



Behaviour Policy

Perins School

November 2018

1 Circulation

- 1.1 This policy is addressed to all staff, all pupils and parents. It also applies to the wider school community. A copy of this policy can be found in the Staff Information folder on the school network for Staff information for prospective pupils; student diaries. Parents will be reminded of this on an annual basis. This policy will be reviewed every two years.
This policy can be made available in large print or other accessible format if required.

2 Ethos and policy statement

- 2.1 We believe that Perins School is an inclusive school and every attempt will be made to support students in receiving an appropriate quality education. We aim to promote the five outcomes of Every Child Matters in providing a safe, supportive learning environment, where people are valued and make positive contributions to the school community, and where students go on to become responsible, independent members of society.
- 2.2 This policy takes account of the school's public sector equality duty set out in section 149 of The Equality Act 2010.

3 Application

- 3.1 The Governors and the Head intend that the school rules and the sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside of the jurisdiction of the school, for example during half term and the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute.

4 School rules

- 4.1 School expectations for positive behaviour are set out in the documents 'Expected Behaviour and Unacceptable Behaviour' (appendix 1)

5 Conduct

- 5.1 The school expects that all students behave in a manner outlined in the School Code of Conduct (appendix 2)

6 Rewarding good behaviour

- 6.1 The school understands that rewards can be more effective than punishment in motivating pupils. All pupils receive achievement points that contribute towards their individual competitions and House competitions for behaving in an appropriate manner during lessons. Staff are encouraged to recognise and promote good or better behaviour and academic work through various methods which include further achievement points, postcards home and 'Star in' awards.
These points are monitored and acknowledged by tutors, heads of houses and senior staff on a weekly basis.
- 6.2 The school is committed to promoting and rewarding good behaviour and may do so in some of the following ways:
- 6.2.1 Awarding of PiP points. These 'Pips' receive tokens to contribute towards the House competition and will result in the pupil being entered in to end of term prize draws.

- 6.2.2 Verbal praise and encouragement
- 6.2.3 Positive postcard / letter home
- 6.2.4 Achievement certificates
- 6.2.5 Head teacher awards

7 Poor behaviour: use of disciplinary sanctions

- 7.1 The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil. The school has a range of disciplinary sanctions that may be implemented as appropriate, these are outlined in the 'levels of consequence' (Appendix 3)
- 7.2 The school considers that where a student is given a detention out of school hours parental consent will be sought if the detention will take place on the same day. Where the detention is to take place at a subsequent date parents will be given 24 hours' notice
- 7.3 In all cases of misconduct, including those outside of the school, the Head will consider whether the police or other appropriate person should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the public.
- 7.4 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

8 Illicit Substances

- 8.1 We will not tolerate the misuse of drugs within the school and its grounds, nor by students either representing the school out of school hours or on any school organised trips or visits. This applies also to any adult or persons who may come onto the school site and may be intoxicated and/or in possession of illegal drugs.

We recognise that some of our students and parents need a variety of medicines and appropriate arrangements are made to enable the correct distribution of these. Self-respect and a healthy lifestyle are all part of an approach which will enable our students to make the right choices for themselves and their families now and in the future.

It is important to note that the school sees inappropriate drug use by students as something to be challenged and changes in behaviour sought through support and counselling wherever possible. It is likely however, that any student found to have been distributing illegal drugs, whether or not in return for payment, will be excluded from school and the police contacted.

- 8.2.1 The school does not condone the misuse of drugs by any member of the school community, nor the illegal supply of drugs
- 8.2.2 The school is committed to the health, safety, care and guidance of all members of its community and will offer support and guidance when appropriate
- 8.2.3 The school recognises that some students may misuse drugs at some stage. Where this occurs, the school will start from the position of wishing to offer support to enable the individual to alter their behaviour. Whilst the school seeks to minimise the disruption to the education of students, the needs of individuals will always be balanced against the needs of the majority. Where appropriate, outside agencies will be used to support students
- 8.2.4 The school believes that the responsibility for students' education is jointly shared between the school and parents and, therefore, the school will communicate with parents on substances issues when appropriate.
- 8.3 Students disclosing information about drug use by themselves, or by people they know, should be reminded that the member of staff to whom they are disclosing cannot offer absolute confidentiality. Staff should be aware that failing to take action, or allowing drug use to continue on school premises, could contravene the Misuse of Drugs Act 1971. Confidentiality cannot be maintained if there are issues of:
- child protection/safeguarding
 - police investigation
 - danger to life

