

## **PENRYN COLLEGE**

### **BEHAVIOUR FOR LEARNING POLICY**

**Reviewed by:** Full Governing Body – July 2021

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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 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 and will receive a weekly update by email.

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

Standards of behaviour will be monitored routinely but there will be a formal half termly report on standards across the school. This report will include relevant data from the SIMS behaviour log, SLT detentions, exclusions, attendance etc. The report will form the basis of presentations to staff, SLT and governors. Progress against our SEF targets will be recorded with appropriate action identified and shared.

### 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>• Be polite, helpful and cooperative with all staff and one another</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></ul>
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	<ul style="list-style-type: none"> <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>• Practice 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, without prejudice and appreciating differences.</li> </ul>
<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> </ul>

	<ul style="list-style-type: none"> <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>• Share concerns with the HOH</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 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> <li>• Liaise with SLT link as required</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 half termly review of Behaviour Manager data and ensure appropriate action is taken and integrate into performance management review – signpost teachers towards further training/support and coaching where required.</li> <li>• Regularly update the Department Behaviour SEF.</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 of 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>• Log incidents and interventions on the school systems as directed</li> </ul>

	<ul style="list-style-type: none"> <li>• Review the behaviour of pupils for whom they are the Key Worker half termly. 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> <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 Internal Exclusion when there has been a serious breach of the Behaviour 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> </ul>
<b>Inclusion and Mental Health Lead</b>	<ul style="list-style-type: none"> <li>• Work directly with all of the pupils approaching and on the Stages of Suspension. liaising with HOH</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 Reports</li> </ul>

	<ul style="list-style-type: none"> <li>• Embed the Behaviour for Learning Policy through the praise system</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>• Produce weekly report for SLT and HOH highlighting key pupils</li> </ul>
<b>AHT Behaviour</b>	<ul style="list-style-type: none"> <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> <li>• Produce half termly reports and action plans for whole school behaviour; track actions and impacts</li> <li>• Share reports with staff, SLT and governors</li> <li>• Produce the behaviour SEF and analyse progress against targets from it</li> <li>• Work with Lifestyles and HOH to co-ordinate the teaching of the 'Penryn College Behaviour Skills Curriculum'</li> </ul>

## 5. Acceptable Discipline

All Penryn College staff with responsibility for students have the statutory authority to discipline students when behaviour is deemed unacceptable and 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 activity 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, member of staff 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 poor behaviour despite Head of House and/or Department intervention. In most of the cases these pupils are already highlighted through our school data capture as are 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 then escalated to a Head of House Report.

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

The Stages of Suspension are reviewed every half term. After the review (which is in consultation with Tier 2s, SLT and especially Heads of House) new Stages are published to staff via the Friday bulletin/briefing and recorded in the Skills Centre Central Folder on the Staff Shared Computer System.

A student will usually 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).

The decision to move a student up or down on the stages will be triggered by the Skills Centre Manager and a decision made in conjunction with AHT Behaviour and the HOH. When making this decision, the group will consider the student's behaviour record trends and their progress against their SOS targets.

At each stage there is a parental meeting, use of Target Reports, 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 Policy and failing to make progress on the school's Stages of Suspension, the school will consider Stage 4 (APA/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).

## **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 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.



<b>STAGE 1</b> <b>Teacher/Tutor</b> <b>Detention</b> <b>(5-20 mins)</b>	<b>STAGE 2</b> <b>HOD/HOH/Skills</b> <b>Centre Detention</b> <b>(20-30 mins)</b>	<b>STAGE 3</b> <b>*Senior</b> <b>Leadership</b> <b>Detention</b> <b>**Specific</b> <b>Behaviour Plan</b> <b>non-negotiable</b> <b>Detention</b> <b>(1 Hr)</b>	<b>STAGE 4</b> <b>5 After School</b> <b>detentions</b>	<b>STAGE 5</b> <b>Fixed Term</b> <b>Exclusion/</b> <b>Permanent</b> <b>Exclusion</b>
Breaktimes/ 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	5 after school detentions with CAT2	1,2,3,4 or 5 days  Permanent Exclusion

### **Restorative Justice**

Many serious 3pt BMs incidents may well be followed up by a restorative meeting. Both the teacher and student need to be prepared for this meeting which will be brokered by the EST link. This can improve the relationship between the pupil(s) and/or member of staff, encouraging tolerance, democracy and mutual respect but is not always appropriate: in some cases, it may be better if the student is accompanied to the next lesson by a member of the EST to settle them in or the teacher may prefer to manage the student's reintroduction themselves. It is for the teacher to decide the most appropriate course of action.

