

Perins School

Rewards and Behaviour policy

Statement of Behaviour Principles

Perins School

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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**

1.1 Rationale

Schools have a legal and moral obligation to encourage good behaviour and respect for all members of the community and to promote, self-discipline and proper regard for authority. Therefore, the academy has a responsibility both to manage students' behaviour and to encourage students to manage their own behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school.

Perins is an inclusive school and every attempt will be made to establish a positive ethos which supports students in receiving an appropriate quality education. Students have a right to learn and teachers to teach, without good behaviour neither is possible.

We aim to create a safe, secure and supportive learning environment which provides the foundations where students go on to become responsible, independent members of society and to reach their full potential.

We also believe in a restorative approach and the importance of providing students the opportunity to reflect on unacceptable behaviour in a bid to show improvements in future behaviour.

1.2 Legislation and statutory requirements

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

- [Behaviour and discipline in schools \(2022\)](#)
- [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
- Keeping children safe in education (KCSIE).

This policy complies with our funding agreement and Articles of Association.

2. Expectations

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated fairly and with dignity. At Perins we expect all students to abide by the expectations and requirements of the school, to act in a way that is always safe and respectful of each other, visitors and of the learning environment and to make positive contributions to the school community. All students are expected to uphold 3 key rules across the school.

- **Be safe**
- **Be respectful**
- **Be ready to learn**

Our expectations are made explicit through the teaching of, consistent focus on, and constant reference to our core Perins values. These are **Participation, Excellence, Respect, Independence, Nurture and Safety**.

The implementation of our PERINS values encourage all students to:

- **P**articipate in school life and develop a love of learning
- Show **E**xcellence in all endeavours
- **R**espect themselves and all members of the community
- Develop **I**ndependence and the resilience to cope with adversity over time
- Have compassion for others, **N**urture positive relationships and value themselves, others and the environment
- Consider the **S**afety of themselves and others and never put anyone at risk

2.1 Reward

An important part of school life at Perins is recognition and reward. We understand that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting a positive culture by rewarding students through a range of ways, including verbal praise, postcards, emails and phone calls home, certificates, House rewards and events and special responsibilities/privileges (including positions of responsibility).

The accumulation of points can be tracked securely online through Arbor. Staff regularly praise students for their achievements and Heads of Year promote reward and engagement through year group and house activities.

Rewards are based on our PERINS values. Students earn Perins points through our 'Pride in Perins' challenge by achieving excellence in participation, excellence, respect, independence, nurture, and safety.

P	E	R	I	N	S
Participation Progress in work/ lesson/ learning Contribution to learning Communication Creativity Uniform Attendance at clubs/ events/ etc.	Excellence Outstanding homework Outstanding lessonwork Excellent effort Excellent metacognition Accuracy Positive influence on others	Respect Perseverance Uniform Preparation Listening with understanding and empathy Improving the school community	Independence Initiative Organisation Persistence Questioning and posing problems Interdependence (Effective role in teamwork)	Nurturing Contributing positively to the school or local community Supporting and helping others Remaining open to continuous learning Acting with empathy and understanding Communication with clarity	Safe Developing understanding of others Managing impulsivity Consistently correct uniform and equipment (May be most appropriate in Food, Science, PE, D&T, etc.) Following instructions first time

2.2 Conduct - Pupil code of conduct

Pupils are expected to:

- Attend all lessons and tutor sessions on time, every time
- Respect every student's 'right to learn'
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- 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
- Engage in and take responsibility for their own positive and negative behaviours by reviewing up to date data on Arbor and making necessary adjustments in their conduct

Our student code of conduct his is summarised 3 rules is which are shared with students, staff, and parents:

- **Be safe**
- **Be respectful**
- **Be ready to learn**

The Pastoral, Behaviour, progress and, where necessary, the Senior Leadership team, work closely and proactively to support students and staff support staff in responding to behaviour incidents.

2.3 Behaviour

Misbehaviour is defined as (but not limited to):

- 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 :

- Failure to complete Reflection room sanction
- Verbal abuse of staff
- Physical abuse of staff or students
- Willful damage to property
- Repeated breaches of the school rules
- Any form of bullying
- Vaping or Smoking
- Fighting
- Vandalism
- Theft

For more serious misbehaviours, including escalations from previous behaviours, there is potential for students to be suspended. This is not an exhaustive list and there may be other examples of behaviour where the Headteacher/ Head of School judges that a significant sanction (suspension) is required.

2.4 Mobile phones

Mobile phones (and mobile devices- including air pods) are not permitted in school. They may be carried in bags at the owner's risk as long as they are not seen or heard. Perins accepts no responsibility for phones brought on to site.

- If devices are seen or heard during the school day, they must be handed to student services. This can then be collected at the end of the day.
- Should a student refuse to hand over a device. This will result in a reflection room sanction.
- In the case of repeat instances, Perins will request that parents collect the device.

