

## PENRYN COLLEGE

### BEHAVIOUR FOR LEARNING POLICY

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### 1. Introduction

At Penryn College we believe that every student wishes to learn, that every student wishes to succeed and that every student has a capacity for change.

Our aim is to provide a safe, secure and supportive environment where ALL students at Penryn College can learn to the best of their ability, and where teachers can teach to the best of their ability. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching.

Penryn College has a clear systemic approach to Behaviour Management, when students do not manage to reach the **high standards** that are expected of them.

This system applies to behaviour both in and out of the classroom.

### 2. Aims and Objectives

#### Aims:

- To create an environment conducive to learning that respects the rights of pupils to learn free from distraction.
- To ensure behaviour is managed consistently and fairly and promote good behaviour, self-discipline and respect.
- To prevent bullying.
- To enable behaviour to be tracked by staff, students and parents to regulate the conduct of pupils.

#### Objectives

- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, pupils and Penryn College in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of Penryn College to show care, courtesy and consideration to other members of the school and to the wider community.
- To ensure every member of the Penryn College Community feels safe.

### 3. Practice

Good behaviour will be promoted through the establishment of good relationships within the Penryn College community built upon mutual respect.

Assemblies and tutoring play an important role in promoting the ethos of Penryn College where courtesy, respect and good behaviour are the expected norm.

The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the Lifestyle programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.

Penryn College will seek to provide a relevant curriculum for all pupils. The provision of high quality Teaching and Learning is central to achieving good behaviour.

The Foundations for Learning are available to all students and emphasised in assemblies, tutor times and through the SMSC programme (Social, Moral, Spiritual and Cultural).

Pupils who are experiencing behavioural and emotional difficulties or disabilities will be supported through any combination of; the Head of House/Tutor, Educational Support Team (including Education Welfare), Curriculum Access Team, SENCO, Skill Centre facility and multi-agency work.

Student behaviours, both positive and negative, are recorded on the Penryn College SIMs system. These records are monitored, managed and analysed by the behaviour team staff and Assistant Headteacher in charge of behaviour.

Parents can access the Virtual School to view recorded behaviours, both positive and negative weekly.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the Penryn College site.

### 4. Roles and Responsibilities

<b>Students</b>	<ul style="list-style-type: none"><li>• Know and apply the Foundations for Learning at Penryn College</li><li>• Understand what it is to be a responsible citizen and be able to empathise with the needs of others.</li><li>• Develop resilience.</li><li>• Understand the effect that their behaviour has on others and learning.</li><li>• Take responsibility for behaviour outside of the classroom.</li><li>• Know what excellent self-discipline looks like.</li><li>• Understand specifically, which elements of their own behaviour needs to improve and to know how to do it.</li><li>• Be actively engaged in lessons without disrupting others.</li><li>• Make the right choices and take responsibility for actions, so that they are successful learners.</li><li>• Aim to meet targets set in relations to any report cards/target cards/IEPs, where applicable.</li><li>• Know and understand the escalations of sanctions where a poor behaviour choice has been made.</li><li>• Seek and accept the support of staff and other agencies, where recommended.</li><li>• Practise the skills needed to improve and be accountable for own actions.</li><li>• Be tolerant of all pupils and understand what bullying is; treating everyone equally and without prejudice.</li><li>• Sign the Home/School Agreement.</li></ul>
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<b>Teachers</b>	<ul style="list-style-type: none"> <li>● Consistently apply the Foundations for Learning at Penryn College.</li> <li>● Consistently apply the language for promoting responsibility and choice and procedures for behaviour management using 'Warn, Move, Park'.</li> <li>● Plan and deliver engaging lessons of an appropriate level of challenge.</li> <li>● Maintain a positive, well managed classroom environment.</li> <li>● Understand how to develop high levels of self-discipline amongst pupils.</li> <li>● Explicitly teach and embed the skills of self-discipline in lessons and around the school.</li> <li>● Enable students to understand the elements of their behaviour which they have to improve and give feedback on how they might do this.</li> <li>● Embed 'Behaviours for Learning' strategies in planning and lesson delivery.</li> <li>● Establish good relationships based upon mutual respect.</li> <li>● Challenge students learning to raise their levels of personal responsibility in order to reach their full potential.</li> <li>● Prepare well planned differentiated lessons that challenge students to raise their personal level of attainment and take into account the behavioural needs of the students.</li> <li>● Reflect upon why pupils behave inappropriately and amend practice accordingly.</li> <li>● Have a thorough knowledge and apply the appropriate protocols for addressing classroom behaviour.</li> <li>● Actively seek opportunities to praise good behaviour and consistently apply the school's reward system.</li> <li>● Consistently record behaviour incidents on SIMS; applying appropriate sanctions, and if necessary, adjust teaching approaches to meet the needs of individuals.</li> <li>● Be responsible for their own continuous professional development and attend staff training workshops.</li> <li>● Communicate with parents and other relevant staff; keeping them informed if they have concerns about a pupil's behaviour and referring when necessary.</li> <li>● Communicate with parents and involve them in being engaged with reducing incidents of behaviour that are detrimental to learning.</li> </ul>
<b>Tutors</b>	<ul style="list-style-type: none"> <li>● Consistently apply the Foundations for Learning at Penryn College</li> <li>● Monitor the progress and drive improvement in behaviour across tutor groups.</li> <li>● Place students on Tutor Report card when the student has gained a threshold of 10 Behaviour Manager Points.</li> <li>● Refer student(s) to Head of House where Tutor Report is having no impact.</li> <li>● Read the Behaviour Manager daily report and take appropriate action to address the behaviour needs of tutees</li> <li>● Liaise with curriculum staff to identify the triggers for tutee's behaviour manager entry.</li> <li>● Identify strategies that pupils and staff can use to ensure that pupils adhere to expected standards of behaviour.</li> <li>● Establish good relationships based upon mutual respect.</li> <li>● Review the behaviour of pupils and identify strategies that will enable the pupil to access the curriculum and moderate any inappropriate behaviour.</li> <li>● Interact positively with children to encourage them to engage in meaningful and constructive activities/reflection that builds character and resilience.</li> <li>● Set and review targets, where applicable and necessary.</li> <li>● Communicate with parents and involve them in being engaged with reducing incidents of behaviour that are detrimental to learning.</li> <li>● Sign the home/school agreement on behalf of the school for each tutee</li> </ul>

