



Behaviour Policy

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I. Aims and approach

This policy aims to:

- Support and maintain **safe, enjoyable, respectful environment** that allows all to **achieve**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and sanctions**

The following principles will be followed in the implementation of this policy:

- A positive approach in addressing all behaviour
- Self-esteem, trust and rapport will be built between staff and students
- There is consistent use, application and support of the Behaviour Policy by all members of School community (behaviour is everyone's responsibility)
- All who work in member schools and across the Trust model appropriate behaviour
- The behaviour is separated from the student
- Communication around behaviours is as important as the enacting of the policy
- The prevention of unwanted behaviours.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspensions and Permanent Exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Breaches of the school rules including School Code of Conduct
- Poor punctuality
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude as set out in the School Code of Conduct
- Incorrect uniform
- Inappropriate use of technology and devices including iPads and mobile phones

Serious misbehaviour is defined as:

- Non-attendance and/or truanting;
- Repeated misbehaviour or breaches of the school rules including School Code of Conduct;
- Any form of bullying as defined in the Anti Bullying and Harassment Policy including online bullying or bullying online including social media or virtual chat platforms whether closed private groups or open groups whether taking place online during school hours on school site or not;
- Physical, including sexual, assault, or the threat of any such physical or sexual assault which is any unwanted physical or sexual behaviour that causes humiliation, pain, fear or intimidation to the victim and may include harassment;
- Vandalism;
- Theft;
- Fighting;
- Smoking or use of e-cigarettes (vaping);
- Racist, sexist, homophobic/transphobic or discriminatory behaviour of any type;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol (including “no” or “low” alcohol);
 - Energy drinks prohibited for sale to under 16s;
 - Illegal drugs (including derivatives or other equivalent products);
 - Stolen items (or items which are more likely than not to have been stolen taking into account all relevant evidence and acting reasonably);
 - Tobacco, cigarette papers and lighter fluid or lighters; e-cigarette canisters (vapes) or other equivalent equipment;
 - Fireworks including fire crackers;
 - Pornographic or nudist images;
 - Any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury or immediate damage to mental or physical health to, or damage to or threaten to damage the property of, any person (including the student);
 - Engagement in any child criminal exploitation/child sexual exploitation in any form.
- Engagement in any of the above or any activity whether in or outside of School including whilst in School uniform and including whilst travelling to and from School, or which could reasonably be considered to bring the School into disrepute whether in uniform or not;
- Incitement of any of the above.

4. Suspension or exclusion from School for Breaches of the Behaviour Policy

General

BET and each member School aims to ensure that:

The suspension and permanent exclusions process is applied fairly and consistently;

- The suspension and permanent exclusions process is understood by Trustees, governors, staff, parents and students;
- Students in school are safe and happy;
- Students do not become NEET (not in education, employment or training).

Only the Head of School can suspend or permanently exclude a pupil and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single year), or permanently excluded. A suspension does not have to be for a continuous period. In exceptional circumstances, usually where further evidence has come to light, a suspension may be followed by a permanent exclusion. If a student's suspensions total 15 days or more within a term, the school's GDC must convene a meeting to review the headteacher's decision. Students will not be excluded for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

Decision to Suspend or permanently exclude

Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. Decisions regarding suspension or permanent exclusion will never be taken lightly. Schools will make every reasonable effort to involve students so that any student who is suspended or at risk of permanent exclusion is enabled and encouraged to participate, to the extent they wish to, at all stages of the suspension or permanent exclusion decision making process. A student will only be suspended for any period of time, or permanently excluded, when he/she has breached this Behaviour Policy seriously or persistently, and where allowing him/her to remain in school would harm the education or welfare of the student or that of others in the school.

Considerations

When deciding whether to suspend or permanently exclude a pupil, headteachers must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of suspension and permanent exclusion, and headteachers should aim to avoid permanently excluding them. The Head of School will consider all relevant factors and circumstances surrounding the incident, and allow the opportunity for the student to give their version of events.

Suspension and Permanent Exclusions

Behaviour which is likely to lead to a suspension or permanent exclusion could include any form of serious misbehaviour as defined in the School's code of conduct or home school agreement but examples are as below:

- Persistent disruption of learning;
- Failure to respond to or engage with previous interventions;
- Smoking or e-cigarettes (vaping) or possession of items in unexplained quantities or large quantities;
- Alcohol (including low or no alcohol);
- Fighting;
- Vandalism;
- Verbal abuse of staff;
- Online activity whether onsite or offsite that poses a threat to others or risks harm to their education and welfare in school;
- Bullying;
- Possession of a prohibited item, particularly a weapon or any article a staff member reasonably

suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury to or immediate danger to the physical or mental health of, or damage to or threaten to damage the property of, any person (including the student) and/or any illegal drugs or smoking or vaping incident (possession (including of drugs or smoking/vaping paraphernalia), use independently, use with others, or supply, whilst 'in school') are more likely however to result in the student's permanent exclusion than not.