All communication between parent and child must be via the school office/ student services during the school day.

2.5 Smoking or vaping

Perins is a no smoking or vaping site for all students, staff and visitors. Students smoking or vaping on site will be subject to sanctions.

2.6 Truancy and lateness

Truancy is any intentional, unjustified, unauthorised, or absence from lessons during the school day.

All instances of truancy are viewed as students missing vital learning opportunities and will be sanctioned by the use of an imposition afterschool of 1 hour and 30 minutes duration. This is an opportunity for work from the missed lesson to be completed during this time.

Lateness: Late arrival at lesson negatively impacts an individual's learning and the learning of others due to interruptions. Students late to lesson will have the minutes recorded by the teacher and will be expected to make up these minutes in an imposition detention.

2.7 'Lines in the sand'

There are some serious misbehaviours that will not be tolerated, if they do, it is highly likely that following an investigation a significant sanction would be considered, including suspension, managed moves and may even lead to permanent exclusion from our school. An indicative but not exhaustive list would include:

- Persistent defiance
- Persistent bullying
- Persistent verbal abuse towards staff or students (targeted)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Child on child abuse
- A physical assault on a member of staff
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Examples include:

Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco, cigarette papers, vapes, and other smoking or vaping paraphernalia, 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)

In the case of significant safety concerns, a student may be removed to the right to learn room or suspended pending a full investigation.

In all instances of suspension, a full investigation of the behaviours will take place. Prior to suspension, the Headteacher/ Head of School will attempt to meet with the individual to discuss the matter before a final decision on the suspension is made.

In the instance of willful or accidental damage to academy property, Perins reserves the right to seek reimbursement from the person or persons responsible for the damage.

Searches may be conducted. These will be completed in line with the current searching, screening and confiscation guidance issued by the DFE.

3.Parameters

Off-site behaviours

The responsibility for behaviour beyond the school grounds resides with the parents/ guardian, as such, we would not usually investigate incidents that occur outside school hours and beyond the school grounds. However, if such behaviour brings the name of the Academy into disrepute or is having a significant impact in school then sanctions may be applied.

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

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

Details of our school's approach to preventing and addressing bullying are set out in our anti- bullying policy.

5. Roles and responsibilities

5.1 The Trust Board

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

5.2 The Headteacher/ Head of School

The Headteacher/ Head of School is responsible for reviewing and approving this behaviour policy.

The Headteacher/ Head of School 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.

The senior leadership team (SLT) oversees the application and monitoring of this policy.

Relevant Middle Leaders will have an overview of behaviour incidents and patterns of behaviour in their areas of responsibility, together with resolutions via Arbor; they will report regularly to their SLT line-manager.

Perins will endeavour to provide regular staff training in areas of behaviour management and support students to manage their behaviours.

5.4 Staff responsibilities

Staff are responsible for:

- Providing and classroom environment conducive to students learning and making progress
- Ensuring that quality first teaching principles are applied
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils and to know and understand individual students needs in order to deploy appropriate strategies that support student learning
- Recording behaviour incidents
- Ensuring a consistency of implementation in their day-to-day practice

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who breach the spirit of the school code of conduct or who fail to follow reasonable instruction

5.5 Parents and Carers

We recognise that management of behaviour is a working partnership between students, school and parents. Parents/Carers have a clear role in making sure their child is well behaved at school.

Parents/Carers are expected to support the school and agree to appropriate rewards and sanctions being imposed in relation to their son/daughter in accordance with this policy

This is encouraged by:

- A shared acceptance of the School Code of Conduct
- Home / School Agreement
- Interaction with Tutor, Pastoral staff, and the development of family links
- Engagement with communication software (Arbor)
- Attendance at Behaviour review meetings / Parents Evenings

6. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been

malicious, the Executive Headteacher will discipline the pupil in accordance with this policy. Please refer to Child Protection Policy for more information on responding to allegations of abuse. The Headteacher/ Head of School will also consider the pastoral needs of staff accused of misconduct.

6.2 Physical restraint (Use of reasonable force)

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* (DfE- 00295-2013) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- 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

6.3 Powers to search

If the academy has reasonable grounds to suspects that a prohibited item has been brought on to site, such items can be searched for, in accordance with the DfE Policy on Searching, screening and confiscation, by the Headteacher/ Head of School and/or any authorised staff where there is reasonable suspicion.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff will always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with a search for a prohibited item, the academy reserves the right to use reasonable force. The decision to use reasonable force will be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the pupil harming themselves or others, damaging property.

Authorised teachers can undertake a search of a student without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The authorised member of staff will make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff in line with 6 Section 550ZB of the Education Act 1996. The designated safeguarding lead will be informed of all instances of searching based on suspicion of possession of a prohibited item.