<b>Head of House/Year</b>	<ul style="list-style-type: none"> <li>• Consistently apply the Foundations for Learning at Penryn College.</li> <li>• Place pupils on HOH Report card when Tutor Report card has failed, and communicate this report escalation to parents with close monitoring.</li> <li>• Refer pupils to the Stages of Suspension when Head of House report is unsuccessful.</li> <li>• Lead their tutors to monitor progress and drive the improvement of behaviour across their tutor groups.</li> <li>• Track the progress of all students in their House/Year using on-going data analysis, in particular, SIMS.</li> <li>• Ensure that parents are kept informed regarding the behaviour of their child.</li> <li>• Communicate with the Education Support Team/Curriculum Access Team and outside agencies to ensure that, if appropriate, additional intervention strategies are employed to address the behavioural needs of pupils in their House/Year.</li> <li>• Observe the quality of tutor periods through informal and formal observations.</li> <li>• Undertake a half termly review of behaviour with their team – signpost tutors towards further training/support and coaching where required.</li> <li>• Communicate with parents and involve them in being engaged with reducing incidents of behaviour that are detrimental to learning.</li> </ul>
<b>Heads of Department</b>	<ul style="list-style-type: none"> <li>• Consistently apply the Foundations for Learning at Penryn College</li> <li>• Support and challenge their team to be the best they can in all aspects of their classroom delivery.</li> <li>• Ensure the department has a ‘parking’ rota in place.</li> <li>• Undertake observations of lessons to monitor pupil behaviour and the implementation of Behaviour for Learning strategies in planning and lesson delivery.</li> <li>• Ensure the Behaviour for Learning Policy and protocols for addressing behaviour are clearly understood and used effectively in their team.</li> <li>• Undertake a weekly review of Behaviour Manager data and ensure appropriate action is taken.</li> <li>• Regularly update the Department Behaviour SEF.</li> <li>• Undertake a half termly review of behaviour with department and integrate into performance management review – signpost teachers towards further training/support and coaching where required.</li> <li>• Refer students for escalation of sanctions where necessary and in accordance with the Policy.</li> <li>• Run a department detention rota.</li> <li>• Communicate with parents and involve them in being engaged with reducing incidents of behaviour that is detrimental to learning.</li> </ul>
<b>Curriculum Access Team (TA/EST)</b>	<ul style="list-style-type: none"> <li>• Consistently apply the Foundations for Learning at Penryn College</li> <li>• Have a thorough knowledge and apply the appropriate protocols for addressing classroom behaviour.</li> <li>• Have a thorough knowledge of the learning and behavioural needs of the pupils they support.</li> <li>• Liaise regularly with class teachers and tutors to identify and implement strategies that support the learning and behavioural needs of the pupil.</li> <li>• Actively seek opportunities to praise good behaviour and consistently apply the school’s reward system.</li> <li>• Review the behaviour of pupils for whom they are the Key Worker. Identify strategies that will enable the pupil to access the curriculum and moderate any inappropriate behaviour.</li> <li>• Include strategies, interventions and actions on Pupil Profile/through spotlight or monitoring reporting systems.</li> <li>• Interact positively with children to encourage them to engage in meaningful and constructive activities/reflection that build character and resilience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be responsible for their own continuous professional development and attend staff training workshops.</li> <li>• Communicate with parents and involve them in being engaged with reducing incidents of behaviour that are detrimental to learning,</li> </ul>
<b>Governing Body/Head/SLT</b>	<ul style="list-style-type: none"> <li>• Ensure that there is no differential application of the Policy and procedures on grounds of ethnicity, gender, sexuality, religion or disability.</li> <li>• Fulfil statutory duties in relation to behaviour convening each half term to review any Fixed Term or Permanent Exclusions.</li> <li>• Review whole school and department data at half termly Governors Discipline Committees, and twice annual Scrutiny Governors meetings; this includes: <ul style="list-style-type: none"> <li>➤ Bullying.</li> <li>➤ Fixed Term Exclusions and patterns of Exclusions</li> <li>➤ Whole School Behaviour Reports.</li> <li>➤ The progress of pupils on Stages of Suspension.</li> </ul> </li> <li>• Ensure departments who are line managed by SLT fulfil their roles and responsibilities and follow the Behaviour for Learning Policy.</li> <li>• ‘Walk the school’ calling into lessons particularly those lessons which staff have identified as a behaviour ‘hot spot’ where SLT support has been requested including visiting lessons being covered.</li> <li>• Place pupils in the Internal Exclusion room when there has been a serious breach of the Behaviour for Learning Policy.</li> <li>• Discuss with the Headteacher a Fixed Term Exclusion for the more serious breaches of the school’s Behaviour or Learning Policy</li> <li>• The Headteacher or in their absence the Deputy Headteacher will consider Permanent Exclusion for the most serious breaches of school conduct.</li> </ul>
<b>Parents/Carers</b>	<ul style="list-style-type: none"> <li>• Encourage and support students to take responsibility for their behaviour both inside and outside of school.</li> <li>• To work in partnership with the school to assist in maintaining high standards of behaviour and raise with the school any issues arising from the implementation of this Policy.</li> <li>• Be made aware of the Behaviour Standards and the consequences for pupils for not adhering to them.</li> <li>• Encourage your child to reflect and learn in how to take responsibility and make good choices.</li> <li>• Sign the Home/School Agreement</li> </ul>
<b>AHT i/c Behaviour and Skills Centre Manager</b>	<ul style="list-style-type: none"> <li>• Work directly with all of the pupils approaching and on the Stages of Suspension.</li> <li>• Manage Skills Centre Support Programmes and student plans.</li> <li>• Lead intervention and group work that is referred to the Skills Centre</li> <li>• Analyse the Behaviour Reports and refer pupils, where necessary.</li> <li>• Oversee the Stages of Suspension Target Cards</li> <li>• Embed the Behaviour for Learning Policy through the praise system</li> <li>• Co-ordinate the teaching of the ‘Penryn College Behaviour Skills Curriculum’</li> <li>• Lead and manage the Penryn College detention system and analyse trends</li> <li>• Fixed Interval Sampling: Observation of students in lessons</li> <li>• Feedback trends to the Senior Leadership Team, Governors and staff</li> <li>• Work in partnership with the school staff to assist in maintaining high standards of behaviour and raise with the school any issues arising from the implementation of this Policy.</li> </ul>

