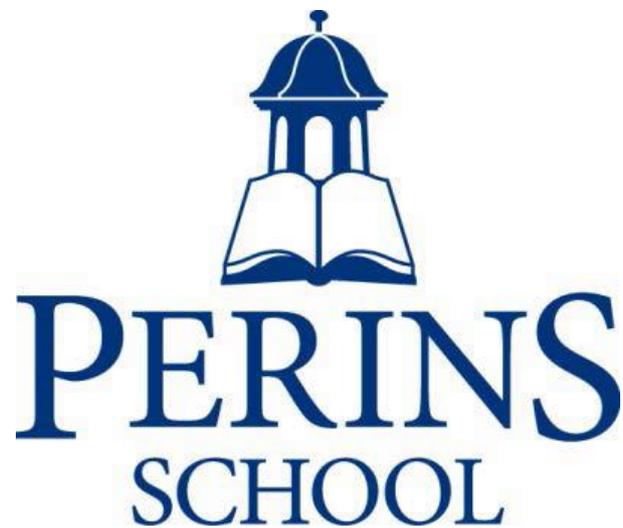


Behaviour policy and statement of behaviour principles



Approved by: Trust Board

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1. Aims

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.

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**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [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 (see Illicit substances policy, appendix 3 for details)
 - Illegal drugs (see Illicit substances policy, appendix 3 for details)
 - Stolen items
 - Tobacco, cigarette papers and other smoking or vaping paraphernalia (see Illicit substances policy, appendix 3 for details)
 - 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

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 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 positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils using the inclusion matrix as a source of information and suggestions in meeting individual needs
- Recording behaviour incidents

The Student Services team and where necessary the Senior Leadership Team 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
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the appropriate member of staff promptly
- Engage with their child's in-school behaviour through monitoring on ClassCharts

6. Pupil code of conduct

Pupils are expected to:

- 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 ClassCharts and making necessary adjustments in their conduct

7. Rewards and sanctions

The school understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- PiP (Pride in Perins) points
- Achievement points on ClassCharts
- Postcards, emails or phone calls home to parents
- Special responsibilities/privileges
- Awarding PiP tokens and entry in to Termly prize draws
- Achievement certificates

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

- A verbal warning (C1), a second warning (C2), Detention (C3)
- Sending the pupil out of the class for 1:1 discussion of how to improve behaviour
- 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 pastoral leader and/or senior member of staff through the On-Call system
- Letters, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the Reflection Room in response to serious or persistent breaches of this policy. Pupils may be sent to the Reflection Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention will have their detention 'upscaled'. This will ultimately end in a period of time in the Reflection Room if detentions are continuously missed.

The Reflection Room Manager will carry out reflective and restorative exercises to support the student and any other affected members of the school community in resolving issues.

Where behaviour continues to be of a concern and in breach of this policy, the Headteacher may exercise the right to exclude a student for a fixed term or permanently (see exclusions policy for details).

The Trust Board reserve the right to direct a student's education off-site to improve their behaviour. In these instances, the Trust Board must:

- ensure that parents (and the Local Authority where the pupil has a statement of special educational needs/EHCP) are given clear information about the placement: why, when, where, and how it will be reviewed;

- keep the placement under review and involve parents in the review.
- ensure that a reintegration into a mainstream setting is arranged and managed when all parties (school, referral unit & parents) agree the necessary improvements in behaviour have been achieved.

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 or on the bus 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 Child Protection Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

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
 - Use the Pride in Perins reflection boards to temporarily record and display positive and negative behaviours within the lesson
- 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 (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

8.3 Confiscation

Any prohibited items (listed in section 3) 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 January 2018)

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 special educational needs co-ordinator 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.

8.5 Parents and Carers

We recognise that management of behaviour is a working partnership between students, school and parents. 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 (Class Charts)
- Attendance at Behaviour review meetings / Parents Evenings

9. 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.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and board of trustees every 2 years. At each review, the policy will be approved by the headteacher.