Notification will be made to the necessary parties (parents, Local Authorities, Virtual School Headteachers, Social Workers) as identified in [Suspensions and Permanent Exclusions from maintained schools, academies and pupil referral units in England, September 2022](#).

Actions following a Suspension

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. Following any suspension a student and their parent/carers will be required to attend a reintegration meeting with senior pastoral staff and/or leadership staff. Ideally this will be held at the school but can also be a phone call or online meeting.

The purpose of the reintegration is twofold: firstly, to address the incident fully and ensure that the student has had time to reflect on the poor choices that led to the exclusion being given; secondly, to complete a Pastoral Support Plan or other document such as a Behaviour Contract that will help the student to reintegrate into the school community with a positive focus and clear targets, supported by both school and home through clear interventions and expectations. The Pastoral Support Plan or Behaviour Contract or equivalent document will always be reviewed after an appropriate period of time with both student and parent/carers and both the student and parent/carers are required to attend this subsequent review meeting.

Students must not be prevented from returning to mainstream classrooms when parents cannot or will not attend reintegration meetings. Schools cannot extend or impose additional suspensions if students fail to participate in these meetings; instead, re-engagement issues should be addressed through the reintegration strategy.

Permanent Exclusion

This policy and any decision to exclude permanently follow all relevant legislation and the statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

A permanent exclusion will be taken as a last resort having exhausted all other relevant sources of support and intervention both provided by School or third parties arranged by School or by external agencies, including Multi Agency Support Hubs. Heads of Schools will take into account the personal circumstances relevant to the individual student before excluding a student permanently and any mitigation provided.

No BET member School practices off-rolling (defined as the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil).

Process and Procedures

All BET member Schools are committed to following all statutory exclusions procedures including with respect to time limits and notifications to parents/carers and the relevant local authority to ensure that every child receives an education in a safe and caring environment. The Department for Education Guidance: Exclusion

from maintained Schools, academies and pupil referral units (PRUs) in England is a statutory document and all BET member Schools follow its provisions.

5. Roles and responsibilities

Governance and Reporting

The Board's Education Committee is responsible for monitoring this behaviour policy's effectiveness and holding the CEO and Director of Education to account for its implementation. The Education Committee receives termly reports from the CEO on student behaviour across the Trust. Each Local Governing Body receives termly reports from the Head of School on behaviour incidents, including numbers and patterns relating to suspensions and permanent exclusions.

The CEO and Head of School

The CEO and Director of Education are responsible for reviewing this policy, and Heads of Schools are responsible for adapting the school specific sections and holding staff to account for the policy. Heads of Schools are responsible for ensuring all staff receive induction and subsequent training in this Policy, appropriate to their role, and regardless of the point in the academic year that staff join a school.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head of School provides termly reports to the Local Governing Body on behaviour and implementation of this Policy and is accountable to the CEO for the implementation of this Policy within each member School.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents;
- Communicating as appropriate with regards to behaviours so that all stakeholders can work together effectively for the support of teaching and learning;
- Empowering and supporting students to build and deliver a school environment and community within which all students have confidence in the implementation of the Behaviour Policy, including the reporting of any misbehaviour or serious misbehaviour as defined in this Policy.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the appropriate member of staff promptly;
- Support their child in meeting the requirements and steps of any reintegration plan or other plan put in place to support their child's behaviour.

Students

Students are expected:

- to follow the Student Code of Conduct below and School rules, and;
- to report or to engage with any reporting process relating to any misbehaviour and serious

misbehaviour incidents;

- to meet the requirements and steps of any reintegration or other plan put in place to support their behaviour.

Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other in all regards including use and tone of language;
- Be in the right place, at the right time, doing the right thing;
- In class, make it possible for all students to learn;
- Move quietly and purposefully around the school;
- Not to use mobile phones unless otherwise directed by school staff for the purposes of education;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Follow the School rules;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Report incidents of breach of School Code of Conduct, School rules including misbehaviour and serious misbehaviour.