## **5. Acceptable Discipline**

All Penryn College staff with responsibility for students, have the statutory authority to discipline students, including on visits, when, behaviour is deemed unacceptable, Penryn College's rules are not adhered to, reasonable instructions are not followed, and in certain circumstances when a pupil's misbehaviour occurs outside of Penryn College.

Anti-social behaviour within the community will not be tolerated and Penryn College has the right to exercise discipline procedures when:

- They are taking part in any Penryn College - organised or Penryn College related activity.
- They are travelling to or from Penryn College.
- They are wearing Penryn College uniform.
- They are in some way identifiable as a pupil at Penryn College.
- Their behaviour could have repercussions on the orderly running of Penryn College.
- Their behaviour poses a threat to another pupil or member of the public.
- Their behaviour could adversely affect the reputation of Penryn College.

## **6. Stages of Suspension**

The Stages of Suspension range from Stage 1 to Stage 3. Students are placed on the Stages of Suspension where there has been a significant increase in behaviour that has failed to decrease through use of Head of Department intervention and Head of House intervention. In most of the cases these pupils are already highlighted through our school data capture as those who are underperforming, or have low attendance resulting in poor attainment and progress.

A pupil who reaches Stage 1 of Suspension will have accrued a significant amount of Behaviour Manager Points which have been analysed to understand what the main barrier to learning is (subject area/time of day/section of lesson/repeated behaviour type). They will have been placed already on a Tutor Report Card then escalated to a Head of House Report Card.

The Head of House will then contact the Skills Centre to make a referral.

The Stages of Suspension are reviewed every half term (or 6-8 weeks depending on when the student joined the Stages of Suspensions). After the review (which is in consultation with Heads of House) new Stages are published to staff via the Friday bulletin and recorded in the Skills Centre Central Folder on the Staff Shared Computer System.

A student will automatically enter the Stages of Suspension if they have a Fixed Term Exclusion. The level of which is decided at a Governors Disciplinary Committee Meeting (half termly).

At each stage there is a parental meeting, use of Target Cards, a Student Plan, classroom interventions, external interventions and a dedicated member of the Educational Support Team to work alongside the student (they will not replace the work of a Teaching Assistant or be allocated solely on a full time basis to a single student).

If a student is persistently in breach of the school's Behaviour for Learning Policy and failing to make progress on the school's Stages of Suspension, the school will consider Stage 4 (Pupil Referral Unit/Managed Move) or Stage 5 (Permanent Exclusion). See also Appendix B: Managed Move and Appendix F: Report Cards (Tutor/HOH)/Target Cards (Stages of Suspension).

## **7. Praise and Reward**

We believe that praise and reward is fundamental in encouraging all of our students to achieve their social, personal and academic potential. We believe that all students benefit from feeling a sense of importance and belonging and knowing that their school community values their efforts and achievements. We also know that

sharing praise and reward with parents and carers strengthens a pupil's self-esteem and sends out a positive message beyond the immediate school community. As a result of this philosophy our praise and reward policy comprises of a series of systems and events that promote these core values for one off achievements as well as sustained long term ones.