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

11. 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 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: Consequences

Level of C	Action	Consequence of action	Dealt with by	Others to inform
C1 Low level disruption	<u>In class/tutor time/Break times</u> Failure to follow reasonable instructions or basic class room and break time expectations. Inappropriate Uniform	<ul style="list-style-type: none"> • Verbal warning • Name on Pride in Perins Reflection Board 	Class teacher Tutor Duty Staff	
C2 Low level disruption (as above)	<u>In class/tutor time/Break times</u> Continuation of the behaviour as described above in lessons and break times.	<ul style="list-style-type: none"> • Second verbal warning • Moving place in class • Name on Pride in Perins Reflection Board • Class Charts behaviour point added 	Class teacher Tutor Duty Staff	
C3 Persistent low level disruption	<u>In class/tutor time/Break times</u> No response to second warning and continuation of failure to follow reasonable instructions or basic classroom and break time expectations.	<ul style="list-style-type: none"> • 20 minutes Department lunch time detention • Name on Pride in Perins Reflection Board • Class Charts behaviour point added 	Class teacher Team Leader Guidance Manager (tutor incidents only) Duty staff	Completed Class Charts entry will inform parents. Leadership member on Duty
C4 Mid- level disruption	<u>In class/tutor time/Break times</u> Failure to respond to C3 action. Incident involving other staff, students or facilities. Missed Department/HOH Detention	<ul style="list-style-type: none"> • Internal Reflection – student parked in another room. • Whole school lunchtime detention (40mins) • Incident completed on ClassCharts 	Class teacher, Team Leader Guidance Manager (tutor incidents only) Duty staff Heads of House	Parents via Class Charts
C5 High level disruption	<u>In class/tutor time/Break times</u> Failure to respond to C4 action. Serious incident involving other staff, students or facilities. Missed Whole School Lunchtime Detention.	<ul style="list-style-type: none"> • SLT On-Call and removal to Reflection Room for 24 hour period. • Incident completed on ClassCharts 	Team Leader, Duty staff Guidance Manager (tutor incidents only) Heads of House, SLT	Parents informed via email and Phone Call Leadership team Tutor

C6 Continued high level disruption	<u>In class/tutor time/Break times/Reflection Room</u> Failure to respond to C5 actions Failure to follow Reflection Room rules	<ul style="list-style-type: none"> • Incident completed on ClassCharts • Second 24 hour period in Reflection Room 	Heads of House SLT Team Leaders	Parents informed via Phone Call/meeting Leadership team Tutor , Guidance Managers
C7	<u>Reflection Room/Academic/Pastoral/Out of Hours</u> Serious incident Failure to respond to C6 Failure to follow Reflection Room rules for second day	<ul style="list-style-type: none"> • For serious incident go to isolation with Leadership group • For failure to respond to senior isolation • Incident completed on ClassCharts • Parental pick up 	Heads of House SLT	Parental meeting arranged
C8	<u>Academic/Pastoral/Out of Hours</u> Serious incident Failure to respond to C7	<ul style="list-style-type: none"> • Fixed Term Exclusion • Incident completed on ClassCharts 	Headteacher	External agencies including police/EOTAS/Referral units considered. Parents.
C9	<u>Academic/Pastoral/Out of Hours</u> Serious incident Failure to respond to C8	<ul style="list-style-type: none"> • Exclusion • Managed move • Educated off site • Incident completed on ClassCharts 	Headteacher	Case taken to Pupil placement panel. Parents
C10	<u>Academic/Pastoral/Out of Hours</u> Serious incident Repeated Failure to respond to C9	<ul style="list-style-type: none"> • Permanent exclusion 	Headteacher	

Appendix 3: Illicit Substances

PERINS SCHOOL

POLICY ON TOBACCO, VAPING, ALCOHOL, DRUGS & OTHER SUBSTANCES

Aim:

- To create a safe, healthy environment which is free of tobacco, vaping, alcohol, drug and other substance misuse.
- To educate students about the implication of the use and misuse of tobacco, vaping, alcohol, drugs and other substances.
- To educate students about the legal implications of these substances.
- To make clear the school's values and establish clarity regarding the school's rules and sanctions in relation to tobacco, vaping, alcohol and drugs.

Statement of values

Perins school has a role in educating young people with regard to the legal, physiological, psychological and sociological implications of tobacco, alcohol and drug use and misuse. Additionally, when young people find themselves in difficulties and seek help with issues related to misuse, the school will provide information and guide students and parents to appropriate sources of expertise. Perins school will also seek advice from relevant agencies when it has concern that a student may be misusing tobacco, alcohol or drugs.

Perins school also believes that it has a duty to adopt a clear and firm stance, supported by sanctions, with regard to students being in possession of or consuming, being under the influence of, or exchanging (with or without payment) such substances. We believe this is consistent with our duty of care to all those within the school and the misuse of all those substances has the potential to compromise their and others' health, safety and well-being.

Education

Information regarding the legal, physiological, psychological and sociological implications of tobacco, alcohol and drug use and misuse will be delivered within the Life Studies curriculum and included in the tutor and assembly programmes.

The Life Studies programme in particular supports this and deals with decision-making for individuals and some of the sociological implications associated with tobacco, alcohol, drug and other substance misuse.