These expectations apply to in person and online behaviour both during school hours onsite inside school and outside school hours offsite where such offsite behaviour reasonably appears to continue onsite, or contributes to or impacts behaviour and the orderly running of the school onsite, or otherwise poses a threat to another person on school premises.

See the example School Home/School Agreement in the Appendix I for further information.

6. Specific Behaviours

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment whether in person or online, all member Schools follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Member Schools ensure that they are very clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Member Schools induct, train and support all staff in the importance of challenging all inappropriate language and behaviour between pupils.

It is essential that all those reporting child on child sexual violence or harassment are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Sexual violence and harassment of members of the school community that occurs offsite outside of school hours whether online or in person outside of the school will be treated equally seriously as it occurred onsite in school hours.

Behaviour incidents online both onsite in school hours or offsite outside of School hours

The way in which students relate to one another online and whether onsite or offsite, and during or outside of School hours, can have a significant impact on the culture at school. Negative interactions online offsite and outside of School hours can damage the school's culture and can lead to students feeling that School is not a

safe place to be. Member schools recognise that behaviour issues online, offsite, outside of School hours, in particular can be very difficult to manage for both families and those involved in the behaviour. Nevertheless, all member Schools commit to ensuring that whilst member Schools recognise that the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. All member Schools are committed to supporting all students to be responsible digital global citizens as well as responsible global citizens in person. All member Schools work with families and parents/carers to help families and parents/carers to support their children in becoming responsible digital global citizens and to ensure families and parents/carers understand the School's expectations with respect to all behaviour outside of School premises, outside of school hours, whether in person or online where that behaviour continues inside school or contributes to behaviour or impacts the orderly running of the School or the experience of other members of the school's community inside School premises during school hours or in School activities.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual violence or harassment is treated in the same way as offline behaviour. All Schools' Codes of Conduct make these expectations express and clear so that staff and students can understand and follow such expectations clearly and consistently. In particular, where offsite behaviour, whether online or not, poses a threat to other members of the school community in school, the member School will take action in accordance with all its policies and procedures, including this Policy to ensure there is no risk of harm to the education and welfare for all members of the School from any behaviour incident or incidents.

Potential or Suspected criminal behaviour

In cases when a member of staff or headteacher suspects potential or actual criminal behaviour, the school must make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Trips and activities

All staff, students, families and parents/carers recognise that all member Schools continue to apply this policy and codes of conduct for all trips or activities that the School provides and students participate in that are not part of the School or student's normal timetabled day. The same standards of behaviour are expected in all such activities, and depending on the context, there may be additional requirements due to the nature of the trip or activity.

Bullying

This policy is supported by the Anti-Bullying and Harassment Policy as well as each School's Code of Conduct and Home School Agreement.

7. BET behaviour management guidelines

Classroom management

All Teaching and support staff in classrooms are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged;
- Display the appropriate information regarding the behaviour policy;
- Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons;
- Establishing clear routines;
- Communicating expectations of behaviour in ways other than verbally;
- Highlighting and promoting good behaviour through frequent positive recognition, ensuring that positive interactions with students outweigh negative interactions, including using merit / ERA points, verbal praise, and public acknowledgement to reinforce positive choices
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with low-level disruption;
- Using positive reinforcement;
- Identifying and using supportive challenges to address proactively any incidents of harassment including verbal harassment.

In order to deliver these objectives, all student facing staff are provided with:

- BET Induction;
- BET CPD and training;
- BET standards/red lines of teaching;
- Line management support.

Physical restraint

In some circumstances and in accordance with the Physical Intervention Policy, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

In accordance with the Physical Intervention Policy, incidents of physical restraint must:

- **Always be used as a last resort;**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate, and a risk assessment has been undertaken which may include the agreement of a support plan.

Searching and screening students is conducted in accordance with the Physical Intervention Policy and in accordance with law and with the DfE Guidance

Student support

In implementing this Behaviour Policy, BET and each School are committed to delivering the provisions of the Equality Act 2010 in order to prevent students with any protected characteristic from being at a disadvantage.

All members of staff will seek advice from the School SENDCo in order to establish whether any student

who exhibits challenging behaviour may have any underlying educational needs that are not currently being met. Where a student appears able to access the School curriculum in accordance with expectations but continues to exhibit behaviour that escalates and does not engage with the support offered, members of staff will consider whether a referral to an appropriate external agency, including advising families to make a referral to a GP, is appropriate. The Trust's SEND Policy also sets out further detail.