These include:

### **One off Achievements**

- 1, 2, 3 Point Achievement Manager Points (see Appendix A) leading to raffle tickets for prize (to include vouchers/iPad Apps/Lunch queue passes) \*Raffle tickets given for every 3 AMs. Raffle tickets selected every half term to coincide with break time awards celebration.
- Senior Leadership invite to break
- Postcards
- Certificates

### **Sustained Long Term Achievements**

- Celebration at break time with staff and parents
- Awards/Achievements Evenings/South Shore Excellence Evenings
- Praise Assemblies
- Bronze, Silver, Gold letters for Achievement Points
- House/Tutor: Points, Assemblies, Competitions, Events and Rewards

## **8. Sanctions: Detentions and Exclusions**

Penryn College operates a system based on responsibility and choice. The language for behaviour in the classroom and beyond encourages students to take responsibility and make an appropriate choice to avoid further escalation in sanction. See Appendix A: Behaviour Manager Points.

### **Detentions**

At Penryn College detentions can be set by any member of staff as a consequence for poor behaviour(s). Depending on the level of the behaviour incident (see Appendix A). Stage 1, 2, 3 detentions range in length from 10 to 60 minutes and provide pupils with the opportunity for discussion, reflection and/or to catch up on classwork/homework missed.

A pupil may be placed immediately in the Internal Exclusion room following a 3 point Behaviour Manager point being issued, or whilst investigating a potential 3 point offence.

Stage 3 detentions are run through a centralised system, take place after school, and are run by the Senior Leadership Team. For some students who are subject to a Behaviour Plan, there may be an agreement that as part of their non-negotiable consequence they will need to complete missed work after school from 3.25pm to 4.25pm in the Internal Exclusion room or with a member of the Senior Leadership Team.

Where a lower level detention is missed by a student, a higher level detention or sanction can be set. A Stage 4/Stage 5 Sanction is implemented following a serious breach of the school's Behaviour for Learning Policy.

Note: The DFE guidance states that schools no longer have to give parents notice of after school detentions or tell them why a detention has been given (see link to Government Document below) but out of courtesy, we will ring parents to inform and for transport arrangements.



STAGE 1 Teacher/Tutor Detention (10/20 mins)	STAGE 2 HOD/HOH/Skills Centre Detention (20-30 mins)	STAGE 3 *Senior Leadership Detention **Specific Behaviour Plan non-negotiable Detention (1 Hr)	STAGE 4 Full day(s) in Internal Exclusion	STAGE 5 Fixed Term Exclusion/ Permanent Exclusion
Break times/ Lunchtimes Following Behaviour Manager Point.	Lunchtimes according to HOD/HOF/HOH/Skills Centre. Or for a fixed break/lunch period	*Fridays after school 3.25pm – 4.25pm  **Any day after school 3.25pm – 4.25pm	8.40am – 4.25pm (break and lunch supervision)	1,2,3,4 or 5 days pending permanent.  Permanent Exclusion

### Restorative Justice

There is an expectation that, following a Stage 4 or 5 incident a restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil(s) and/or member of staff, encouraging tolerance, democracy and mutual respect.

### Internal Exclusions

For breaches of the Penryn College Behaviour for Learning Policy, pupils will be placed in the Internal Exclusion room for a period of time determined upon the nature of the behaviour (see Appendix A and Section 8. Sanctions, Detentions and Exclusions).

Internal Exclusion may also be used prior to a Fixed Term Exclusion whilst investigating an incident, or after a Fixed Term Exclusion for reintegration.

### Permanent Exclusion (expelled)

A Permanent Exclusion can be issued in response to a serious breach or persistent breaches of the school's Behaviour for Learning Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent Exclusion is an extremely serious sanction, and a step taken by Penryn College only as an absolute last resort. In most cases, Permanent Exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are, however, some situations in which Permanent Exclusion on the first offence is the only option. These include:

- serious, actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying, being in possession of, or being under the influence of an illegal drug (see Drugs Policy)
- carrying an offensive weapon (see Section 10 inappropriate items)
- arson
- where allowing the student to remain in school would seriously harm the education and/or welfare of others in the school

It may be necessary for Penryn College to involve the police if the offence warrants it. All Permanent Exclusions will be reviewed by the Governing Body to ensure that they are justified, fair and reasonable.

Permanent Exclusion means your child is expelled. Cornwall Local Authority must arrange full-time education from the sixth school day.

### **Fixed Term Exclusion (suspended)**

A Fixed Term Exclusion is issued in response to a serious breach of the school's Behaviour for Learning Policy (see Appendix A and Section 8. Sanctions, Detentions and Exclusions) where your child is temporarily removed from school. They can be removed for up to 45 school days in one school year (including any other exclusions accrued from a previous school).

The length of a Fixed Term Exclusion will be set out by Penryn College at the start of the exclusion period and communicated to parents/carers.

If a child has been excluded from Penryn College for a fixed period, work should be set and marked for the first 5 school days. Work will need to be returned on reintegration.

If the exclusion is longer than 5 school days, the school must arrange suitable full time education from the sixth school day, e.g. at a pupil referral unit.

