

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	George Pindar School
Principal:	Jonny Willis
Behaviour Lead:	Blake Murray
Designated Safeguarding Lead:	Holly Pickles
Implementation Date: <i>Inline with policy approval</i>	August 2026

Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

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

- Rewards System
- Sanctions System

The school is committed to ensuring that its behaviour procedures are applied fairly, consistently and with appropriate consideration of individual circumstances. Reasonable adjustments will be made where appropriate for pupils with Special Educational Needs and/or Disabilities (SEND), in accordance with the Equality Act 2010 and relevant statutory guidance. This may include adjustments to behaviour expectations, support, communication, interventions or the way in which rewards and sanctions are applied.

Reasonable adjustments do not mean that expectations of positive behaviour are removed. Rather, they ensure that pupils are supported to understand and meet those expectations and are not placed at a substantial disadvantage because of a disability or additional need. Decisions regarding reasonable adjustments will take account of the individual pupil's needs and circumstances and will be made in consultation with relevant staff, the pupil and parents/carers where appropriate.

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

Rewards System

Relates to item 4.2 in the Trust Behaviour Policy

We recognise the importance of establishing a culture of positive behaviour which is based on the PINDAR values and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all.

The rewards framework encourages the active and direct involvement of as many teachers and as many students as possible. It is essential that all students regardless of ability, or protected characteristic(s) are given the opportunity to operate within the rewards framework.

The rewards system has two strands to engage students in every aspect of school life. The rewards budget will reset each academic year so that the rewards prizes can be purchased in advance. The first runs through classroom-based and extra-curricular activities, where students earn stamps. The second is a whole-school rewards system through which success, contribution and achievement are recognised and celebrated.

All rewards will be logged at the point of issue and centrally stored to enable a full student profile over time. Stamps are recorded weekly by form tutors on the Edulink system and appear on the Achievement tab.

Rewards System - Lesson Based and Extra-Curricular Activities

Stamps can be awarded to students through the following system. Students will be able to exchange accumulated stamps for a range of rewards and privileges throughout the academic year.

The rewards available, and the number of stamps required to access them, will be communicated to students. Rewards, incentives and recognition opportunities may be reviewed or changed during the academic year to ensure they remain engaging, appropriate and valued. This allows the school to respond flexibly to student voice and opportunities that arise during the year.

Arriving to School

- 1 Stamp - Arriving on time to school and in the correct uniform.

In Lesson/Tutor Time

- 1 stamp - Arriving on time and in the correct uniform.
- 3 possible stamps - Contributing or producing high quality work in the lesson.
- 1 stamp - Homework that is on time and to a high standard.

Extracurricular Activities

- 1 stamp - Attending an extracurricular club.

Students can earn:

- 5 stamps per lesson/tutor time per day
- 32 stamps possible per day
- 160 stamps per week!

Rewards System - Whole School Prize Draws and Rewards Assemblies

100% Attendance Club

- Every student who achieves 100% attendance in an academic week will receive a ticket for The 100 Club prize draw..
- A prize will be awarded every half term in a draw for 100 club ticket holders.

Rewards Assemblies

During the rewards assemblies students achievement can be celebrated for the following:

- School values certificates.
- Subject specific certificates.
- Tutor stars certificates.
- Head of House Award.
- Attendance certificates.

Inter-house Group Competitions

Inter-house group competitions take place with points awarded weekly for:

- Best Attendance
- Highest Number of stamps
- Lowest Number of phases

Presentation Evening

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

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Section 1: Basic Expectations of Student Behaviour

Around the School/Academy students should:

- Be polite and show respect for other people
- Do as they are asked by members of staff – first time, every time
- Wear their school uniform correctly at all times
- Look after their school e.g., by looking after their property/putting litter in a bin/following health and safety procedures
- Eat and drink in the right place at the right time
- Walk around the school sensibly, calmly and quietly, remembering to use the one way system and keep to the left
- Keep to their designated areas as instructed by members of staff
- Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements

Non-essential movement around the school should be avoided.

