

Behaviour Policy

PENKRIDGE MIDDLE
SCHOOL



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1. Policy Aims and Principles

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour

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 **suspension and exclusions policy** explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent 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
- Violence or threatening behaviour will not be tolerated in any circumstance

2. Behaviour Management Approach

Effective behaviour management is essential if a climate for learning is to be achieved here 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 pupils being able to learn, disruption in corridors between lessons, and at break and lunchtimes
- Failure to arrive to lesson punctually
- Non-completion of work
- Poor attitude
- Incorrect uniform/equipment
- Failing to adhere to the guidelines issued by staff in order to keep everyone safe in school
- Acting in a manner that causes others to feel unsafe or at risk
- Acting in a manner that goes against the school rules of **Ready, Respectful and Safe**

Serious misbehaviour is defined as:

- Persistent breaches of the school rules
- Any form of bullying

- Sexual violence, assault or harassment, meaning unwanted conduct of a sexual nature, such as:
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
 - These include: Knives or weapons, alcohol, illegal drugs, stolen items, vapes, 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)

Bullying is defined as:

Bullying is repeated, negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe. (Diana award definition)

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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**.

3. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and **safeguarding policy** for more information.

4. Role of stakeholders

Staff

All pupils are explicitly taught, our school routines and rules. All teachers teach and re-teach behaviour expectations. They pre-empt off-task behaviour in lessons, so that all pupils are on task for every task in every lesson.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Uphold the school rules and values
- Teach and uphold the behaviour curriculum
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - 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

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Positive points awarded via ClassCharts
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- Re-seated
- A verbal reprimand and reminder of the expectations of behaviour
- Removing the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Catch-up & Repair session set at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal isolation at PMS
- External isolation at another Penk Valley Academy Trust school
- Suspension(s)
- Permanent exclusions, in the most serious of circumstances

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.

Therefore our approach to classroom management adopts the following principles:

- 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 making a positive change to 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 from lessons

In response to serious or persistent breaches of this policy and to support a calm, safe and supportive learning environment the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

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

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. However, an afterschool CARE session may also be used as a sanction if the behaviour warrants it.

Parents

Parents and carers should:

- Always support the school in upholding school policy
- Read the behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending behaviour reviews)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

5. School behaviour curriculum

Our Behaviour Culture

At Penkridge Middle School, we believe that excellent behaviour is taught, practised, recognised and reinforced every day. Our behaviour curriculum sets out the habits, routines and behaviours that enable all pupils to learn successfully, feel safe and contribute positively to our school community. It is built upon The Penkridge Middle Way, which establishes the culture, values and expectations shared by all members of the school community.

Our vision is that Penkridge Middle School is a vibrant school offering an impressive educational experience built upon a platform of core values and excellent behaviour. We believe pupils achieve their best when expectations are clear, consistent and explicitly taught

The Penkridge Middle Way

The 'Penkridge Middle Way' is our culture of positive behaviours we, as a school community, share and strive towards. It is built around three values (Effort, Encouragement & Excellence) and three rules (Ready, Respectful & Safe). It guides how we behave, how we learn and how we are at school and home.

The behaviour curriculum is underpinned by our three core values:

- **Effort** – always giving 100%
- **Encouragement** – supporting others to achieve success
- **Excellence** – demonstrating pride in learning and conduct

and our three school rules:

- **Ready**
- **Respectful**
- **Safe**

Expected Behaviours

Pupils are expected to:

- Behave in an orderly and self-controlled manner.
- Show respect to staff, visitors and one another.
- Demonstrate the values of effort, encouragement and excellence.
- Follow staff instructions promptly and courteously.
- Arrive at school and lessons prepared to learn.
- Wear the correct uniform and bring the correct equipment every day.
- Make it possible for all pupils to learn by engaging positively in lessons.
- Move calmly and sensibly around the school site.
- Treat school property, equipment and facilities with respect.
- Accept praise, feedback and consequences appropriately.
- Challenge and report behaviour that is discriminatory, harmful, abusive or disrespectful towards others.
- Challenge and report prejudice-based behaviour, including racism, sexism, homophobia, biphobia, transphobia, misogyny, misandry and disability-based discrimination.
- Report harmful online behaviour, including cyberbullying, online harassment, AI-generated harmful content and other unsafe digital activity.
- Refrain from behaviour that could bring the school into disrepute, whether in school, travelling to and from school, or online.

Ready, Respectful and Safe

Ready

Pupils demonstrate they are ready by:

- Stopping, looking and listening when someone is speaking.
- Arriving punctually to school and lessons.
- Wearing the correct school uniform.
- Bringing the correct equipment.
- Entering lessons calmly and beginning learning immediately.
- Completing the "Do Now" task promptly at the start of lessons.