Wherever behaviour indicates underlying unmet needs, including refusal to engage with support strategies or plans offered internally, support and advice will also be sought from the appropriate external sources such as specialist teachers, an educational psychologist, CAMHS and/or others, to identify or support specific needs. The SENDCo in each School will coordinate such additional support with respect to educational needs; where the needs are not preventing a student from accessing the School curriculum, such additional support or advice to families and parents will be coordinated by pastoral leaders (AHT Wellbeing). When acute needs are identified in a student, schools will liaise with external agencies and plan appropriate support programmes for that child. All Schools will work with parents -as parents wish to participate -to create such plans, to review their effectiveness and adjust accordingly, and review it on a regular basis, and this may include plans and support under the Trust SEND Policy.

8. Recognition

BET and each member School are committed to recognising and celebrating positive behaviour, effort, and achievement to create a positive school culture where all students can thrive. Each School will implement a structured recognition system that includes immediate verbal praise, merit/house/ERA points for positive behaviour, effort, achievement and good / improving attendance. Students are expected to participate in achievement assemblies, house competitions, and student-led appreciation events where they can recognise peers and staff, creating a culture where excellence is celebrated and students feel valued.

Recognition will be applied consistently across all member Schools through systematic recording and monitoring to ensure equitable distribution across all student groups. All staff are responsible for implementing recognition systems in accordance with training provided during BET Induction and ongoing CPD, with regular review involving student voice, staff feedback, and family engagement to ensure our approach continues to reinforce the behaviours and values outlined in the Student Code of Conduct.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Education Committee of the Trust Board at least every three years and by each Local Governing Body with respect to Appendix I annually.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Home School Agreement and Student Code of Conduct;
- Safeguarding policy;
- Anti-bullying and Harassment policy;
- Attendance policy;
- Equalities Objectives;
- SEND Policy and Accessibility Plan;
- Supporting Students with Additional Medical Needs including the Administration of Medicines;
- Boarding specific statutory policies;
- Staff Code of Conduct.

Appendix I - School specific information and behaviours

At SGS, we passionately believe that every student has a right to learn and every teacher has the right to teach. It is therefore a minimum expectation that students will attend lessons punctually, be suitably equipped (including handing homework in on time and to a good standard) and that they maintain a positive attitude to learning. This involves applying themselves to the best of their ability, following instructions promptly and fully, focussing on their work, avoiding distracting behaviour, behaving in a safe and sensible manner, respecting property and equipment, engaging fully in the lesson.

A student whose behaviour or attitude is unacceptable will receive appropriate sanctions following our clear behaviour procedures but staff will seek opportunities to praise and reward students who consistently demonstrate positive behaviours for learning (see Consequences and Recognition flowchart).

Behaviour during tutor time is subject to the same expectations and rules as any other lesson.

Homework is set both to extend or consolidate learning and to develop key skills and habits such as time management, self-discipline and independence. Students are expected to hand in homework on time and to an acceptable standard. Where this expectation is not met (without a valid note from home) then a detention will be set. If this is missed, a higher sanction will be set. Home should be kept informed of homework concerns so that parents and staff can work together, both to support students with managing their time and to enforce expectations.

Recognition and Consequences

Recognition

The motivation to succeed and to develop positive behaviours for learning can be greatly increased through positive feedback, praise and recognition. Formal rewards must be recorded in the school system. At SGS students may receive a range of rewards, praise and privileges, both individually and via tutor.

Rewards are given to students to recognise success and to encourage all to have high expectations of themselves and others.

Recognition of students:

- ERA points in each lesson/across sites all day
- Year group praise assemblies
- Sports awards
- Tutor awards
- Department praise postcards/star students/positive character comments in exercise books
- Displays of outstanding work
- Celebration Evening awards
- Other forms of informal rewards in existence daily, half termly and termly

Consequences (sanctions)

Our expectations are laid out in our SGS Expectations; 'Consequences and Recognition' flowchart, however, not all students can manage our expectations all the time and so we have a range of consequences, rising in severity. These sanctions are also detailed in the flowchart.

These may include:

- verbal warning (warn)

- moving seats (move)
- five minutes outside the class (remove)
- break time, lunch time, after school and LT detentions
- involvement of other staff to support
- use of our faculty referral rooms and involvement of 'On Call'

For persistent or serious behavioural issues we have a Pastoral Support Programme and a Reflection Room. A flow chart of guidelines and sanctions is available for staff.

Severe disruption or extremely serious incidents would result in a fixed-term or permanent exclusion. Following an exclusion a reintegration meeting is advisable if the exclusion is less than five days. If the exclusion is in excess of five days a reintegration meeting is mandatory. A Pastoral Support programme (PSP) could be an outcome of severe disruption or serious incidents.