The new statutory guidance does state that a Fixed Term Exclusion cannot be converted into a permanent one, unless it is an exceptional case and generally where further evidence has come to light. It may be that during an investigation it becomes clear that the matter was more serious than first thought.

There is nothing in the DFE guidance that states that a pupil has to have had a Fixed Term Exclusion before a Permanent Exclusion can be issued. However, Penryn College's Behaviour for Learning Policy states in Section 10 Inappropriate Items, that where a student brings a prohibited item into school, it would be deemed as a serious breach of the Policy.

During Fixed Term Exclusions and Permanent Exclusions, daytime supervision of the child is the responsibility of the parent or guardian.

An excluded pupil has no automatic right to take a public examination or National Curriculum tests on Penryn College premises. The Governing Body can decide whether or not to allow the pupil to sit the tests, and this will depend on the seriousness of the reason for exclusion.

### **Dealing with serious behaviour incidents (inc. a) British Values and Prevent)**

There will always be a certain amount of professional judgement attached to defining what a serious behaviour incident is; however, this appendix focuses on the following types of incident (see also Appendix A: Behaviour Manager Points, serious offence).

- Incidents that place staff, pupils or the public in danger or create feelings of threat or menace.
- Incidents in which damage is done to property or buildings.
- Behaviour that may lead to exclusion.
- Behaviour that is seriously impeding proper teaching and learning.
- Using abusive language to members of staff.

If a member of staff is suffering from such behaviour or becomes aware of such behaviour they should be guided by the following points:

Be aware on the use of the physical restraint policy.

Do what is practicable to minimise the risk of harm to pupils and yourself.

In an emergency send for help to teachers close by; ring 1508 (direct line to the Internal Exclusion). If you have to leave the room briefly to get help do so; wherever possible send a pupil. As soon as possible send for a member of the SLT. The member of the SLT will then co-ordinate further action, including telephoning the parents, police or other agencies.

All staff that have witnessed the incident or heard pupils talking about it should write up statements. These should be sent to the member of the SLT dealing with the incident and to the Skills Centre team so that all records stay on file.

When possible at the point that they are sufficiently calm the offending pupil should do their own written account of the episode which should also be placed on file.

We want all students to understand and appreciate similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions. We strive to create an ethos of inclusivity where everyone feels accepted.

We therefore, do not accept behaviour that demonstrates a lack of mutual respect or tolerance, whether this is in school, in the community, or on-line. When such behaviours are reported and investigated they will be dealt with via restorative means in addition to the normal Behaviour for Learning Policy sanctions to work towards educating an alternative viewpoint or response.

## **9. Reasonable Adjustments within the Behaviour for Learning Policy**

In addition, or an alternative to lower level behaviour incident sanctions, we encourage Restorative Justice or Community Service to support students to realise the impact of their behaviour choice.

When a modified approach is recommended this will be disseminated in a spotlight of key staff or through staff briefings and made available via Pupil Profiles on the Virtual Learning Environment and through updates by the Curriculum Access Team. The school may also consider a Behaviour Plan which will be shared with staff and may form the basis of some agreed strategies to employ across all teachers. However, teachers at Penryn College are professionals and therefore can also adapt plans to suit the teaching environment and specific class/individual.

'Red cards'/'Time out Cards' and sensory breaks may be used by students when they are experiencing anxiety /difficulty within a learning environment or to provide them with an alternative to negative behaviour which allows them to return to the learning environment. They are not to be used at the moment when their behaviour has led to a sanction for unwanted behaviour. These cards would only be issued as a short/medium term strategy to manage behaviour as agreed with teaching staff and reviewed frequently for efficacy. An agreed action should always be linked with the card/break - a safe place/a period of time/a named member of staff to go to. It would be considered a breach of the Behaviour for Learning Policy for a student to use the card/break to leave the school site or wander without care and control around the school site or where they placed themselves or others at risk. Failure to adhere to the use of the card may result in a sanction and/or removal of the card.

Students may be referred to spend an extended time in 'The Hub' (Learning Support).

The Hub at Penryn College has a variety of functions all of which are intended as short term measures:

- For students who are struggling to cope emotionally for a variety of reasons.
- For short term respite in a quiet atmosphere.
- For students on transfer from another school to assess ability and to support a smooth transition into Penryn College.
- For students who are unable to get around the school due to medical issues.  
For students where it has been agreed with SLT that they will have timetabled time in The Hub.
- For short term behaviour intervention.
- As an extension and reintegration following a Fixed Term Exclusion.

## **10. Confiscation of Inappropriate Items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (Section 94 of the Education and Inspections Act 2006). Items confiscated by Penryn College staff will be passed to key staff for 'safe keeping'. The Senior Leadership Team Member/Skills Centre Manager in charge of the confiscation will then communicate with the child's parents/carers to arrange the return by appointment. Staff have the power to search for the below 'prohibited items' without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search (see guidelines in Appendix D: Associated Resources).

Prohibited Items:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by Penryn College (including; BB guns, chewing gum, water bombs and balloons, multi packs of food or drink, high sugar fizzy drinks and energy drinks, stink bombs, jewelry (other than that stipulated in the uniform policy), solvents, laser pens and laser pointers, water propelling devices)
- Articles that have been or could be used to commit an offence or cause harm (Section 93 of the Education and Inspections Act 2006)

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. This may be a personal device or school issue iPad.