Respectful

Pupils demonstrate respect by:

- Speaking politely to staff and fellow pupils.
- Listening carefully to others.
- Telling the truth.
- Demonstrating positive body language.
- Looking after the school environment.
- Encouraging and supporting others.
- Respecting different backgrounds, beliefs and identities

Safe

Pupils demonstrate they are safe by:

- Walking calmly around school.
- Following safety instructions at all times.
- Using equipment appropriately.
- Following the school's acceptable use expectations for technology.
- Avoiding physical play.
- Never acting in an aggressive, intimidating or threatening manner.
- Reporting concerns about their own safety or the safety of others to a trusted adult.

Key Routines

The behaviour curriculum is delivered through a consistent set of daily routines that are explicitly taught and regularly revisited.

Start of Lessons

Pupils are expected to:

- Enter classrooms calmly.
- Follow staff instructions immediately.
- Sit in their allocated seat.
- Place planners and equipment on desks.

- Begin the "Do Now" activity without delay.
- Respond appropriately to the school's attention signal: "3-2-1, show me you are ready."

During Lessons

Pupils are expected to:

- Focus on learning.
- Participate positively.
- Listen attentively when others are speaking.
- Follow classroom expectations and routines.
- Allow teachers to teach and classmates to learn.
- Seek support appropriately when required.

End of Lessons

Pupils are expected to:

- Follow staff instructions to pack away.
- Leave work areas tidy.
- Stand quietly behind their seat when instructed.
- Leave classrooms calmly and respectfully.

Moving Around School

Pupils are expected to:

- Walk on the left-hand side.
- Move quietly and sensibly.
- Respect personal space.
- Follow staff directions immediately.
- Move directly to their next destination.

Social Times

During breaktimes, lunchtimes and assemblies, pupils are expected to:

- Follow established school routines.
- Show courtesy and patience.
- Respect shared spaces.
- Follow adult instructions.
- Represent the school's values and expectations positively.

Recognition and Reinforcement

Positive behaviour is recognised through praise, positive points, merits, achievement awards and other rewards. Staff actively acknowledge pupils who demonstrate the Penkridge Middle Way and consistently uphold the school's values and expectations.

Supporting All Pupils

The school recognises that some pupils, including those with SEND, may require reasonable adjustments, additional support or adapted routines to successfully meet behavioural expectations. Where appropriate, adjustments will be made whilst maintaining high expectations and ensuring every pupil can participate fully in school life.

6. Mobile phones

Penkridge Middle School strongly discourages bringing mobile phones on to school site. **Pupils do not require access to a mobile phone for any part of their education at Penkridge Middle School.**

- If, as a last resort, a phone must be brought onto site parents need to complete the mobile phone consent form (found on the school website).
- When entering the site phones must be turned off and placed in the bottom of a student's bag. The entrance to the school site is defined as the pedestrian gate located adjacent to the vehicle access gate on Marsh Lane.
- At the start of each day all turned off phones will be deposited into the form phone box before entering the playground area
- Phone boxes are then stored securely in school
- Phones are collected at the end of the day as children exit the school site
- At all times phones remain switched off and in the bottom of bags until off site
- As with all valuables, the school accepts no liability, in case of loss or damage
- Exceptions to the rule will be made on a case-by-case basis if there is a medical need dependent on the use of a mobile phone e.g. diabetes blood sugar monitoring.
- If pupils fail to fully comply 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 student's parent/carer to ask them to collect the phone from the school office

7. Reasonable force

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 the headteacher

8. Confiscation

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of staff
- Could adversely affect the reputation of the school

10. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

The school considers the creation, sharing or possession of AI-generated harmful content, deepfake images, manipulated media intended to cause distress, financial sextortion, misogynistic or discriminatory online content, and online harassment to be serious breaches of this policy and will respond in line with safeguarding and behaviour procedures.

11. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12. Child-on-child abuse

The school adopts a zero-tolerance approach to child-on-child abuse. This includes bullying, prejudice-based incidents, sexual harassment, sexual violence, harmful sexual behaviour, online abuse and sharing of harmful content.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our safeguarding policy.

13. 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.

14. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information

15. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school's special educational needs co-ordinator (SENDCO) may 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 specialists and 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.

16. Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

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.

17. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The Behaviour Curriculum
- The Penkridge Middle Way
- Routines to Support Positive Behaviour
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

Discretion

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help Penkridge Middle School pupils make better choices and learn the right lessons.

