



Behaviour Policy

Policy holder:	J Hocking (Assistant Headteacher)
To be reviewed by policy holder:	Every 3 years
Last reviewed by the Governing Board:	Summer 2023
Next review by the Governing Board:	Summer 2026

PENAIR SCHOOL BEHAVIOUR MANAGEMENT PROCEDURES

At Penair we believe that effective relationships and communication are essential in our collaborative work with parents/carers, pupils and external agencies to achieve the best possible outcomes for pupils who's behaviour might be a sign of an unmet need. All behavioural incidents are dealt with on a case-by-case and individual basis and a wide-range of factors are always considered when applying our procedures.

The Penair School behaviour management procedures provide teachers, pupils and parents with a clear framework that will be followed in order to manage our high standard of behaviour expected from pupils in the school. It also provides a clear system of consequences for staff to apply when students do not manage to uphold these high standards both inside and outside the classroom.

We are passionate about the right of every pupil to a high-quality education in an environment that allows them to achieve and exceed their potential. We do not feel it is fair if certain behaviour is allowed to negatively affect the learning of other pupils at Penair School.

In their recently updated 'Below the Radar' document on low-level disruptive behaviour in the classroom, OFSTED state that "Good behaviour is a necessary condition for learning". Whilst this is true, at Penair we also believe that 'Excellent teaching is a necessary condition for good behaviour', and we believe that pupils who are inspired and appropriately challenged in the classroom are less likely to behave in ways that distracts the learning or safety of others.

The following procedures will be applied consistently, rigorously, and relentlessly to enable our pupils to feel safe and valued. Staff will be expected to apply this procedure with clam professionalism and with consistency. We believe that parents value consistency regarding any consequence applied to their children along with a simple and clearly understood framework.

Our Behaviour Management Procedures are underpinned by the FIVE Pivotal Behaviour management Principles.

- 1. Consistent, calm adult behaviour***
- 2. First attention for best conduct***
- 3. Relentless routines***
- 4. Scripting difficult interventions***
- 5. Restorative follow up***


OUR VISION

To create a school environment that is safe, calm, and professional. An environment that is conducive to learning with no one pupil's behaviour allowed to negatively affect the learning of others. Staff and pupils will be motivated in their teaching & learning and proud to be a part of Penair School.

OUR AIMS

- To give staff, pupils, and parents a clear framework of the Behaviour for Learning (BFL) and consequences
 - To ensure that behaviour is managed consistently and fairly
 - To enable behaviour to be monitored and tracked by staff, pupils, and parents
 - To ensure that Behaviour management coupled with high-quality teaching allows every pupil to flourish.
- This procedure needs to be used in conjunction with the following Penair School policies**
- Rewards / Uniform / Drugs / Exclusions / SEND / Anti-Bullying / Child-on-Child Sexual Abuse