Parents will be informed of any search conducted for a prohibited item.

6.4 Confiscation

Any prohibited items (listed in section 2.7) 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](#) (Updated July 2022)

7. Reasonable adjustment

7.1 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 special educational needs coordinator 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 programs for that child. We will work with parents to create the plan and review it on a regular basis.

7.2 Pupil transition

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.

7.3. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher/ Head of School and Trust Board every year. At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Trust Board every year.

8. Links with other policies

This behaviour policy is linked to the following policies:

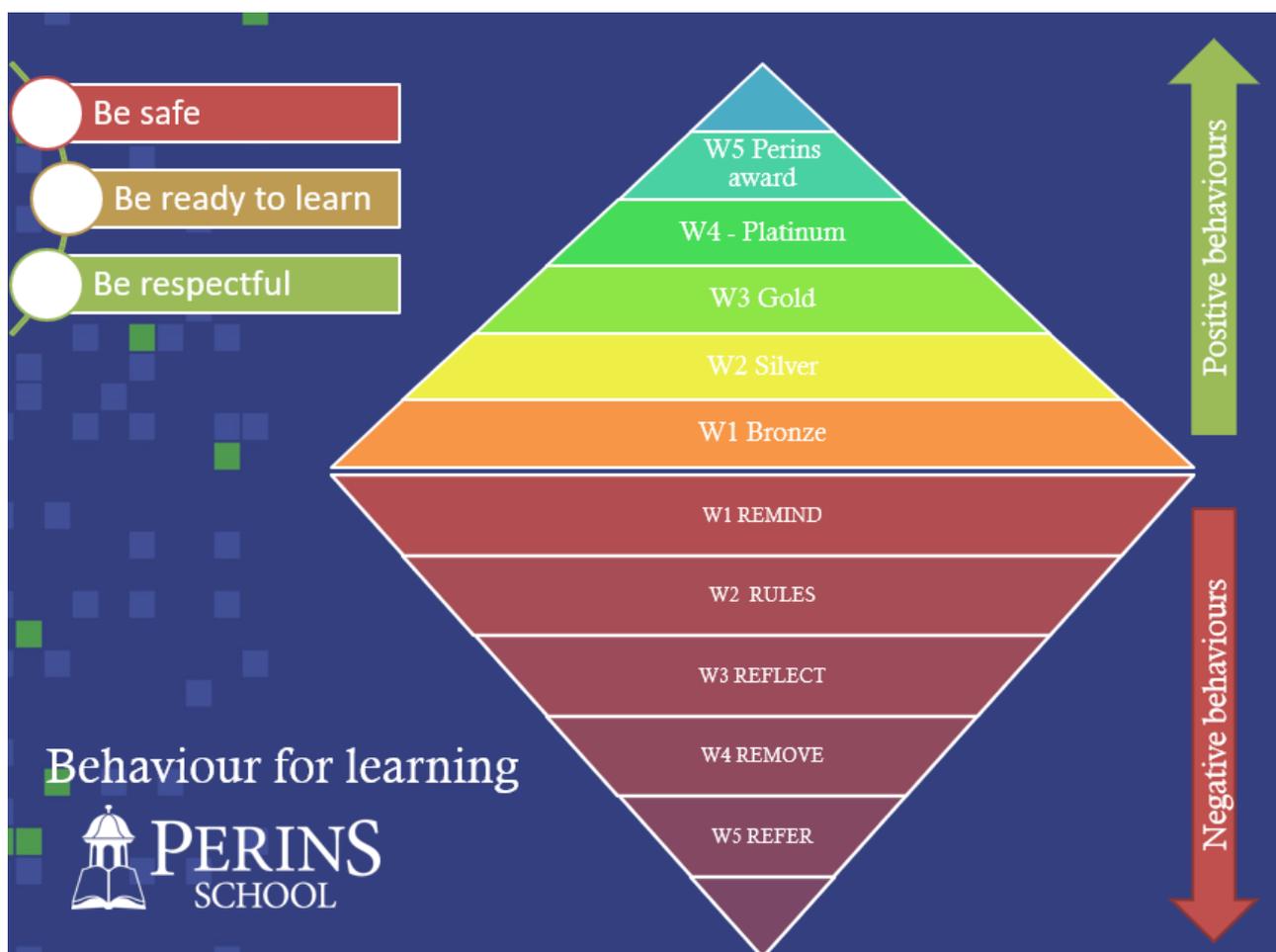
- Exclusions policy
- Child Protection policy
- Anti-Bullying policy
- E-Safety Policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers will set an excellent example to pupils at all times
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

Appendix 2: Behaviour waves system



Behaviour charter:

<p>Wave 2 – Quality first teaching</p> <p>Wave 3 – Quality first teaching Teacher consistently applying quality first teaching principles Teacher setting of expectations of classroom Explicit teaching of classroom routines and expected behaviour.</p>		
Example of negative behaviour	Action/ sanction	Follow up action / sanction
<p>Wave 1- Teacher level interventions</p> <p>REMINDE</p>		
<ul style="list-style-type: none"> Disruption to learning Failure to follow reasonable instructions/ rules Inappropriate language Lack of equipment/ kit 	<p>Verbal reminder of expectations.</p> <p>Brief 1:1 restorative conversation during/after lesson</p> <p>Cooling off time (outside classroom only)</p>	<p>1x behaviour point recorded on Arbor or WI incident (will award 1 behaviour point)</p> <p>More than 4 points in a week will result in a lunchtime detention (Automatically generated)</p>
<p>Other interventions considered at W1 remind stage: Tutor report card Uniform report Parental meeting</p> <p>Suggestion for further interventions can be found here: Wave interventions</p>		
<p>Wave 2 Teacher/ Tutor + Team Leader/ Head of Year support/ sanction</p> <p>RULES</p>		
<ul style="list-style-type: none"> Defiance/ refusal to follow instructions or rules Disruption to learning Misuse of laptop or school technology 	<p>Restorative conversation/detention in subject area with teacher/ teacher (5-10 mins) 12:00- 12:05</p>	<p>W2 incident + 1 behaviour point recorded on Arbor</p>
<p>Failure to attend restorative conversations: W3 detention with Team Leader/ Head of Year</p>		
<p>Wave 3: Head of Year/ Team leader support/ sanction</p> <p>REJECT</p>		
<ul style="list-style-type: none"> Continued defiance Refusal to be parked Physical with another student (Not bullying) 	<p>Team leader/ Head of Year detention Lunchtime and/or Parked within department area</p> <p>On call restorative can be used to support with parking</p>	<p>W3 incident + 1 behaviour point on Arbor</p> <p>Lunchtime HOY/ TL detention unit</p>
<p>Additional interventions that may be considered at this stage: Peris target report Subject report- monitored by subject TL</p> <p>Suggestion for further interventions can be found here: Wave interventions</p>		
<p>Wave 4 Team Leader/ Head of Year + SLT level support/ sanction</p> <p>REMOVE</p>		
<ul style="list-style-type: none"> Continued defiance to follow school rules and teacher instructions Escalated behaviour Verbally threatening behaviour 	<p>Afterschool detentions (HOY and TL) Or Right to Learn room sanction</p> <p>Significant disruption within classroom/ refusal to be parked = W4- Student will be removed from lesson and placed in the Reflection room for 24 hours</p>	<p>W4 incident + 1 behaviour point on Arbor</p> <p>Possible sanctions: Full lunchtime detention Afterschool detention Time in Right to Learn room</p>
<p>Additional interventions that may be considered at this stage: HOY/ SLT report Truancy is considered at Wave 4 and will result in a W4 level sanction</p> <p>Suggestion for further interventions can be found here: Wave interventions</p>		
<p>Wave 5- SLT level support/ sanction</p> <p>RIPPER</p>		
<ul style="list-style-type: none"> Significant incident involving staff, trade or air to others including safeguarding and health and safety 	<p>Right to Learn room for one or more days</p> <p>Suspension</p> <p>Managed moves</p> <p>Permanent Exclusion</p>	<p>PAVING TEAM/ SLT investigation Outcome decided by APT/DAT/WI</p>

Appendix 3: Expected behaviour

Expected Behaviour

Towards other people:

- Be a helpful, courteous and well-mannered at all times
- Be attentive and co-operative
- Act responsibly

Around the school:

- Respect and take good care of all equipment, buildings and grounds
- Eat and drink outside or in designated areas
- Use litter bins
- Allow other people to move freely in corridors
- Hold doors open for others
- Report damage, danger, bullying or violence to a member of staff / prefect / mentor / buddy immediately

In classrooms and working areas:

- Arrive for lessons, registration and meetings on time
- Move between classrooms in an orderly manner
- Have all equipment you need for each lesson
- Work to the best of your ability at all times
- Listen carefully to teachers and carry out their instructions
- Co-operate with others
- Look after school equipment and books. Use them properly
- Be polite to everyone
- Actively check Arbor to see your homework and achievement/behaviour

Off school grounds: (These expectations apply when going to and from school and if you are going on an educational trip)

- Be polite
- Continue to wear the correct uniform and look tidy
- Eat and drink in a designated area and dispose of your litter
- Sit sensibly and quietly on all forms of transport
- Listen carefully to instructions
- Remember you represent the school

At home:

- Make sure you have the correct uniform
- Complete your homework and update on Arbor
- Ensure that you have all you need for the next day
- Deliver letters from school and return rep