When moving around the school students must abide by the school rules including observing one-way systems.

Break and Lunch times will be arranged by the school in a manner that supports the reduction of risk. All students will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

Students must use toilet facilities appropriately. There should be no more than one person per cubicle, and students must follow staff instructions and school expectations relating to toilet use.

Students are permitted to request permission to drink still, plain water in lessons and around school from their personal drink container. Where students do not abide by this, they will receive a school detention in line with this policy and its associated documentation.

Students must leave the school premises in a calm and orderly manner abiding by the school's health and safety requirements at all times.

Sanctions Pathway within the Classroom (Phase 1 -3)

In terms of classroom-based sanctions three key phases are identified. It is hoped that the great majority of students will simply choose to spend their time with us operating within the rewards framework.

It is also expected that only a small minority of students will receive PHASE THREE or beyond.

It is essential that all students, parents/carers, and members of staff understand this framework and its consequences. At all times the intention of the procedures is to bring a halt to unacceptable working performance and from this point to encourage each student to engage in positive learning. Each member of staff must seek to operate within the framework. The phases must be worked through in a logical manner.

George Pindar School operates a number of sanctions which are designed to discourage students from making poor behaviour choices and provide reflection upon previous decisions and encourage students to make better choices moving forward. If a student's behaviour is unacceptable the sanctions pathway will begin. Some of the possible behaviours that are sanctioned and start the pathway within a lesson are detailed below:

- Defiance
- Disruption
- Insufficient work

Before the sanction pathway begins a student should be given a clear verbal warning with the phrase 'verbal warning' used by the member of staff. If a student continues to not meet expectations this will move onto a Phase 1 of the sanction pathway.

PHASE 1 - White Board Warning

Following a verbal warning, a student who continues to behave in an unacceptable manner will receive a Phase 1. Their initials may be recorded in the Phase 1 section of the classroom whiteboard. The member of staff will make clear why the Phase 1 has been issued and what the student needs to do to correct their behaviour.

PHASE 2 - Formal Warning / Move Seat in the Classroom

Where unacceptable behaviour continues following a Phase 1, the student will receive a Phase 2. Where appropriate, the student may be moved to another seat within the classroom. The Phase 2 will be recorded on

EduLink so patterns of behaviour can be identified, proactive strategies can be data-informed and parents/carers can be alerted where appropriate.

Students should understand that continuing to fail to meet expectations following a Phase 2 will result in a Phase 3.

PHASE 3 - Removal / Relocation and Detention

Where a student continues to disrupt learning or fails to meet expectations following previous warnings, they will receive a Phase 3 and be removed from the lesson. Removal should be requested through EduLink and the student should remain in the room until collected unless directed otherwise by an appropriate member of staff. The removed student should take appropriate work from the class and work in silence in the designated relocation room. The referring teacher must record the Phase 3 incident on EduLink.

Every Phase 3 results in an after-school detention. Unless exceptional circumstances apply, the detention will take place after school on the next school day. Parents/carers will be informed through the school's communication systems.

Although most incidents reaching Phase 3 will have followed the staged process, a student may move directly to Phase 3 for sufficiently serious behaviour. Examples include dangerous or unruly behaviour, bullying or verbal abuse towards another student, and theft.

If a student refuses to attend the relocation room within a reasonable timeframe, the incident may escalate to Phase 4.

Cumulative Behaviour Thresholds

In addition to the consequence attached to an individual Phase 3, the school operates cumulative thresholds so that repeated disruption and persistent failure to meet expectations result in a clear escalation of sanction.

Threshold	Consequence
1 Phase 3	After-school detention on the next school day
2 Phase 3s in one school day	Full Day Reflection
3 Phase 3s in one academic week	Full Day Reflection
9 recorded Phases in one academic week	After-school detention
14 recorded Phases in one academic week	Full Day Reflection

For the purposes of the 9 and 14 Phase thresholds, 'recorded Phases' means Phase 1, Phase 2 and Phase 3 incidents recorded through the school's behaviour system. The separate daily and weekly Phase 3 thresholds count Phase 3 incidents only.