BEHAVIOUR & CONSEQUENCES STRUCTURE AND INFORMATION

TARRIF	CONSEQUENCE	CLASSCHARTS POINTS	BEHAVIOURS
Verbal Warning	Warning	0	<ul style="list-style-type: none">1st warning in class for inappropriate behaviour, off-task, shouting out, any low-level disruptive behaviour.First warning for incorrect uniform (untucked shirt etc)
1 point	10-minute detention held with class teacher	1	<ul style="list-style-type: none">Pupil arrives with no equipment for the lesson.Quality of class work is below your expectation.2nd warning in class for inappropriate/low-level behaviour.PE/Drama kit first offence.Minor classroom concerns – Low-level disruptive behaviourMinor homework concerns – Not persistent
2-points	15 min centralised lunchtime detention	2	<ul style="list-style-type: none">Every time late to lesson and school.Chewing gum/ Eating in class or inside the school building.Pupil heard using bad language.Non-attendance at 1 point detention.Confiscation of mobile phone or jewellery first offenceFailure to have report signed by teacher or parent.Out-of-bounds during break time or lunch time 1st time.Asked to correct uniform twice during the school day.1st warning for inappropriate behaviour in a supply lesson.
3-points	3pm – 4pm centralised afterschool detention. This will start in the Removal room and could include some community service	3	<ul style="list-style-type: none">Insufficient progress over time – Classwork quality/quantityPersistent homework concernsPersistent lateness to class/school (4th & every occasion/term).PE/Drama kit 2nd offence.Persistent jewellery or mobile phone offences (3+ occasions).Anti-social behaviour – non-dangerous.Non-attendance to a lunchtime detention.Any HOF or PDL referral pertaining to a specific incidentOut of bounds during break or lunch time 2nd time
4-points	24 hours (one full school day) in Removal Room	4	<ul style="list-style-type: none">Any Red card behaviour.3rd warning in class for inappropriate behaviour.Anti-social behaviour – unsafe/dangerous.Out of bounds during break or lunch time 3rd & every time.Non-attendance at 3-point (after-school) detention.Return from an exclusion.PE/Drama kit 3rd offence.Persistent jewellery or mobile phone offences (5+ occasions).Inappropriate use of ICT (Also results in a 2-week network ban).Losing/forgetting report card – report card not signed (3 hours)
HOF referral from Supply Teacher-Led Lessons			<ul style="list-style-type: none">Supply teachers are visitors to the school, and we want them to leave with good impressions. Therefore, pupils are referred to the HOF on their second warning in any supply-led class.
<div></div> <div>RED CARD BEHAVIOURS</div> <div>INSTANTLY TAKEN TO THE REMOVAL ROOM</div>			<ul style="list-style-type: none">Any refusal to follow reasonable instructions.Arguing with a decision that has been made.Truanting OR leaving a lesson / school site without permission.Not giving a member of staff their name or giving a false name.Ignoring any member of staff when being spoken to.Swearing, aggressive, intimidating behaviour directed towards a member of staff or visitor.Swearing, aggressive or intimidating behaviour directed towards another student.Unsafe & anti-social behaviour on a school bus (+ a 2-wk ban).Bullying (cyber, emotional, physical, verbal, racial, sexual).Smoking/vaping/in possession of any paraphernalia.In possession of any banned item (as listed separately below)

5-points	Fixed term exclusion (Number of days will be at the discretion of the Behaviour team and Headteacher)	5	<ul style="list-style-type: none"> • Red Card behaviour of extreme severity, decided by Headteacher & Assistant Headteacher (I/C Behaviour) • Theft & vandalism. • Any unauthorised protest that risks pupils safety/learning. • Certain breaches of the schools' drugs policy (see Drugs policy)
Permanent Exclusion (Discretion of Head Teacher)			<ul style="list-style-type: none"> • For ANY breach of the School Drugs policy (Class A,B or C) • Persistent breaches of school behaviour policy.

The Behaviour Management System

Each child must be treated as an individual and each incident judged on all the circumstances pertaining to it. To that end this system provides a clear structure and framework but must be fluid and flexible. If the school deems that an incident(s) is/are more serious, additional/alternative sanctions will be applied.

At each stage, a range of internal and external support mechanisms will be considered and applied where appropriate to support a pupil to improve their behaviour. These could include.

- Referrals to external agencies.
- Internal interventions
- Youth worker drop-ins
- Early Help Hub referral
- School Counsellor
- CAHMS (Child & Adolescent Mental Health Services)
- Educational psychologist

Stage One (2 weeks)

**Pupil has reached the 30-Point threshold of negative ClassCharts points
(additionally, any pupil who's behaviour is of concern along with any new pupil on a managed-move)**

1. Pupil is placed on Form Tutor Report for 10 days (2 school weeks). Parents informed by the Behaviour Team
2. Tutor, teaching staff and parents to sign the report daily. This will be monitored by the tutor.
3. If successful after 10 days pupil removed from report. Parents informed.
4. If unsuccessful, pupil moves to stage 2

Stage Two (2 weeks)

Pupil has reached the 60-Point threshold of negative CC points OR was unsuccessful at Stage One

1. If Stage 1 is unsuccessful after 10 days (2 school weeks), monitoring of pupil continues Via a PDL (Personal Development Lead) report.
2. Meeting with parents and pupils with the Behaviour Team & PDL (Personal Development Lead) (if available).
3. One day in the Removal Room.

4. PDL, teaching staff and parents to sign the report daily. Pupil to report to PDL each morning.
5. If successful after 10 days (2 school weeks), pupils may be removed from report. Parents informed.
6. If unsuccessful, a further 5 days on Personal Development Lead report.
7. If the extended 5 days is unsuccessful, the pupil moves to stage 3.
8. Pupil's name is added to the SAG meeting agenda. Send referral considered.