The content of the programmes will be appropriate to the age of the students and outside agencies will be used where applicable.

Rules

Students are only allowed to bring to school those drugs that have been prescribed by a doctor for medical reasons. The student must bring a letter from their parents/carers stating the nature of the drug and this should be handed to reception to be stored and accessible as required. Ideally only the correct dosage for each day should be brought into school, though there will be times when this is not practical, in the case of EpiPen®, for example.

Students are not permitted to bring any other drugs to school.

Sanctions

As in other aspects of school discipline, the precise nature of the school's response to a student breaking the school rules described in this policy will be determined carefully and will take account of the nature of the substance involved, the amount, the frequency with which rules have been broken and any other relevant circumstances. The Appendix describes some of the processes and likely sanctions.

Any student who is found in possession of cigarettes or e-cigs in school, whilst in school uniform, on the journey to and from school or on a school visit will have them confiscated and will face action in line with the behaviour policy; see the appendix within this policy.

Any student who is found in possession of alcohol in school or under the influence of alcohol may be suspended or permanently excluded from school by the Head. The alcohol will be handed over immediately to a member of staff. (Details in Appendix).

Any student who is found in possession of or under the influence of illegal drugs or other harmful substances will face disciplinary action which may result in permanent exclusion from the school. (Details in Appendix).

Action to be taken by staff if drugs are found in School

Any cigarettes, e-cigs or alcohol should be handed to a member of student services staff or leadership team. The Head or designated member of the SLT will then decide on the action to be taken. Any drugs (as described above) found on the school site should **immediately** be handed over to the Head or to a member of the SLT.

On no account should members of staff retain banned substances, even for a short time. On receipt of the substance the Head or member of the SLT should notify the Police immediately. The substances should be kept in a safe place until the Police have either collected them or given instructions for disposal.

Counselling & Support

Any student who is concerned about drugs should be encouraged to talk to a member of staff, the school nursing team, or another designated adult. If a member of staff is approached by a student for advice and is unsure of the action to take or response to give, he/she should first discuss the situation with a member of the SLT. Students should be encouraged to discuss the problem with their parents and gain their support.

Parents/carers who are concerned about their child should feel free to contact the School in the knowledge that their concerns will be listened to and advice given.

Any member of staff who is concerned about a child whom they consider may be either using illegal drugs or substances, or selling them, should immediately report through Cpoms and seek advice from a safeguarding lead or member of the SLT.

Students who are repeat offenders will be supported by the school from a rehabilitation perspective if appropriate, and signposted (along with parents) to external support to address any addictions/habits that are hard to break.

Confidentiality

In managing incidents falling within the remit of this policy every effort will be made to maintain appropriate confidentiality. It is not considered helpful for local media to be involved in any way at any time in such matters and only the Head Teacher or designated members of the leadership team will respond to enquiries from the media.

	make a judgment about student's condition. Student isolated and supervised pending removal from site.		permanent exclusion for repeat offences.
Thought to be supplying, with or without payment, whilst in school, on a school trip or whilst representing the school			
Cigarettes/Vaping	Investigation, including request for presentation, resulting in confidence that the situation is proven beyond reasonable doubt.	Parents informed.	Suspended from school. Permanent exclusion considered for repeat offenders
Alcohol	Investigation, including request for presentation, resulting in confidence that the situation is proven beyond reasonable doubt.	Parents informed.	Suspension or permanent exclusion, depending on the scale and prior record.
Drugs	Investigation, including request for presentation, resulting in confidence that the situation is proven beyond reasonable doubt.	Parents contacted. Police informed.	Permanent exclusion almost certain.
Found to be consuming on site, on a school trip or whilst representing the school.			
Cigarettes/Vaping	Investigation and confiscation of cigarettes and equipment.	Parents contacted.	On site will result in suspension. Permanent exclusion considered for repeat offenders
Alcohol	Investigation and confiscation of	Parents informed.	Student removed from school by parents on health and safety

Drugs	<p>remaining alcohol. Student isolated and supervised pending removal from site.</p> <p>Investigation including request for presentation and confiscation of remaining substances. Student isolated and supervised pending removal from site.</p>	<p>Parents contacted. Police informed and required to take any substances found.</p>	<p>grounds. Suspension, likely minimum 5 days.</p> <p>Student removed from school by parents on health and safety grounds. Suspension for first offence, likely minimum 10 days. Subsequent offences almost certainly permanent exclusion.</p>
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Appendix 4: Expected behaviour

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
- ☺ 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 ClassCharts 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 ClassCharts
- ☺ Ensure that you have all you need for the next day
- ☺ Deliver letters from school and return reply slips