All pupils at Penryn College have access to an iPad, if the student is in breach of the Acceptable Use Policy, or there is reason to believe they may be in breach of the AUP, the device can be confiscated for investigation. Depending on the results of this investigation the student may incur a sanction (see Appendix A and Section 8 Sanctions, Detentions and Exclusions).

If any of the above items are found in the possession of a pupil – a serious sanction will be set (see Appendix A and Section 8: Sanctions, Detentions and Exclusions) and may also lead to a Permanent Exclusion depending on an investigation where it is deemed that the welfare of other staff and students in the school would be seriously harmed if the student remained. In this instance, the student could be permanently excluded without the need for an initial Fixed Term Exclusion.

Any cigarettes confiscated in school will be destroyed. Other banned items not required to be handed to Police will be collected by parents by appointment.

Mobile phones should be switched off during lesson times. If a student uses their mobile phone during a lesson, or whilst in a break out space from a lesson during learning time they will have their device confiscated, and parents will be requested to collect it from the Skills Centre by appointment.

## **11. The Use of Reasonable Force and the Right to Search**

The law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- placing themselves beyond supervising adult care and control
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

‘Restrictive Physical Intervention’ is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use ‘reasonable force’ to control or restrain pupils. There is no legal definition of ‘reasonable force’, however, the term covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury or placing themselves at risk.

‘Reasonable in the Circumstances’ means using no more force than is needed.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

If staff have been required to use force or restraint, parents/carers will be informed and the event will be recorded by the Safeguarding team.

Members of Penryn College leadership team may also use such force as is reasonable given the circumstances when conducting a search without consent for any prohibited item as listed above (see guidelines in Appendix D: Associated resources).

Using reasonable force would always be used as a last resort, but would be implemented to ensure that members of the school community are safe and not at risk to themselves or others.

## Appendix A: Behaviour Manager Points and Achievement Manager Points

### Behaviour Manager Points

#### 1 POINT – Will result in a Stage 1 Sanction

1	Uniform
1	Late to lesson/Tutor
1	Disruption
1	Lack of Classwork
1	IPad Low level misuse/not charged
1	Littering
1	Lack of Equipment (inc. PE)
1	Homework
1	Failure to follow instructions
1	Yellow Card for break/lunch behaviour
1	Other

**2 POINT – Will result in a Stage 2/Stage 3 Sanction**

2	Failure to attend teacher detention
2	Repeated failure to complete Homework
2	Parked
2	Ipad medium level misuse
2	Physical incident
2	Persistent lateness to lessons/tutor
2	Bullying
2	Repeated disruption to lessons
2	Repeated failure to bring in correct equipment
2	Repeated failure to follow Instructions
2	Red Card for break/lunch behaviour
2	Other

**3 POINT – Serious offence will result in a Stage3/4 or 5 Sanction**

3	Aggressive behaviour/fighting
3	Refusal to be parked
3	Damage to property
3	Confrontational behaviour
3	Persistent bullying
3	Dangerous behaviour
3	Failure to attend SLT/HOD/HOH detention
3	Ipad/high level misuse
3	Theft
3	Walking away from staff
3	Racist Incident
3	Truancy
3	Illicit substances (Smoking/Drugs/Alcohol)
3	Other (including a high number of Behaviour Manager Points in a half term)

NB: Target '0' Behaviour Manager Points are reset at the start of each term and Academic year. Old BM points are archived.

**Achievement Manager Points****1 POINT – Regular praise for all pupils**

Excellent classwork and effort
Excellent Homework
Excellent assessment/test result
Notable improvement
Helping others/being kind/super manners
Being an excellent team member
Excellent contribution to a lesson
Penryn College role model
Literacy target met (Reading/Writing/SPaG)
Social/progress target met
Genius moment
Excellent engagement with feedback/actively moving learning forward
Excellent reading skills

## **2 POINTS Praise for pupils who are going 'Above and Beyond'**

Regular attendance at extra-curricular activity
Representing Penryn College/participating in assembly/presentation/charity
Sustaining improvement
Superb resilience, stamina and mind-set
Showing high consideration, respect and kindness
Sustained independent work at home/school
Excellent leadership
Literacy target consistently met (Reading/Writing/SPaG)
Other

## **3 POINTS Exceptional praise**

Outstanding academic contribution/achievement
Outstanding personal contribution/achievement

### **Appendix B Managed Move**

We recognise that there are occasions when it would be appropriate to manage a transfer of a student from one maintained school/academy to another and that this can be in the best interest of the student and of the schools. This protocol attempts to describe the arrangements agreed by Cornwall's secondary Headteachers to carry out such transfers successfully.

The term 'managed' transfer implies that Headteachers have worked together, possibly with the guidance and support of Local Authority Officers, to place a student in a new school. When considering a managed move we will be attempting to achieve one or more of the following outcomes:

1. Placing the student in a school which suits the individual.
2. Providing a second chance to a student in difficulty who is likely to make a positive response.
3. Finding a new school for a student who is vulnerable or at risk in the original school.
4. To avoid the need for permanent exclusion.

We will not consider managed moves for students we feel are not suited to mainstream secondary schooling. In particular, for students who demonstrate extremes of inappropriate behaviour, we will seek provision outside mainstream secondary schools with the support of the LA.

### **PROCESSES AND PROCEDURES**

We expect the following processes and procedures to apply.

1. At a very early stage, there will be an open formal discussion between the headteachers involved.
2. Quantitative and qualitative data and records about the student will be provided for the potential receiving school.
3. A meeting will take place between staff of the schools involving the student, parent(s) and representative(s) of any interested agencies, including the Local Authority.
4. Agreement between the schools will be reached to cover any or all of the following according to the particular needs and circumstances:

Whether the transfer is permanent or temporary (and, if temporary, the criteria for deciding for/against permanence); the procedures for inducting the student into the new school (including, for example, the use of any behaviour support unit); the procedures to enable the appropriate transfer of funds between the schools. The timescale for the 'trial' period, and the criteria for judging the success or failure of the 'trail' period.

### Appendix C: Glossary of Abbreviations

- SLT = Senior Leadership Team
- EST = Education Support team (Skill Centre)
- AHT = Assistant Headteacher
- HOH = Head of House
- The Base/ER = Exclusion Room
- BM = Behaviour Manager Point(s)
- AM = Achievement Manager Point(s)
- SoS = Stages of Suspension

### Appendix D: Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. [http://www.cornwallsendiass.org.uk/PDF/Managed\\_Move\\_Protocol\\_v2.0.pdf](http://www.cornwallsendiass.org.uk/PDF/Managed_Move_Protocol_v2.0.pdf)

### Appendix E: Home/School Agreement

It is important that in order to have a successful relationship between your home and our school, we set out the expectations that the school places upon each student, and also upon the parents. In turn the school and the staff also have some very clear obligations to fulfil. By clearly setting out these expectations and boundaries it will enable the students, parents and staff to work successfully together to achieve the best possible environment in which each student can achieve their potential.

There are three components to this agreement:

1. The responsibilities of the school and staff.
2. The responsibilities of the student.
3. The role of parents.

Please take the time to read each section and ensure that each party has signed the relevant section. This is an important document which ensures that the whole school community clearly understands what is expected of them.

We want every child to have a positive experience during their time at Penryn College and to enable us to do that it is essential that you and your child are very clear about what we expect from you. In turn, you can see exactly what we promise to deliver in terms of education, emotional support and a positive learning environment where everyone works together as a team to give your child the best possible experience.

#### THE SCHOOL & STAFF:

We, the College and its staff agree to support your child in their learning and ensure that they get the best possible opportunities to achieve their goals.

Signed:.....Date:.....



We will:

- Recognise the individual learning needs of your child and develop study programmes that best meet their needs.
- Give your child access to a wide range of educational resources to support your child's learning both during the school day and after school hours.
- Create an environment that allows your child to develop and grow in a safe, secure and positive environment.
- Supply you and your child with all the relevant information regarding their progress and notify you if we have any concerns whatsoever.
- Give your child and your family emotional support if needed.
- Celebrate your child's success with the use of rewards and praise.
- Enforce the rules of the school at all times and take any necessary measures to ensure that your child follows them.
- Use sanctions in a proportional and timely manner and make sure that the student and their parent/guardian are aware of what action has been taken and why.
- Make sure that all homework is posted on the online Virtual School with clear information on what is required and when it is due.
- Regularly mark and assess your child's work.
- Provide regular information for parents regarding ability, progress and targets for your child (also available on Live Assessments through the school Virtual School)
- Ensure that you know how to access teachers and staff via telephone, email or face-to-face and to endeavour to respond to any request in a timely manner.
- Listen to any concerns that the student or their parent/guardian may have with respect and respond to those concerns in a positive and timely way.
- Work closely with students to ensure that they get the most out of their time with us and are equipped with the necessary skills to learn, work hard, revise effectively and achieve the best possible exam results.
- Support your child in choosing their next step in education and offer careers advice that is personalised and up-to-date.

#### **THE STUDENT:**

I, ..... have read and understood the guidelines below and promise to try my hardest every day to follow them.

Signed:.....Date:.....

I will:

- Live up to the school motto 'Achieving through Challenge' by taking advantage of the opportunities offered and by being an active member of the College community.
- Represent the school in a positive way at all times and especially when coming to and from school and whilst on school events.
- Behave with politeness towards staff, adults and students.
- Respect other students and avoid confrontation.
- Never be involved in bullying behaviour and take responsibility for reporting bullying whenever possible.
- Turn up to school on time, get to class on time and with the right equipment.
- Dress according to the school uniform policy.
- Take responsibility for my classwork and work to the best of my ability.
- Ensure homework is completed and handed in on time and is done to the best of my ability.
- Ensure that I catch up any classwork and homework that I have missed through absence of any sort.
- Revise to the best of my ability and attend all exams.
- Never take part in any activity that may bring the school in to disrepute.
- Actively seek help and support if I am unhappy about any part of my school life.
- Agree to accept any sanctions issued by the school if I don't follow any of the school rules.

**THE PARENT / GUARDIAN:**

I, .....have read and understood the guidelines below, and any relevant policies (supplied on the website) and promise to try my hardest to support my child and thereby enable them to learn effectively.

Signed:.....Date:.....