Stage Three (2 weeks)

Pupil has reached the 90-Point threshold. OR was unsuccessful at stage two. OR has demonstrated behaviours of extreme concern (Stages 1&2 are bypassed)

1. If Stage 2 is unsuccessful the pupil is placed on SLT report for 10 days. Parents invited for meeting with Assistant Headteacher (I/C Behaviour)
2. Two days in the Removal Room
3. Behaviour Team to meet with SENCO to discuss any interventions needed. Agreed targets and strategies discussed with parents. These could consist of the following.
 - Internal interventions
 - Youth worker drop-ins
 - Early Help Hub referral
 - School Counsellor
 - CAHMS
 - Educational psychologist
4. Agreed support package will be time-limited and discussed with parents. Timescale will be agreed.
5. If successful (after an agreed time limit), pupils return to PDL report for a 5-day period.
5. If unsuccessful (after agreed time limit), pupil will be placed onto a Stage 4 Behaviour Contract

Stage Four – 2 weeks

Behaviour Contract – for insufficient success of SLT report OR a sudden 'spike' in 4-point behaviours that cause a danger to themselves or others.

Pupils may be placed on a behaviour contract at ANY time if a pupil is demonstrating 'persistent' 4-Point behaviours which puts the learning environment at continual risk along with the welfare of other pupils and staff. A pupil who demonstrates such regularity of breaches will skip stage 1-3 and be placed immediately on a stage 4 contract. This is in extreme cases only, and when it is felt that more extreme conditions are required to modify the behaviour than those on the stage 1-3 reports.

1. 2-week duration
2. Behaviour Team meet with parents to agree specific SMART (Specific, Measurable, achievable, realistic, time based) targets

3. Contract signed by parents, pupil, and Behaviour Team

4. Pupil is collected from school immediately if a condition is breached. This is recorded as a suspension. Fresh start the next day.

5. Contract reviewed after 2 weeks with the following options considered.

- Extended time on Behaviour Contract
- Alternative provision.
- ERSP referral
- Reduced timetable reviewed after six weeks (only in conjunction with external agency intervention).
- Referral to external services if appropriate.
- Managed-Move for a fresh start at a different school
- Serious behaviour incidents may result in pupils moving directly to stage 4.

Several stage 4 options may be deployed as an alternative to permanent exclusion. However, if there is no positive response by pupils at any stage (particularly stage 4) in the behaviour management system, then this could ultimately lead to a permanent exclusion. This decision can only be made by the Headteacher based on all behaviour and intervention information available.

Stage 5

Permanent Exclusion

This option will be considered in the event of no positive change to the behaviour of an individual following all possible interventions and reasonable adjustments that have been made following stages 1-4.

CLARIFICATION ON SOME INDIVIDUAL AREAS OF PROCEDURE

ITEMS BANNED FROM THE SCHOOL SITE

- Knives & weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers along with vapes and e-cigarettes.
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used:
- To commit an offence, or
- To cause personal injury to, or damage to property of; any person (including the pupil)

CLASSCHARTS

This is the platform in which all rewards and behaviours are recorded at Penair School, and parents are encouraged to look at this daily. Staff will be updating this hourly, daily, and weekly. It will provide an excellent pupil profile which can form the basis of many effective conversations between pupil, parents, and staff. An APP is downloadable on all smart phones for parents/carers and students, or you can access the website at www.classcharts.com.

MOBILE PHONES

Mobile phones should not be seen at any time during the school day in any part of the school. This includes Break times and lunchtimes. Teachers will alert the Behaviour Lead via class charts that a phone has been seen with the name of the pupil and the location. The teacher or Behaviour Lead will then confiscate the phone in accordance with this procedure. If it transpires that a pupil has two or more devices on their person during the school day, these will be confiscated, and parents will be required to collect from The Headteacher.

UNIFORM PROCEDURE BREACHES DURING SCHOOL DAY

Our school uniform policy outlines our uniform expectations for all pupils. All uniform issues are dealt with at the start of each day at the main gate by the duty staff and behaviour team when we greet all pupils as they come into school. Any pupil not wearing the correct uniform or missing items of uniform will be given a replacement item in the Removal room between 8.30 and 8.40 each morning in exchange for their mobile phone which will be kept securely for the day in a zip bag. Pupils will not receive a sanction at this point unless they refuse to wear the uniform given or hand in their phone.

If any pupil is seen not adhering to the uniform procedure during the school day (shirts untucked etc), staff will issue them with a 2-Point detention (centralised lunchtime) verbally and log 2 points on class charts. The Behaviour team will track these breaches and sanction pupils in accordance with this procedure.