### **Internal Exclusions**

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

Students may also be withdrawn from lessons prior to a Fixed Term Exclusion whilst investigating an incident; time in the LSU may be used 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 Policy and when 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 may be 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 the child is expelled. Cornwall Local Authority must arrange full-time education from the sixth school day.

The decision to exclude should not take place until an investigation has been completed. If necessary, during the investigation the student should be kept in the LSU or remain with SLT. If a student refuses to remain in the LSU or SLT area as instructed, they will be given a fixed term exclusion for refusal to follow instructions. This will be a separate exclusion to the original incident.

A fixed term exclusion cannot be converted into a permanent exclusion unless there are exceptional circumstances when further evidence comes to light. In this case the original fixed term exclusion could be extended with another fixed term exclusion or a permanent exclusion may be issued to begin immediately after the initial fixed term exclusion ends. Within 15 days of notification of a permanent exclusion the governing board must meet to consider reinstatement.

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

A Fixed Term Exclusion is issued in response to a serious breach of the school's Behaviour Policy (see Appendix A and Section 8. Sanctions, Detentions and Exclusions) when 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. The EST will collate work and send it home.

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 the APA.

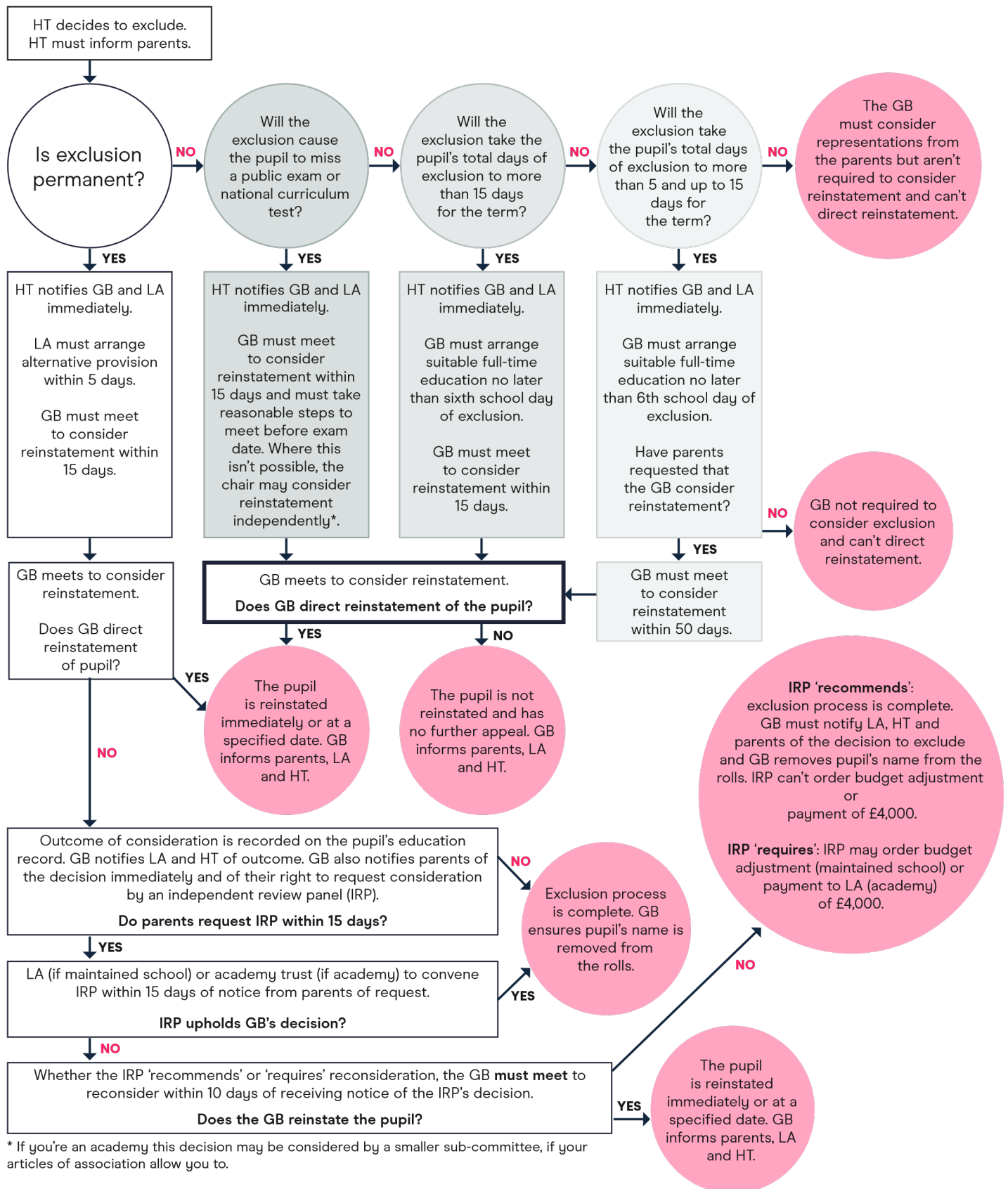
Statutory guidance does state that a Fixed Term Exclusion cannot be converted into a permanent one, unless it is an exceptional case and generally where further evidence has come to light. It may be that during an investigation it becomes clear that the matter was more serious than first thought.