Where a student reaches more than one threshold, the school will apply the appropriate higher-level sanction. Parents/carers will be informed when students reach relevant thresholds.

The thresholds are intended to identify both significant disruption and persistent lower-level behaviour. Behaviour patterns will also be reviewed so that appropriate pastoral support and intervention can be considered alongside sanctions.

Section 3: Sanctions Pathway for Beyond the Classroom (Phase 4 -6)

PHASE 4 - Reflection Room

Where possible, Full Day Reflection is arranged on the previous school day so that students and parents/carers can be informed in advance. It may be used as a direct sanction for a serious incident or as an escalation in response to cumulative behaviour.

PHASE 4 Direct Placement

Students can be placed directly into the Reflection Room for behaviours such as:

- Refusing the Relocation Room despite a reasonable time frame.
- Refusing to correct their uniform.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.
- Sharing a cubicle.
- Truancy.

All the above incidents must be reported on Edulink.

PHASE 4 Booked Placements

This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

Whilst in the Reflection Room, students have access to a Chromebook and can complete curriculum work set using the Google Classroom platform.

Lunch will be taken in the Reflection Room and at no time will students be allowed to socialise with other students. The duration of the day in reflection will be from the start of Lesson 1 until the end of the school day. All students who are placed in the Reflection Room must bring their planner and equipment for the designated sessions there.

Students will be expected to complete 5 successful lessons in the Reflection Room.

A student who fails to behave appropriately in the reflection room is at risk of a fixed term suspension. Students in the reflection room follow a clear process for sanctions:

- Verbal Warning
- Formal Warning with repeat lesson issues
- Formal Warning with pastoral staff discussion and phone call home
- Formal Warning with SLT discussion.

If a student continues to behave inappropriately after the final formal warning and discussion with SLT, they may receive a fixed term suspension.

ALL REFLECTION ROOM BOOKINGS MUST GO THROUGH THE PASTORAL TEAM

PHASE 5: Fixed Term Suspension

Suspensions may be used for students who have completed all of the other levels of punishment and still continue to disrupt the learning of other students. This phase is meant as the last punishment before possible permanent exclusion. Suspensions are issued as a final resort.

Fixed term suspensions may be issued for a range of serious behaviour incidents to sanction a student for the severity of an incident or a student's cumulative behaviour including, but not being limited to:

- Possession of a mobile phone / smart technology outside their YONDR pouch.
- Possession of an additional mobile phone / smart technology outside the YONDR pouch.
- Possession of a prohibited item in an attempt to open the YONDR pouch e.g. pliers / magnet.
- Defiance.
- Threatening or intimidating behaviour to staff.
- Unprovoked serious assault on a student.
- Use of racist, homophobic or disablist language towards a student or a member of staff.
- Persistent bullying.
- Possession of or being under the influence of illegal substances.
- Possession of a weapon on school premises.

The length of the suspension will depend on the seriousness of the offence and the circumstances surrounding it.

The decision to suspend is the Principal's decision. Once this decision has been taken parents/carers should be contacted, and if possible, the student should be collected immediately. **Work must be arranged for students to complete via Google Classroom for all suspensions of more than one day.**

A readmission meeting involving the student, parent or carer and the appropriate staff member should take place before the student returns to school.

- Details of the timing of the meeting will be contained in the suspension letter.
- Prior to the meeting the office will produce a readmission document that will be completed during the meeting.
- The meeting should review the reasons for the suspension, set targets for behaviour and detail the student, parent/carers and staff member's voice.
- Interventions to support the student in amending their behaviour will be offered.
- Readmission meetings for suspensions linked to mobile phones may be undertaken over the phone.