BAD LANGUAGE

Will not be tolerated. Creating a safe, calm, and professional environment at Penair school requires high standards in all aspects of school life. If any pupil is heard by a member of staff using bad language, then the teacher will issue a 2-Point detention (centralised lunchtime) and inform the pupil verbally. The member of staff must ensure that Class Charts is updated at the earliest opportunity so that the Behaviour Lead can follow this through, and parents are aware.

TOILET VISITS

Pupils are permitted to visit the closest toilet during lesson time, but this needs to be limited to reduce lost learning time. Teaching staff will issue any pupil leaving their lesson with a **'toilet pass'** lanyard and this is limited to one pupil at a time. Pupils are encouraged to use the toilet during lesson transition in order to reduce learning time. Teachers will code SIMS with a '3' in order that colleagues can track how many occasions certain pupils are visiting the toilet.

SEND

For pupils with an identified Special Educational Need, appropriate reasonable adjustments to sanctions will be made in accordance with the Equality Act 2010 and the SEND code of practice. However, all breaches of behaviour procedures will be dealt with by the behaviour team who will then use their professional judgement on any reasonable adjustments that might be appropriate. Reasonable adjustments must start in the classroom, but when a pupil with SEND receives a 4-Point sanction, we employ a range of strategies to ensure that the pupil can complete the sanction. Such measures can include.

- A split Removal Room sanction across two school days (3 hours/2 hours)
- Increased movement breaks
- Laptops and additional resources
- 1:1 SWO (Student Welfare Officer) or SEND team intervention time

1-POINT DETENTIONS (10 mins)

This will be administered by the class teacher at the earliest opportunity. Staff must log this on Class Charts. These are 10 mins in duration. Work must be done in silence.

2-POINT DETENTIONS (15 mins)

A centralised lunchtime detention will run daily within both designated lunch breaks for KS3&4. This will be staffed on a rota by the SLT. Pupils will be given a reminder by their tutor during the morning registration of the day of their detention. All 2-Point detentions (lunchtime) are set for the **next working day**.

3-POINT DETENTIONS (60 mins)

This is a centralised After-school Detention for 60 minutes (3pm – 4pm). After-school detentions run on a **Tuesday, Wednesday and Thursday**. This sanction will be recorded on Class Charts and Parents/carers will receive a notification from Class Charts (if account has been activated). Additionally, parents receive a 'Studybugs' text on the day prior to the detention to help remind the pupils to attend.

REMOVAL ROOM (4-POINT) ONE SCHOOL DAY

The pupil will spend **ONE** school day in our Removal Room. This sanction will be recorded on Class Charts. Parents/carers will receive a notification from Class Charts and a phone call from the behaviour team. We believe in developing positive relationships with parents and therefore will speak to all parents of pupils receiving a 4-Point sanction. In the event of an in-class removal, the member of staff issuing the sanction will also email parents/carers within 24 hours detailing the contextual information. During this time, the member of staff will make every effort to have a **restorative conversation** with the student. Pupils will (where possible), receive work which directly relates to their timetable. KS4 and SEND pupils are given priority use of laptops so they can complete appropriate work.

SUSPENSIONS/EXCLUSIONS

For serious and repeated unacceptable behaviour, a suspension, or permanent exclusion may be considered. Following any suspension, parents/ carers will be required to attend an in-school reintegration meeting with a member of the behaviour team and or PDL depending on the number of suspensions a pupil has received. Suspensions will be issued at the discretion of the Headteacher in liaison with the Behaviour team. On the return from a suspension the pupil will spend the first day in the Removal Room to reflect on what has happened. Please refer to our 'exclusions' policy for full detail.

BEHAVIOUR OUT OF SCHOOL

Penair School aims to educate all students in the meaning and importance of being a responsible citizen within our community. We will therefore sanction appropriately for misbehaviour out of school or in cyberspace when a student is:

- Taking part in any school-organised or school-related activity

- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school, including online.

We will use the full range of consequences and sanctions, including suspension, where a student's misbehaviour at any time, irrespective if the conditions above apply:

- have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

TRACKING

Tutors will be given a fortnightly report detailing the number of negative & positive points for their tutees along with the reasons. Tutors will talk through any issues with students and discuss what is going wrong and how to improve. Where a tutor is concerned about a pattern of behaviour, parents/carers may be telephoned by the tutor, PDL or SWO.

PDLs and Heads of Faculty/Department (HOF/Ds) will also receive fortnightly reports for their year group/subject area. They will monitor the number of points issued and work collectively with parents/carers to improve the behaviour of students in their year group. HOF/Ds will also be able to monitor staff allocation of points and any patterns that require support to be put in place.

