



**PENK VALLEY
ACADEMY TRUST**

PENKRIDGE MIDDLE SCHOOL

BEHAVIOUR POLICY

POLICY NUMBER & CATEGORY	School - 01	
VERSION NO & DATE		Date June 2019
RATIFYING COMMITTEE	The Local Governing Committee	
DATE RATIFIED	12 th June 2019	
ANTICIPATED REVIEW DATE:	Annually	
POLICY LEAD	Chair of Governors & Deputy Headteacher	
POLICY AUTHOR (if different from above)	A. Grocutt (based on policy from The Key)	
FORMULATED VIA	Committees involved: Local Governing Committee	

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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**

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

Effective behaviour management is essential if a climate for learning is to be achieved where teachers can teach and children can learn to the best of their ability. Positive behaviour management is based on respect for the individual, a balance of rights and responsibilities together with a fostering of a sense of community for all those involved. The philosophy of Penkridge Middle School is based on inclusive principles which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weight. The school aims to be a caring community which encourages pupils to consider others and their property as they would wish to be considered themselves.

All staff recognise that good order does not simply happen but is a consequence of high expectations, mutual respect and rewards and sanctions being firmly, consistently and fairly applied. The school recognises that problems are normal where children are learning and that success is not measured by the absence of problems but by how they are dealt with. As an inclusive school it is important that barriers to learning are overcome and for some children this will involve teaching both social behaviour and behaviour for learning explicitly through the curriculum and implicitly through example.

Misbehaviour is defined as:

- Disruption in lessons that stops the teacher being able to teach and the learners being able to learn, disruption 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 that are persistent
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

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 Local Governing Committee

The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Deputy Headteacher to account for its implementation.

5.2 The Deputy Headteacher

The Deputy Headteacher is responsible for reviewing and approving this behaviour policy.

The Deputy 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
- Recording behaviour incidents (see appendix 3 for a behaviour referral)

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 which is based on our three rules; Ready, Respectful and Safe
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Sign the home school agreement each September which can be found in the planner

6. Pupil code of conduct

Ready

You need to be ready to learn every lesson of every day. To be ready, you need to:

- Arrive at school and to every lesson on time.
- Wear the correct school uniform, with shirt tucked in, top button and tie done up. Look smart and you will work smart!
- Bring all the correct equipment to school and to every class: pen, pencil, ruler, green pen, rubber, pencil sharpener, organiser, water bottle (filled with fresh water at home). Remember all of your PE kit and cooking ingredients on the days that you need them.
- Use your organiser: write in your homework; ask a parent or carer to sign it at the end of each week, to show that they have checked it.

Respectful

To be respectful, you need to:

- Tell the truth
- Speak to all adults and other students in a polite manner. Say “excuse me”, “please” and “thank you”
- Listen quietly to the person who is talking (adults and fellow students) and avoid shouting out.
- Be aware of your body language.
- Avoid dropping litter and leave all areas tidy.

Safe

We want everyone in school to be safe and feel safe. Everybody should feel safe to be themselves, to be able to share their ideas and fulfil their potential, To make sure everyone is safe, you need to:

- Walk calmly and sensibly around school the right way, rather than running.
- Be aware that the school drive can be dangerous: walk on the footpath and walk your bike up and down the drive.
- Follow the code of conduct for using computers and the internet, so that you stay safe online.
- Follow the safety instructions for using equipment in Science, DT, IT and PE lessons.
- Avoid play fighting.
- Avoid talking, or behaving, in an aggressive or threatening way to anybody else.

Always tell an adult if you are worried about someone’s behaviour towards you or anybody else.

7. Rewards and sanctions

It is recognised that praise is more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement.

7.1 List of rewards and sanctions

Positive recognition may include:

- SIMs points
- Merits, which lead to certificates.
- Subject certificates
- Extra-curricular certificates
- Superstar writers-early lunch pass/free slushie
- Responsibilities: School Council, Buddies, prefects, House Captains and Vice Captains.
- WAGOLL
- Star student awards, which can lead to a Golden Ticket.
- Termly achievement assemblies.

It is recognised that sanctions are necessary as a deterrent and that they are most effective when they are closely linked to the offence, administered as soon as possible afterwards, consistently applied by all staff and are designed to teach positive behaviour and not used solely to punish. The majority of behaviours dealt with by teachers are low level, high frequency disruption.

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

An important element in classroom management therefore is that:

- A solution focus discussion should always be the starting point.
- Students should be made aware of personal choices and that they are responsible for their actions.
- Staff should use positive strategies to avoid a further incident before giving another consequence.
- Consequences should be clear, consistent and fair.
- In giving any sanction staff should always look for the least intrusive strategy in which the aim is quickly to refocus the student on the task without escalating the situation.

Removal of a child from a lesson by a senior member of staff must be followed up by filling in the behavioural referral form to ensure that it is logged and followed up.

As a guide the following sanctions could be used.