I will:

- Ensure that my child has read and understood their part of the Home-School Agreement and try my best to make sure that they follow these rules.
- Behave with respect towards staff and the school at all times.
- Ensure that my child represents the school in a positive way at all times and especially when coming to and from school.
- Make sure that my child turns up to school on time and with the right equipment.
- Purchase appropriate school uniform for my child, as specified in the school uniform policy and ensure that they dress according to that policy.
- Encourage and support my child’s learning whenever possible by creating an environment at home in which they can study or revise effectively.
- Keep myself up to date via the online Virtual School and website and via weekly emails with my child’s homework, exams and other learning events.
- Attend any meetings set up by the school to discuss my child’s learning or behaviour or any other matter that may affect them.
- Communicate with the school about any issues that may affect my child’s ability to learn or their health and wellbeing
- Complete all paperwork related to my child, such as school trips, as required and ensure that it is handed in on time.
- Not take holiday during school term time.

**Appendix F: Report Cards (Tutor/HOH)/Target Cards (Stages of Suspension)**

The aims of the process are:

- To improve the quality of teaching and learning.
- To gather information on students’ behaviour.
- To work with parent/carers and pupils to improve discipline standards.

The process runs as follows:

<p><b>Tutor/ Department Report (Green Cover)</b></p> <p><b>Length of time 2 weeks</b></p>	<p>When students reach a threshold of 10 Behaviour Manager Points in a term they will be placed in tutor report.</p> <p>They will have targets set that consider the reasons for the Behaviour Manager Points. Tutors will monitor the success on the Report Card, and liaise with parents.</p> <p>Parents should sign each night and initiate suitable responses/removal of privileges as a sanction.</p> <p>If a student is successful they will be taken off Tutor Report Card. *</p>
<p><b>Head of House Report Card (Yellow Cover)</b></p> <p><b>Length of time 2/3 weeks</b></p>	<p>A student will be placed on a Head of House Report Card if they fail to meet targets set on the Tutor Report Card.</p> <p>Students will be set targets with Head of House and will have to report to Head of House daily to monitor. HOH liaises with Parents.</p> <p>Parents should sign daily and initiate a suitable response to continued poor behaviour/removal of privileges.</p> <p>If students are successful they will be taken off HOH Report Card.</p>

<p><b>Stage 1 of Suspension (Blue Cover)</b></p> <p><b>Length of time</b> <b>6-8 weeks (1/2 term)</b></p>	<p>When a student has not been successful on Head of House Report Card they will be referred by the Head of House to the Skills Centre.</p> <p>The Skills Centre aims to help remove the barriers to learning and increase curriculum access.</p> <p>Stage 1 of Suspension represents increased awareness of the serious nature of the behaviour.</p> <p>Students will be placed on Target Card for a half term with targets set that refer to the specific barriers to learning. They will be allocated a key mentor from the Skills Centre who will monitor and facilitate ways in which to remove the barriers to learning. They will also be the main contact for Parents.</p> <p>Parents will have to attend half term reviews and create a PSP (Pastoral Support Plan). At the end of the half term all information will be reviewed (lesson monitoring, progress, behaviour manager points, target card percentages, teacher/tutor/head of house commentary). Failure to evidence an improvement will increase the student's stage of suspension.</p> <p>If the student is successful they will be removed from the stages of suspension and placed back on Head of House monitoring.</p>
<p><b>Stage 2 of Suspension (Blue Cover)</b></p> <p><b>Length of time</b> <b>6-8 weeks</b></p>	<p>Stage 2 is a serious increase in behaviour and represents a student who is not making any changes to their behaviour with significant intervention.</p> <p>At the end of the half term all information will be reviewed (lesson monitoring, progress, behaviour manager points, target card percentages, teacher/tutor/head of house commentary).</p> <p>The student will either be reduced or maintained on Stages or increased in Stages of Suspension at the end of the half term.</p>
<p><b>Stage 3 of Suspension (Blue Cover)</b></p> <p><b>Length of time</b> <b>6-8 weeks</b></p>	<p>Stage 3 is a serious increase in behaviour and represents a student who is not making any changes to their behaviour with significant intervention. At this stage a pupil is in danger of putting their place at Penryn College in jeopardy.</p>
<p><b>Stage 4 of Suspension</b></p>	<p>Managed move to another school. Placement at a Pupil Referral Unit.</p>
<p><b>Stage 5 of Suspension</b></p>	<p>Permanent Exclusion.</p>

Teachers circle on the cards whether the student has:

1 - met the Targets;                      2 - has partially met the Targets;                      3 - has not met the Targets at all.

In a **Tutor or Departmental Report Card** targets are specific to the nature of the 10 Behaviour Manager Points. Teachers are encouraged to comment **ONLY** on these targets. They can however, mention any other areas that require improvement.

In a **Head of House Report Card** targets are linked to the nature of the original tutor report and areas that the student has failed to make progress. HOH may request to see the students daily and implement consequences accordingly.

In the **Target Card**, students are encouraged to unpick the behaviour with an EST link member of staff and record progress on a flight path to set weekly targets. This way we can identify a percentage of success for the lesson day and also drill into which part of the lesson day is causing the most issue and target accordingly.

Note: for some pupils who are struggling to work with a weekly target card/percentages and need immediate understanding of consequence we may also use a 'Traffic Light Target Card' whereby break/lunch/after school may be used as a sanction in conjunction with a 'red lesson'.