We may use the Reflection Room in response to serious or persistent breaches of this policy. Students may be sent to the Reflection Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class as well as a reflection activity.

Off-site behaviour

Whilst our interest in our students' wellbeing and our desire to support them extends beyond the school premises and hours, any incidents of poor behaviour that occur outside of School will not usually be a matter for the school to address save where students are found to be bringing the school into disrepute in which situation the School reserves the right to take action.

Whilst in uniform or on their way to or from school (whether in or out of uniform), students are deemed to be representatives of the school and are therefore subject to similar expectations as they would be in school. Our wellbeing team remains committed to providing support for students and their families who have been identified for intervention, including liaising with external agencies where appropriate.

Where possible, the school is also happy to offer advice and information to parents and carers that may be of help in resolving out-of-school issues.

Any out-of-school behaviour that results in police or other external agency involvement is likely to/will be reported to the school and may therefore have consequences within school if it is deemed that there is a significant risk of the behaviour having an impact on the school experience of the individual(s) concerned or on other students.

Social media use outside of school can often have an impact on relationships and conduct within school. Parents and carers are encouraged to monitor and openly discuss their child/children's social media use and the School has and will continue to provide advice and resources to support this as well as educating and advising students in school about responsible use of the internet.

In certain situations, it may be appropriate for pastoral staff in school to provide additional support for students affected by inappropriate use of the internet/social media outside of School, but this is purely discretionary. Where individuals have serious concerns or complaints about online activity or interaction, they are advised to contact the local police.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Head of School will also consider the pastoral needs of staff accused of misconduct.

Inclusion, exclusion and alternative provision

Only the Headteachers (or in their absence a named member of SLT) can exclude a pupil and this must be on disciplinary grounds.

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single year), or excluded permanently. A fixed period suspension does not have to be for a continuous period. In exceptional circumstances, where further evidence has come to light, a further fixed-term suspension may be issued, or a permanent exclusion could be issued. Students must not be suspended or excluded for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

Decisions regarding suspension or exclusion will not be taken lightly. A student will only be suspended or permanently excluded when he/she has breached the school's Behaviour policy seriously or persistently and for permanent exclusion where allowing him/her to remain in school would harm the education or welfare of the student or that of others in the school.

When deciding whether to suspend or exclude a student, headteachers must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and headteachers should aim to avoid permanently excluding them. Behaviour which is likely to lead to a fixed-term suspension or permanent exclusion could include:

- Persistent disruption of learning
- Failure to respond to or engage with previous interventions
- Smoking or e-cigarettes (vaping) or possession of items in unexplained quantities or large quantities
- Alcohol
- Fighting
- Vandalism
- Verbal abuse of staff
- Drugs-related incidents: Students involved in an illegal drugs incident (possession, use independently, use with others, or supply), whilst 'in school' are more likely than not to be permanently excluded.

Following any fixed-term suspension a student and their parent/guardian will be required to attend a reintegration meeting with senior pastoral staff and/or leadership staff. The purpose of this is twofold: firstly, to address the incident fully and ensure that the student has had time to reflect on the poor choices that led to the exclusion being given; secondly, to complete an IBP/PSP or other appropriate plan that will help the student to reintegrate into the school community with a positive focus and clear targets, supported by both school and home.

Training

As a School, we are committed to providing ongoing support for our staff, in the form of both CPD opportunities and staff welfare provision. We provide training and support for staff in the delivery of our behaviour policy and supporting processes. Consistency is vital in creating and sustaining the positive learning environment and expectations that we aim to deliver and it is therefore important that information is clearly

shared, easily accessible and that further guidance can be sought. CPD provision is tailored to meet individual or group needs and areas of interest wherever possible and performance management systems actively encourage staff to identify and share ambitions and requests for additional support or further training. Staff welfare is an important part of our vision for a positive and effective school community and environment.

Communication

Liaison with parents

In order to best support and encourage our students to develop positive behaviours, we will endeavour to communicate with parents/carers clearly and in a timely manner. This not only means involving parents where any serious behavioural concerns or patterns are identified but also involves seeking opportunities to feedback positive news.

Key reminders and information regarding expectations of an ongoing nature will be communicated via our newsletters and the School website, where information and guidance for supporting students at home will also be given. We recognise that where home and school work together and take advantage of opportunities to collaborate, students have a much greater chance of success on all levels.

