



# Penair School Behaviour policy

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# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils 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 **rewards and sanctions**

This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour. Children learn best within positive, trusting relationships. This informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents/carers are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents/carers in order to support acceptable behaviour both in school and at home.

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the pupils and with each other. We acknowledge that our example has an important influence on the pupils.

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning.

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

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

- Deliberately hurtful

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

It is a basic entitlement for our children that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective.

**Penair School will not knowingly allow bullying to exist.** All staff want to rid the school of bullying, and there are a number of very important reasons for challenging this behaviour:

- **The safety and happiness of pupils.** When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem. Some may even blame themselves for 'inviting' the bullying behaviour.
- **Educational Achievement.** The unhappiness of bullied pupils is likely to affect their concentration and learning. Some children will avoid bullying by not coming to school.
- **Providing a model for helpful behaviour.** If they observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.
- **Confirming our reputation as an effective, caring school.** No school can claim with absolute confidence that "there is no bullying here." Every school has some degree of bullying, even if only slight or infrequent. Parents know this. They will be reassured (and impressed) if we demonstrate both through policy and action that we will respond promptly, positively and effectively to bullying.

### Information for parents

#### **If your child is being bullied:**

- calmly talk with your child about his/her experience
- make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that he/she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- make an appointment to see your child's form tutor, SWO or Pastoral leader
- explain to the teacher the problems your child is experiencing.

### **Talking with staff about bullying:**

- try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened – give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school; let them know if things improve as well as if problems continue.

### **If your child is bullying other children**

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

#### **Children sometimes bully others because:**

- they don't know it is wrong
- they are copying older brothers and sisters or other people in the family whom they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings.

#### **To stop your child from bullying others:**

- talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's form tutor or Pastoral Leader; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him/her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people
- Restorative Justice (RJ) is an extremely effective method of providing support and resolution for those who have been bullied but also makes the bully stop and think about his/her actions and realise the impact/unhappiness they have caused. This is an approach that is regularly adopted by staff at Penair School.

### **Social Media**

Whilst recognising the significant impact that social media has on the lives of people we want parents to coach their child to use social media wisely, positively, safely and supportively. This will help to stop your child from talking about the victim 'behind their backs' and help dissuade others from getting involved in bullying the victim.

### **Pastoral Role**

Strategies put in place to support those being bullied:

- Student Welfare Officers attached to each Key Stage and available throughout the day to provide support and resolution to both students and parents
- peer mentors trained to listen and support other students
- use of Restorative Justice helps to resolve conflict in a safe, controlled environment – agreeing positive outcomes

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

## **5.2 The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling promoting and reinforcing positive behaviour in lessons and around the school
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- creating a swift and purposeful start to the lesson where they may reinforce clear expectations of deliver a suitably planned and structured lesson which meets all individual needs
- The senior leadership team and middle leaders will support staff in responding to behaviour incidents

## **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Ensure pupils come to school correctly equipped and prepared to work
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor and class teachers promptly
- Work in partnership with staff to ensure good behaviour
- Respond to concerns raised by members of staff

## **5.4 Pupils**

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all inappropriate behaviour.

# **6. Pupil code of conduct**

Pupils are expected to:

- Respond to adult requests 'first time, every time'
- Behave in a reasonable, polite and orderly manner to all staff and pupils an orderly in a self-controlled way
- Show respect to members of staff and each other
- Arrive on time to lessons
- Make it possible for all pupils to learn while in and around school
- Move quietly around the school and conduct themselves around the building in a safe, sensible, manner and show regard to others
- Bring equipment appropriate for the lesson

- Complete all class work in the manner required and hand in homework at the time requested
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Show respect for the opinions and beliefs of others
- Follow the school rules.

## 7. Rewards and sanctions

It is recognised that rewards promote positive behaviours and have a greater part to play than sanctions when it comes to regulating behaviour - either social or academic. It is important that achievement and good behaviour are rewarded. The main ways of doing this are by giving positive class charts points for good work and recording such things as exceptional effort, improvement in behaviour, volunteering to help at functions etc, onto class charts.

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive class charts points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Positive affirmation, including positive reinforcement and encouragement, by all teachers in the classroom and during extra-curricular activities and by support staff
- Regular display of work around the school
- Departmental/Faculty Rewards and Recognition
- Reward Stickers
- Positive and encouraging comments in planners and via Class charts
- Awards and prizes distributed at Prize Day
- Presentation of Colours
- Congratulations in Assemblies
- Items posted on the school website, Facebook and Twitter accounts
- Picture taken for the local press
- Recognition in the School Magazine
- Attendance Certificates
- Elections of Prefects and members of the School Council

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a middle leader or a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report'

- Agreeing a behaviour contract

We may use the Referral room in response to serious or persistent breaches of this policy. If a pupil is placed in the Referral room they will be expected to complete similar work as they would in class. Pupils who intentionally do not attend a given detention will expect to be served with a more significant sanction (lunch detention; after school detention; Referral room).

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on a bus/by foot on the way to or from school.

## 7.3 Malicious allegations

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

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

The Headteacher (or a Deputy Headteacher in the absence of the Headteacher) is the only member of staff who can sanction a **fixed term or permanent exclusion**. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion. Where a pupil has been issued with a fixed term exclusion the expectation is that a reintegration meeting with a senior member of staff will take place. The pupil will then spend part of their first day after the reintegration meeting in the Referral room. Any permanently excluded pupil will be treated in accordance with County guidelines and the government guidance as reflected in the document 'Exclusion from maintained schools, academies and pupil referral units in England'.

# 8. Behaviour management

It is important to build relationships in school and as such adults will do their best to help promote the principles of 'protect, relate, regulate and reflect' in pupils.

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils 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
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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

### **8.3 Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Director of Inclusion will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Transition activities which take place during the summer term for students in Year 6 are designed to induct new students into Penair's expectations of behaviour. On admission to the school, students, the form tutor and parents sign the Penair Learning Agreement. Parents also sign a home school agreement in the Planner.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Appropriate training, for all adults, on all aspects of behaviour management will be provided to support the implementation of the policy. Expectations will be revisited annually. Behaviour management will also form part of continuing professional development.

# 11. Drugs education and incident response procedures

It is the policy of the school governors that all students will follow a clearly structured and well-resourced programme of drugs education as is appropriate to their age and development. The school also has a policy concerning action to be taken in cases of drug related incidents in the school and cases of suspected drugs use by students.

For the purposes of this document the term 'drugs' will be used to describe substances which interfere with a student's ability to learn, are potentially harmful, or are capable of misuse, including some whose possession and use are illegal.

The following categories of drugs are included in both the school's drug education programme, and the procedure for dealing with drug related incidents:

- Drugs which are illegal e.g. cannabis, amphetamines, ecstasy, mephedrone, MDMA
- Drugs which interfere with a student's ability to learn e.g. alcohol, magic mushrooms and solvents
- Drugs which are used but which may have potentially harmful effects on a student's health e.g. tobacco
- Drugs which are misused in sport to enhance performance e.g. analgesics, steroids.

Fundamental to Penair School's values and practice is the principle of sharing the responsibility for education of young people with parents, by keeping them involved and informed at all times. Parents receive information about the school's Drugs Policy during each academic year.

Should a pupil be found in possession of an illegal substance they will not be permitted to stay and continue with their education at Penair School.

## **Aims of the Drugs Education Programme**

To have a programme of drugs education which:

- Provides information in order to empower students' decision making, based on knowledge and understanding
- Supports an ethos which will enhance young peoples' sense of worth
- Promotes health and hygiene
- Have available suitable materials and resources to support staff in their teaching.

## **Our objectives are**

To deliver a programme of drugs education which will:

- Present factually correct and balanced information about drugs, including legal issues, upon which pupils can base decisions
- Present information about local counselling and/or information services including YZUP Addaction
- Inform pupils about the school's policy and response to drugs related issues and incidents
- Allow pupils to explore the wider implications and consequences of drugs issues.

## **Content**

Drugs education will be largely taught through the PSHE programme for all children. Some aspects will be covered as a part of the science curriculum. There are links with other subject areas such as RE where attitudes relating to drugs use and misuse are explored. English and Drama may explore drugs issues as a vehicle for informed discussion or improvisation.

## **RESPONSES TO DRUGS RELATED INCIDENTS**

### **Values Framework**

The school does not condone either the use of drugs or alcohol by members of the school nor the supply of these substances. The school is committed to the health and safety of its members and in all cases will take action to safeguard their well-being. The school will consider each substance incident individually and

recognises that a variety of responses will be necessary to deal with incidents. The school will consider carefully the implications of any action it may take as it seeks to balance the interests of the student involved, the other school members and the local community. Both disciplinary and pastoral action may be taken.

### **Management of incidents and responses**

- 1 The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, LA and appropriate outside agencies.
- 2 Where it is suspected that illegal substances are being used or supplied on the premises, details regarding those involved will be reported to the police, who will remove such substances from the premises for identification.
- 3 In all cases of Drug related incidents, including alcohol and tobacco, parents will be contacted.
- 4 The Local Authority will be informed in the event of criminal proceedings or exclusion.
- 5 A referral may be made to the Education Welfare Officer, Educational Psychologist, or YZUP Addiction
- 6 While investigations are proceeding, the student(s) involved will be temporarily excluded from the school. Re-admittance to the school, and conditions within which this may be permitted, will be a matter for the Headteacher and Governors to decide.
- 7 Following investigation and disciplinary procedures, permanent exclusion should be expected for incidents involving illegal substances.

### **Related Documentation**

DfE and ACPO drug advice for schools Advice for local authorities, Headteachers, school staff and governing bodies September 2012

#### Response to incidents

- The Headteacher will be informed in the case of any drug related incident, as the designated staff member with responsibility for drugs related incidents
- Any unidentified substance will be placed by the Headteacher (or SLT member in their absence) in an envelope, sealed, and the date and time written across the seal
- Following a referral, parents will be contacted and the police informed in the case of suspected illegal substances. The police will remove the suspected illegal substance from the school premises
- The Chair of the Governing Body will be informed, who will then decide with the Headteacher who else needs to know
- Options for responses will be considered.

The involvement of appropriate outside agencies, welfare and support should be made available where symptoms of experimentation/addiction seem to be apparent.

## **11. Monitoring arrangements**

This behaviour policy and written statement of behaviour principles (appendix 1) will be reviewed by the Headteacher and the Community and Ethos Committee every three years to ensure that it continues to fulfil its aims. At each review, the policy and written statement of behaviour principles will be approved by the Headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy

## **Appendix 1: written statement of behaviour principles**

1. Everyone has the right to learn (READY)
2. Staff have the right to teach  
(RESPECTFUL)
3. All members of the school community  
have the right to be safe (SAFE)

**Footnote:****Medicines in School**

This policy does not cover medically prescribed substances used by a patient in accordance with medical advice.

There are separate policies concerning students using medication which needs to be taken in school, including Epipens and Asthma inhalers (see Medical Procedures Policy & Policy on Medication).

Staff have been trained in the use of Epipens, which identified students will carry with them.

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Originally written by Mr.D.Eva and Mr.R.Sharpe (Deputy Headteacher)

Reviewed and approved by the Community & Ethos committee of the Governing Board on 17 June 2015 and ratified by the Full Governing Board on 2 July 2015 and agreed that future review be dealt with by a Deputy Headteacher and approved by the Community & Ethos committee next review March 2016.

Reviewed again by Mr.R.Sharpe (Deputy Headteacher) and Mrs.Lynne Bray (Governor) and amended and approved by the Committee & Ethos committee of the Governing Board on 16 March 2016 and ratified by the Full Governing Board on 17 March 2016 and agreed that future review be dealt with by a Deputy Headteacher and approved by the Community & Ethos committee next review March 2017.

Reviewed again by Mr. R Sharpe (Deputy Headteacher), Mrs Lynne Bray (Governor), Mrs. Carole Butler (DSL), Mrs T Davies (PSHE coordinator), School Council and amended and approved by the Community & Ethos committee of the Governing Board on 28 February 2018 next review March 2019.

Reviewed again by Mr. R Sharpe (Deputy Headteacher), parent members of the Association of Parents and Friends of Penair School (APFPS), pupil members of the school council and members of staff and approved by the Community & Ethos committee of the Governing Board on 12 June 2019 with he planned next review in June 2022.