PHASE 6: Permanent Exclusion

Permanent exclusion from school is a last resort when all attempts to modify a student's behaviour have failed, he/she will not conform to school rules and their behaviour is having a serious impact on the learning of others. Prior to this action being taken the school should have involved a number of outside agencies. Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises.

This decision can only be made by the Principal and then has to be ratified by the Governor's Disciplinary Committee.

Section 4: Sanctions Pathway for Unstructured Time

Students need to have it made clear to them how they are expected to behave around school - on the corridors, in the dining room and outside. This should be done at the beginning of the year in Form Tutor time and assemblies. There should be regular reminders throughout the year.

Verbal Warning

If appropriate, students should be given a verbal warning to provide time to correct their behaviour. If a student's behaviour continues to be unacceptable the sanctions pathway will begin.

PHASE 2 - Formal Warning.

If the student does not move beyond the Phase 2 the member of staff will record this onto Edulink through the in behaviour section on Edulink. This is vital so that proactive behaviour strategies can be data informed. If the student continues to not follow instructions then this will move to a Phase 3.

PHASE 3 - Detention

If a student's behaviour continues to be unacceptable the sanctions pathway will continue into a **Phase 3 - Outside of Lesson**.

The **Phase 3 - Outside of Lesson** should be recorded on Edulink via the Behaviour section with a detention being issued on the next available slot the following day.

PHASE 4 - Reflection Room

Students can be placed directly into the Reflection Room for:

- Refusing to correct their uniform.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.
- Sharing a cubicle.
- Truancy.

All the above incidents must be reported on Edulink.

PHASE 5

This operates in the same way as the '*Sanctions Pathway Within the Classroom*' section.

Section 5: Reports, Detentions and Uniform

Reports

Students who accrue a significant number of behaviour codes, lesson removals and/or fixed term suspensions will be monitored by being placed upon behaviour report, the level of report being linked to the frequency and seriousness of the behaviour issues presented. All reports will be communicated with the parents/carers. The reports that may be used are:

- Tutor Report

- Head of House/Subject Report
- Senior Leader Report

Reports

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

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

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

Detentions

Detentions are used as a clear consequence for behaviour, lack of organisation and other breaches of school expectations. Detentions at George Pindar School are organised in blocks of up to a maximum of one hour.

Every Phase 3 results in an after-school detention on the next school day. A student who accumulates 9 recorded Phases in an academic week will also receive an after-school detention.

If a student misses an assigned detention without an agreed reason, the detention will be rearranged for the following school day. If the rearranged detention is also missed, the sanction may escalate to Full Day Reflection.

Homework

Homework should be tracked by the teacher. If a student misses three homework deadlines the teacher should allocate a detention on Edulink via the in class register. Every third missed homework results in a detention. This does not reset during the academic year.

Lates

Lates should be tracked by the teacher. If a student arrives after 5 minutes of the start of the lesson they are deemed late. If a student is late the teacher should allocate a detention on Edulink through the in class register.

Planner

As students arrive at school staff check that they have their planner. A tutor will also check that students have their planner and have the correct uniform each morning. If a student does not have a planner they will be issued a planner sheet for the day. If a student forgets/loses their planner on **three** separate occasions they will be issued a detention by way of the pastoral team. Every third time a planner sheet is issued results in a detention. This does not reset during the academic year.

Equipment

Students are expected to bring the following each day to school:

- Pen
- Pencil
- Ruler
- Planner
- Reading Book
- School Bag

A check of equipment should take place in the morning by the Tutor. If students do not have the correct equipment on a regular basis please inform the Head of House so that this can be addressed.

Equipment should be tracked by the teacher. If a student has the incorrect equipment on three occasions for the lesson the teacher should allocate a detention on Edulink via the in class register. This does not reset during the academic year.

Uniform

Students will have their uniform checked when they arrive at school and during tutor time. This is either on the school gate or through the reception if a student is late.

Students who are in the incorrect uniform will have the opportunity to borrow aspects of the school uniform which will then be returned at the end of the school day. If a student refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal.