislation. The punishment must be proportionate and reasonable. Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken to the pupil's age, special educational needs or disability they may have, and any religious requirements affecting them. (Behaviour and Discipline In schools – DfE January 2016 document).

ST GEORGE'S ACADEMY

BEHAVIOUR PROCEDURE

Policy Developed by: Jeanette Steward, Vice Principal

Date Adopted: September 2026

Reviewing Committee: Student Support

Frequency of Review: 1 Year

Date last reviewed: September 2026

To be reviewed by: September 2027

Name REBECCA BURGAUX Signature R Burgaux.

Committee: Chair of Governors