Recording and monitoring: All members of staff are responsible for recording/monitoring student behaviours. Records at both individual and whole-school level should facilitate the tracking and monitoring of student behaviour as well as progress in order to support effective intervention and evaluation of student support. It is vital that all staff consistently record information in the appropriate areas and methods, including the use of Class Charts, CPOMS and any other method of record keeping.

In order for our students' behaviour to be consistently monitored and rewarded or addressed, it is essential that all staff take responsibility for the accurate and timely recording of both positive and negative incidents.

At SGS, we are all part of a team and it is crucial that we work together to deliver consistent and quality performance regarding behaviour and support, including follow-up actions and updates. Guidance on how to record both positive and negative behaviour incidents is available to staff and whole staff training is also given.

If any staff are unsure about how to accurately and effectively record and follow up everything they need to, it is their responsibility to seek clarification from the relevant sources (written guidance, line manager or senior staff). In addition, staff should ensure that they are monitoring students' behaviour records to the level and extent their role demands. This should include the regular review and evaluation of intervention and impact.

Liaison with External agencies

SGS is committed to liaising with the appropriate external services to support access to and provision of relevant advice, support and guidance. Examples include: Children's Services, The Police. Our Welfare Team has access to a comprehensive list.

Student support systems

Our primary aim as educators is to support our students and to enable them to achieve the best outcomes that they can, both academically and in a wider social and emotional sense. Whilst we are clear and firm on the behaviours we expect from our students and will not tolerate disregard for school rules and expectations, we also recognise that an individual's behaviour is intrinsically linked to their wellbeing and circumstances.

Our pastoral system ensures that each student is known as an individual and that their progress, behaviour and wellbeing will be monitored to allow for intervention and support wherever it is possible for us to identify a need.

Mental and Emotional Health and Wellbeing: The emotional health and wellbeing of our students is paramount and our pastoral and support systems are designed to both promote awareness and provide individually tailored support for those in need. In addition to our tutors, and our pastoral team, we also have an Assistant Headteacher responsible for Wellbeing and a number of our support staff dedicated to this crucial area of our students' lives and development. We also have access to a number of external support services. The identification and subsequent individualised intervention for such issues is the responsibility of all staff but will, in most cases, be co-ordinated and recorded by Heads of Year and Assistant Heads of Year.

SEND students: any student identified as having a special educational need or disability will be given personalised support. The SENDCo provides overall co-ordination of such provision, including evaluation of the impact of support and intervention given. All staff are responsible for ensuring they are fully informed about a student's needs and that they actively seek out and follow all relevant guidance and instruction given, including references to information on Class Charts and the other student support documentation. **Student Support documents:** these documents are prepared for SEND students and should be checked by all staff who teach or support a SEND student on a termly basis. They will be monitored and updated by the Learning Support Department as required.

Home-School Agreement

Parents/Carers and students are expected to sign the Home-School Agreement (see Appendix 3 and 4).

Boarding Provision specific requirements

This section applies to all boarding students and applies at all points in time where the boarding student is under the care of the Headteacher. However, during the school day, and whilst in School, Boarding students will have their achievements recognised in the same way as non-boarding students through the ERA-Point Award system. In Boarding, there is a system of positive rewards in each Boarding House as well as character awards given by staff.

Sanctions for offences committed outside of the normal school day may include;

- Closed-Status (restrictions on free time in the evening or at the weekend)
- Removal of student from boarding provision (although student may continue to attend day school)
- Fixed-Term Exclusion from School or 6th Form College
- Permanent Exclusion from School or 6th Form College

Boarding Behaviour Agreement

Boarding students sign to say that they have read and understand the consequences of any serious offence committed. A signed copy of this document is returned to each student for their records, and the master copy is kept on their student file in the Boarding Office. Parents can also see this document [here](#).

Appendix 2 - SGS Expectations: Consequences/Recognition

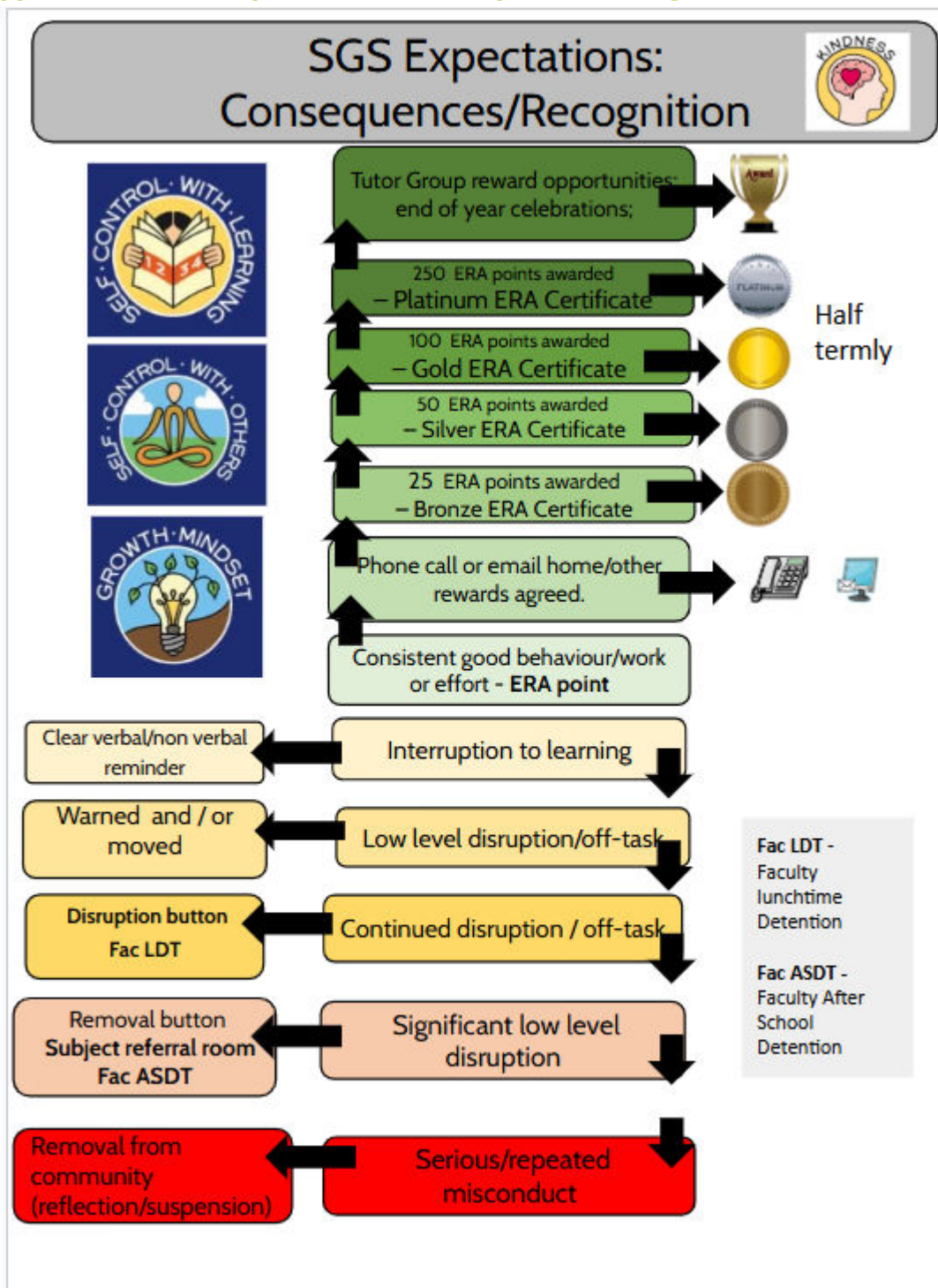


Image above is subject to annual review

Appendix 3 - KS3 and KS4 Home/School Agreement 2024/25

As a school we commit to...	As a student I commit to	As a Parents/carers we commit to.....
Promoting our core values and Christian Ethos: Flourish – Enjoy, Respect, Achieve. → Actively implementing policies and protocols. → Delivering a world class education via high quality teaching, which is stimulating and challenging. → Giving access to a wide range of learning resources. → Aiming for the highest standard of work and behaviour. → Caring for each student's safety and wellbeing. → Keeping parents informed about school matters and student progress. → Providing a wide range of extra-curricular activities. → Providing opportunities to reward and recognise achievement and success. → Encouraging students to take responsibility for their learning. → Fostering lifelong learning skills. → Developing students as global citizens. → Creating opportunities for students to learn about and prepare for work. → Listening to the views of students and their families and responding to feedback.	Promoting our core values and Christian Ethos: Flourish – Enjoy, Respect, Achieve. → Following instructions from staff and being co-operative. → Respecting myself, our community and others, being polite and kind. → Taking responsibility for your actions. → Caring for the school environment. → Attending school every day and being punctual. → Wearing the correct school uniform. → Not disturbing others' learning. → Bringing the correct books and equipment to lessons. → Not using offensive, racist, sexist or homophobic language. → Maintaining high standards of behaviour on the way to and from school. → Accepting support for my work and work to the best of my ability. → Supporting other people to learn. → Getting involved in the life of the school. → Not bringing items of high value into school as their security cannot be guaranteed. (Phones should be switched off at all times or they will be confiscated).	Promoting our core values and Christian Ethos: Flourish – Enjoy, Respect, Achieve. → Supporting the school's policies. → Providing up to date suitable emergency contacts. → Ensuring that your child attends school every day and on time. → Promptly explaining all absences from school. → Ensuring that your child wears the correct uniform and has the right equipment. → Help your child to try their best in all their work. → Using the Class Charts Parent app to monitor behaviour, attendance, home learning and rewards. → Encouraging reading for pleasure and talking about learning with our child. → Letting the school know of any concerns/problems that might affect your child's work or behaviour. → Encouraging your child to be involved in all aspects of school life such as extra-curricular activities and ERA week. → Encouraging respectful behaviour. → Ensuring that your child does not bring items of high value into school.