- Verbal reprimand and reminder of rule (quietly to the child rather than in front of the whole class if possible).
- Losing points from SIMs.
- Positive questioning and explanation that there will be a consequence, 'Are you choosing to break the rule about.....' 'If you continue to do this you will be...'
- Change of seat.
- Lunchtime 'Repair' conversations or 'Catch Up'
- Cooling off outside classroom for 1 minute (ensure they are safe and in view).
- 'Check In' or removal from lessons (see section 7.2 for explanation)
- School-based community service or imposition of a task e.g. picking up litter/helping dinner supervisors.
- Payment – property damage/lost book.
- Loss of privileges.
- After school CARE session
- Report cards with specific positive behaviour targets.
- Removed from lesson from a Senior Member of Staff to be followed up with a behavioural referral form.
- Internal exclusion (in repair room).
- Fixed Term Exclusion to be used in extreme circumstances. Headteacher and Governors would be involved if permanent exclusion was under consideration.

See appendix 4 for sample letters to parents about their child's behaviour.

7.2 'Check in' and removal from lessons

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

Pupils may be sent to 'Check in' for a 5 minute reflection period in the hope that this adjusts their behaviour and they return to the lesson in a positive manner. This is managed during each lesson by a senior member of staff.

Pupils may be removed from lessons by a senior member of staff and will have to 'catch up' this time during their lunch time

Pupils who do not attend a given repair/catch up session will have their sanction escalated to an afterschool CARE session.

The Repair Room is managed by the Pastoral Team.

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 our Safeguarding 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

It is understood by all staff that teaching good behaviour is a vital aspect of the curriculum and that all staff have a responsibility to teach behaviour by example and that courtesy, politeness, punctuality, respect, conflict resolution and avoidance are implicitly taught on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas such as through PSHE, Citizenship and RE. For some pupils a structured programme of support (including Individual Behaviour Programmes I.B.P's or Pastoral Support Programmes P.S.P's) will also be appropriate. Within general classroom practice there are clear and understood expectations (pupils contribute ideas to forming class rules at the beginning of each year) and solution focussed approaches which are designed to teach and deal with behaviour. All staff should use rewards, sanctions and systems consistently to avoid confrontation between pupils and themselves and to promote the ethos of mutual respect within the school.

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour referral)

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](#).

8.4 Mobile Phones

- Students should hand in their mobile phones at the start of the day for safeguarding purposes
- If they fail to do this their phone will be confiscated and handed back to them at the end of the day in the first instance
- Should this become a repeat offence then we will contact the students parent/guardian to ask them to collect the phone

8.5 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Deputy Headteacher and the Local Governing Committee annually. At each review, the policy will be approved by the Headteacher and the Local Governing Committee.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying 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 and sanctions 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 Local Governing Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

Appendix 3: behaviour referral

PMS BEHAVIOUR INCIDENT REFERRAL

ALL INFORMATION MUST BE EMAILED TO HEAD OF KEY STAGE/CLASS TEACHER COPYING IN A GROCUTT (DEPUTY HEAD)

(Please Highlight if this is...)

FOR INFO

FOR ACTION

(If for action highlight then by whom)

CLASS TEACHER

PASTORAL STAFF MEMBER

HEAD OF KEY STAGE

PLEASE NOTE ALL PUPIL REFERRALS WILL BE PLACED ON PUPIL FILE

Pupil-

Date

Lesson/Non-lesson (DELETE AS NECESSARY)

Staff

Location (highlight)- Classroom/Playground/Toilets/Dining Corridor/Cloakroom

Comment of Incident / Action taken by staff member referring:

Date:

Time of incident:

Class Teacher action taken:

NAME:

Date:

Time:

Pastoral Staff member action taken:

NAME:

Date:

Time:

Head of Key Stage action taken:

NAME:

Date:

Time:

Leadership action taken:

NAME:

Date:

Time:

Appendix 4: letters to parents about pupil reports – templates

Dear

Re: Class:

I am writing to inform you that ** has been placed onto a _____ report card.

The _____ report card will need to be seen every day as follows:

- Morning (during class time) - by Class Teacher
- Evening – checked and signed by Parent

**** targets are:**

- 1.
- 2.
- 3.

I hope that this _____ report card will be successfully completed and that ** effort and behaviour will improve as a result.

If you would like to discuss this matter further, please contact me on 01785 413400.

Yours sincerely

**

Class Teacher

.....

Parents please sign and comment below and ask ** to return to the school office.

Name Form

Appendix 4: letters to parents about pupil reports – templates

Friday, 05 July 2019

Dear Parents / Carers,

Your child needs to attend a CARE (CA**T**ch up and RE**P**air) session with a senior member of staff on **DD/MM/YY** from 3.30pm to 4.30pm.

This is due to:

- behaviour not being at the standard expected of a student at Penkridge Middle School
- the need to catch up on work not completed in class / homework
- other reason:



The session will consist of a detailed discussion about the issue and providing support to improve behaviour in future. Catching up of any missing work will also take place.

You need to collect your child at 4.30pm from the Main Entrance or give permission for them to walk home by signing the form below and returning it to the Main Office. Alternatively, email the school via office@penkridge.staffs.sch.uk or phone 01785 413400

Yours faithfully,

A handwritten signature in black ink, appearing to be 'N Frost'.

Mrs N Frost

Headteacher

A handwritten signature in black ink, appearing to be 'A Grocutt'.

Mr A Grocutt

Deputy Headteacher

A handwritten signature in black ink, appearing to be 'L Meredith'.

Mr L Meredith

Assistant Headteacher

A small handwritten signature or mark.

I give permission for my child

to walk home after the CARE session.

Signed _____

Date _____