STAGED REPORT CARDS

Stage report cards are based on behaviour points over any given term and are an important part of our behaviour management system. This intervention is used if there is a pattern of poor behaviour. However, a report card may also be issued as a result of a serious incident or if requested by a parent/carer. The report card is centred on a student's behaviour for learning. Students are given clear targets for their behaviour and teachers are asked to sign the report card at the end of each lesson. Parents/carers are also asked to monitor and sign the report card. The purpose is to monitor a student's performance in the school over a period of time (usually two weeks) and when the student's behaviour improves, the report might be withdrawn, and the pupil removed from that stage. The report card is administered by the tutor, PDL, or Senior Leadership Team member of staff at the start of each day (depending on stage 1-3). The report offers an essential opportunity to reflect and deescalate and can work alongside any interventions in place.

STAGE 1	Tutor report - Green.	30 Behaviour points / behaviour concern / new pupil on MM	<ul style="list-style-type: none"> ○ Contact with parents (tutor) ○ Report 2 weeks duration minimum
STAGE 2	PDL report - Orange.	60 Behaviour points / unsuccessful Stage 1.	<ul style="list-style-type: none"> ○ Contact with parents (PDL) ○ Report 2 weeks duration minimum
STAGE 3	SLT report - Red	90 Behaviour points / unsuccessful Stage 2.	<ul style="list-style-type: none"> ○ Contact with parents (SLT) ○ Report 2 weeks duration minimum

STAGE 4 BEHAVIOUR CONTRACT

Pupils who demonstrate no positive response to the escalated behaviour reports will be placed on a behaviour contract for a period of 2 weeks with some specific daily targets to achieve. This will be reviewed daily by the Behaviour Team and after the 2-week period to determine next steps. If there has been a positive response, the pupil will return to either a stage 2 or 3 behaviour report through either the PDL or SLT. If there is a negative response to the behaviour contract the school would then have to consider some of the more final options available to the school which could include a managed move to a different school or a permanent exclusion as a last resort. Before any such sanction is considered all reasonable support measures will be put in place for that student in order to achieve successful outcomes. These could include any of the agencies as outlined in the stage 4 details above.

USE OF REASONABLE FORCE

On rare occasions, it may be required that a member of staff has to physically intervene or use reasonable force. This will be used as a last resort and in accordance with the Use of Reasonable Force Act 2013, and only by fully trained staff. Examples of this can include any situation where a pupil is putting their own or others safety at risk by either directly threatening their safety or by ignoring staff's instructions and putting themselves at risk of harm or away from direct supervision. Parents are always notified (and often present).

CLEAN SLATE

At the end of each academic term, students are given a 'clean slate'. Points are not 'carried over'. If a student fails to attend a detention at the end of a term, the detention is re-scheduled for the following term.

SUPPORT FOR VISITING SUPPLY TEACHERS

In order to support our colleagues who visit the school to cover for those staff who might be unwell or completing CPD, we have removed one of the in-class removal steps and replaced this with Head Of Faculty (HOF) support. We are conscious that, for some pupils, supply teachers offer an opportunity to behave in ways they otherwise would not. We also recognise that the supply member of staff does not know the pupil/s as well as the permanent member of staff (SEN and other associated information). These factors combined, can sometimes lead to pupils being removed from supply lessons but might not always necessarily warrant a 4-Point Removal Room sanction. Restoring the learning environment is of paramount importance and therefore the pupil will be removed to the HOF. The HOF then has the ability to decide on the best course of action and select the most appropriate sanction.

The following is a guide for supply staff when dealing with poor behaviour in the classroom.

1. HOF (or deputy) to make contact with the supply teacher at the start of the day (welcome, important information & locations for HOF removals)
2. At the point that a pupil receives a second warning for inappropriate behaviour in the classroom they are referred to the HOF and removed from the class.
3. The supply teacher uses Class charts to put a '**General Communication**' requiring a HOF removal.
4. The behaviour team will assist in moving the pupil to the HOF for further instruction.
5. The HOF (or deputy) will internally 'park' that pupil within the faculty in a different classroom.
6. When the HOF has time to establish what has happened, they will issue a sanction appropriate to the context of the incident and the pupil. This might range from a 1-point to a 4-Point sanction.

7. The HOF **NOT** the supply staff will log the sanction on CC, as they are able to facilitate the sanction (e.g. 1pt) as the supply teacher may not be in school to facilitate the detention. The **HOF** will also email parents in the event of a 4-Point sanction.