9 Report Cards

- 9.1 Report cards are used to monitor behaviour across the school of an individual pupil who has demonstrated a reluctance to follow simple procedures in more than 1 curriculum area. Once a pupil is on a report card this can elevate the seriousness of the consequences quicker than those pupils who are not 'on report'. This is because this particular pupil has already demonstrated that the usual systems have not helped the pupil to rectify their behaviour in line with expectations.
- 9.2 There are currently 2 different types of report card:
- 9.2.1 General behaviour report. This can be at 3 different levels; Tutor, Head of House & SLT allowing for clear escalation in level of concern.
- 9.2.2 Positivity report. (This is used if the member of staff, under guidance from HoH/SLT believes that the individual involved would respond better to a report card that recognises good behaviour rather than picking out the negatives)

10 Exclusions

- 10.1 The school will follow government guidance on exclusions, unless there is a good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.
- 10.2 Exclusions can take the form of:
- 10.2.1 Fixed term exclusions;
- 10.2.2 Permanent exclusions;
- 10.2.3 Lunchtime exclusions
- 10.2.4 Reflection/ Internal isolation
- 10.3 The school's policy on exclusions applies to serious breaches of school discipline occurring outside of the school as set out in clause 3.1 above. Please see the school's separate exclusions policy.
- 10.4 The following exclusions will be reviewed by the governing body:
- 10.4.1 All permanent exclusions;
- 10.4.2 Fixed term exclusions that would result in a pupil being excluded for more than fifteen school days in any one term;
- 10.4.3 Fixed term exclusions that would result in a pupil missing a public examination.

11 Malicious allegations against staff

- 11.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to

have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

- 11.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

12 Use of reasonable force

12.1 Any use of force by staff will be reasonable, proportionate and lawful where 'reasonable' means 'using no more force than is needed'. The use of force may involve passive physical contact or active physical contact. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* (DfE-00060-2013) 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:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

- 12.2 Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. See also the school's separate policy on the use of physical restraint.

13 Responsible use of electronic devices

- 13.1 When using electronic devices such as laptops and mobile phones, pupils should adhere to the guidelines as set out in the E-safety policy.
- 13.2 Pupils who do not follow the guidelines will be sanctioned in accordance with this policy.
- 13.3 Pupils using electronic devices in a manner deemed to be bullying (as set out in the Anti-bullying policy and E-safety policy) will be dealt with accordingly and sanctions applied.

14 Searching pupils

- 14.1 **Informed consent:** Senior staff and Guidance staff may search a pupil with their consent for any item which is banned by the school rules. If a member of staff suspects that a pupil has a banned item in his / her possession, they can inform a senior member of staff and/or guidance manager who will instruct the pupil to turn out his or her pockets or bag.
- 14.2 If the pupil refuses, sanctions will be applied in accordance with this policy.
- 14.3 **Searches without consent:** In relation to prohibited items, as defined below, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.
- 14.4 **Prohibited items:** Means knives or weapons, alcohol, illegal drugs and stolen items and any other items as defined as such from time to time.

- 14.5 **Searches generally:** If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a senior member of member of staff or Guidance Manager to carry out:
- 14.5.1 a search of outer clothing; and / or
 - 14.5.2 a search of school property, e.g. pupils' lockers or desks; and / or
 - 14.5.3 a search of personal property (e.g. bag or pencil case within a locker).
- 14.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.
- 14.7 Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- 14.8 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation* (DfE-00056-2014).

15 Parents and carers

- 15.1 We recognise that management of behaviour is a working partnership between students, school and parents. This is encouraged by:
- 15.1.1 A shared acceptance of the School Code of Conduct
 - 15.1.2 Home / School Agreement
 - 15.1.3 Interaction with Tutor, Pastoral staff and the development of family links
 - 15.1.4 Attendance at Parents Evenings

16 Evaluation / monitoring / performance

- 16.1 We will evaluate and monitor performance by using feedback from the annual Pupil Survey
- 16.2 By evaluating the success of the policy we will consider to what extent :
- 16.2.1 Students feel safe, secure and respected
 - 16.2.2 Students feel a sense of self-worth, respect and tolerance of others.

Authorised by	Trust Board
Date	9 th January 2019

Effective date of the policy	
Circulation	Governors/Staff/Parents via Website
Status	Mandatory

Date reviewed: November 2018

Date of next review: November 2020

Appendix 1 - Expected Behaviour

Towards other people:

- Be 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, walk on the right
- 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

Off school grounds: (These expectations apply when going to and from school, if you visit the town during lessons, 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
- Do your homework
- Ensure that you have all you need for the next day
- Deliver letters from school and return reply slips
- Use mobile devices and laptops in a responsible manner (see E-safety policy for guidelines)

Unacceptable Behaviour

Towards other people:

- Being rude
- Swearing
- Disobeying instructions from any member of staff / prefect / mentor / buddy
- Taking pictures/videos of people without permission

Around the school:

- Being noisy or unruly
- Running and getting in other people's way
- Chewing gum
- Dropping litter
- Causing damage
- Bringing cigarettes, matches or lighters on school site and smoking
- Bringing alcohol or drugs on the school site
- Bringing dangerous weapons on the school site
- Stealing
- Lying

In all classrooms and working areas:

- Arriving late
- Being noisy or unruly
- Lacking the necessary equipment
- Disrupting the learning of others
- Damaging books, equipment or displays
- Chewing, eating or drinking (unless agreed with a member of staff)
- Chattering, shouting or swearing
- Using mobile devices without permission from the class teacher

Off the school site:

- Being rude, shouting or swearing
- Smoking
- Causing damage to people or property
- Stealing
- Looking untidy
- Behaving in a way which would give you and the school a bad reputation
- Being off site without permission

At home:

- Failing to do homework, deliver letters and obtain replies
- Failing to have the correct school uniform
- Failing to have the equipment ready for the next day
- Failing to attend school
- Using mobile devices in an irresponsible manner (See the E-safety policy for guidelines)

Appendix 2 - School Code of Conduct

At Perins School we wish to have a pleasant working atmosphere in which we all treat each other with care and respect.

To achieve this, these are our responsibilities:

1. Be aware of other people's feelings. We should:

- **Speak politely to others**
- **Show respect for the ideas and beliefs of others.**

2. Help everyone to learn and teachers to teach. We should:

- **Attend regularly**
- **Arrive on time (to school and lessons)**
- **Have all the equipment needed for each lesson**
- **Concentrate**
- **Hand in Homework/coursework on time**
- **Always do our best**
- **Help each other when appropriate**

3. Take care not to put others and ourselves in danger. In particular,

- **Always follow laboratory and workshop rules**
- **During recreational time, always be aware of safety**

4. Move around the school sensibly. We should:

- **Walk quietly and with consideration**
- **Keep to the right of corridors and stairs so others can pass**
- **Help other people by opening doors**

5. Take pride in our school buildings and grounds. We should:

- **Never deface anything with graffiti**
- **Put litter in the bins provided**
- **Not chew gum or bring it to school**
- **Look after displays**
- **Leave toilets as we would wish to find them**

6. Create a good impression and protect our reputation:

- **By wearing the correct school uniform in and to / from school. According to expectation.**
- **By behaving sensibly on journeys to / from school and on school visits**
- **By not smoking in and to / from school.**

Appendix 3 - Levels of Consequence

Level of C	Inappropriate Action	Consequence of Action	Dealt with by	Others to inform
C1	Low level disruption For Example: Chatting ; Inattentive ; Chewing ; Lack of work ; Low level arguing ; No IL (one off); No equipment / resources, diary, books, files, PE kit ; Arriving late without a genuine reason ; Inappropriate use of language between students, unsafe behaviour in practical areas ETC.	<ul style="list-style-type: none"> Verbal warning 	Class teacher	No
C2	Low level disruption (as above) continuing into the same or future lessons	<ul style="list-style-type: none"> Second verbal warning Moving place in class Note written in diary 	Class teacher	Via diary Parents and Tutor
C3	Persistent low level disruption (as above) continuing in lessons	<ul style="list-style-type: none"> 20 minute detention at lunch 	Class teacher Department Team Leader	Completed Contact Form
C4	Mid level disruption, Failure to respond to C3 action.	<ul style="list-style-type: none"> After school detention (1 Hour) 	Department Team Leader Head of House	Parents via letter Tutor via diary
C5	High level disruption Failure to respond to C4 action	<ul style="list-style-type: none"> Department referral to PST Report card for subject area TL letter home Department isolation for one week Whole school isolation 	Team Leader Head of House	PST via referral (Behaviour Management Plan) Tutor

C6	Continued high level disruption, Failure to respond to C5	<ul style="list-style-type: none"> ▪ Meeting with TL, Parents, Guidance Manager and Student ▪ Specific targets agreed ▪ Weekly report to Parents by class teacher or TL 	Team Leader Head of House	PST (Student at risk of exclusion) Tutor Parent via letter
C7	Serious incident, failure to respond to C6	<ul style="list-style-type: none"> ▪ Isolation with SLT 	SLT	GM; Tutor; PST
C8	Serious incident, failure to respond to C7	<ul style="list-style-type: none"> ▪ Deputy Head warning letter, leading to exclusion 	SLT Deputy Head	(referral to Inclusions) TL All students teachers
C9	Serious incident, failure to respond to C8	<ul style="list-style-type: none"> ▪ Managed move ▪ Exclusion 	Deputy Head Head Asst.Head (Pupil Support)	GM; Tutor; PST; TL
C10	Serious incident, failure to respond to C9	<ul style="list-style-type: none"> ▪ Permanent exclusion 	Deputy Head Head	GM; Tutor; PST; TL