As a school we commit to...	As a student I commit to	As a Parents/carers we commit to.....
→ Responding to concerns raised by students and their families in a timely fashion. → Adopting a zero tolerance approach to radicalisation, discrimination, victimisation, bullying, drugs and other illegal or banned items/substances. → Providing access to high quality pastoral and academic advice, guidance and support. → Promoting British values. → Promoting the value of learning characteristics and providing opportunities for students to grow in their learning character.	→ Using technology and social media responsibly and safely so that it does not impact negatively on learning or school life. → Showing myself and the school in a positive light whilst participating in school-led activities, both on and off school site, especially when in uniform. → Raising any concerns/worries with staff as soon as they arise so that they can be resolved quickly. → Adopting a zero tolerance to bullying, antisocial or risky behaviours. → Engaging in every lesson and taking responsibility for my own progress. → Completing my home learning activities on time and to the expected standard.	→ Ensuring your child is aware of their responsibility for the safety of themselves and others whilst at school. → Monitoring their use of technology and social media so that they and others are safe and are able to learn and be happy at school. → Tracking and monitoring the completion of home learning activities; ensuring they are completed on time and to the expected standard. → Promoting British values. → Attending Parents' Consultations and any relevant meetings promoting the value of learning characteristics.

Appendix 4 - Sixth Form Home/ School Agreement

As a member of SGS Sixth Form you have certain privileges. Privileges include having private study periods, sole use of Sixth Form facilities, greater access to other school facilities and outdoor areas, Sixth Form Cafe, more autonomy about how you use your time and freedom to go off site at designated free times. However, with privileges come responsibilities and duties. You play a vital role within school and beyond as role models and as leaders. You are looked up to by the younger members of our community and are expected to set the right example at all times.

As a student:

I will:

- Be respectful of all students, staff and the local community.
- Be respectful of the school's environment and other people's belongings.
- Take ownership of my own learning and private study time and complete all work to the best of my ability.
- Follow the dress code and the behaviour guidelines.
- Attend all my lessons and other timetabled activities unless I have a valid, authorised reason such as illness or other educational activity. Further detail in our [Behaviour and Attendance Guidelines](#).
- Use mobile devices and social media responsibly and following the acceptable use agreement for digital technologies.
- Take responsibility for keeping up to date with Sixth Form communications.
- Not bring cigarettes, alcohol or illegal substances onto the school site.
- Not vape or smoke cigarettes within the school grounds or within 50m of the school or in front of younger students.
- Abide by the regulations relating to conduct of examinations and the submission of coursework for assessment.
- Promote an inclusive environment for all students and staff and report any incidents of bullying, harassment and discrimination.
- Be involved in the wider school community.

As a parent/carers:

I will:

- Support students in following the home - school agreement and Code of Conduct.
- Letting the Sixth Form know about any problems which might affect the student's work or behaviour.
- Attending Parents' Evenings and responding to requests to discuss progress.
- Not book holidays during term time.

As a Sixth Form

We will:

- Encourage high standards and provide a safe and inclusive environment for students, parents and staff.
- Support teachers in providing high standards of teaching and learning.
- Treat all students fairly and sensitively by following our policies on attendance and behaviour.
- Help each student to develop a sense of responsibility and consideration for others.

- Promote the development of learning character.
- Communicate with parents and students to ensure they are kept up to date with academic progress, guidance on progression and wider school activities.

Student name..... Date

I confirm that I have read and understood the Sixth Form Behaviour and Attendance Guidelines.

Student signature..... Date.....

Tutor signature Date

Parent signature Date