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.

The following diagram, shows all exclusion processes.

# Exclusions process flowchart



\* If you're an academy this decision may be considered by a smaller sub-committee, if your articles of association allow you to.

HT = headteacher  
LA = local authority  
GB = governing board  
Days = school days  
Within x days = of receiving notice (either of exclusion or outcome)

## Dealing with serious behaviour incidents (inc. 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.
- Persistent lack of cooperation

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.

Ring 888 (direct line to Tier 2 CAT) or in an emergency send for help to teachers close by. If you have to leave the room briefly to get help, do so; whenever possible, send a pupil. As soon as possible staff should call 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 policy sanctions to work towards educating an alternative viewpoint or response.

## When a Student is parked

If the student is **being cooperative** they will be parked in another lesson. The teacher and HOF will talk with child and decide next steps. If this reparation works well the incident may be recorded as a 2pt BM

If the student is **not being** cooperative 888 is called. The CAT will pick up the student and attempt de-escalation. **If this is successful** they will bring them back to the room the student was to be parked in and, if the teacher is happy for them to return, sit with them for a while as they reintegrate into the lesson. At the end of the lesson the CAT member will check with the teacher/ HOF about what consequences are needed next. This would typically be recorded as a 3pt BM.

If the **de-escalation is not successful** the member of the CAT team will check with either IB/ DM/FW/ (lead staff) to determine the next step. This may be to get parents in to school to talk with the student, it may be time in the IR or it may be exclusion. The lead member of staff will make the decision and

inform all parties, checking any decision to exclude with the head or deputy. The student will remain in the care of the CAT team while this is arranged.

### **3 Pt BMs**

If the teacher and HOF feel this is a straightforward subject issue, they will decide on the sanction. Ideally the teacher will call home and inform parents as they can give the clearest account of what has occurred.

If the HOF and teacher feel it is a more complex BM, or if the child is on the SOS, they would write up the issue and check with the CAT team about consequences and communication with the family. Communication in this case would usually be done by the CAT team.

If the HOF feels that this student is getting lots of BMs in different subjects or is on tutor or HOH report, they will write up the issue and check with the HOH about consequences and communication with the family. The HOH would then lead communication with the family, using the CAT link when necessary.

HOFs and HOHs can also drop into the daily 3pt BM review meeting in SLT CRoom from 8am every morning to check with the behaviour team about sanctions and follow up.

There is no automatic sanction for a 3 Pt BM: some may result in exclusion, some may have a more complex context. There would always be contact with home and typically a minimum sanction of a detention.

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

In addition, or as an alternative to lower level behaviour incident sanctions, we encourage Restorative Justice or Community Service to support students to understand 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 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.

The LSU 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 LSU.
- 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
- Drugs paraphernalia or objects/items associated with drug use
- 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 and out of sight unless permission is given. If a student uses their mobile phone during lesson time without permission, they will receive a 1 point Behaviour Manager and sanction. If the use of the mobile phone continues, a 2 point Behaviour Manager would be issued for

'persistent issue of mobile phone' and a sanction issued. If this continued a 3 point Behaviour Manager would be issued for 'defiant refusal to follow instructions' and a sanction issued. If there is repeated misuse of a mobile phone, a student may have their device confiscated, and parents/carers 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 mindset
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 'trial' 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 = Internal 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: Reports (Tutor/HOH)/Target Monitoring (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:

<b>Tutor/ Department Report (Green Cover)</b>  <b>Length of time 2 weeks</b>	When students reach a threshold of 10 Behaviour Manager Points in a term they will be placed on tutor report. They will have targets set that consider the reasons for the Behaviour Manager Points. Tutors will monitor the success on the Report, and liaise with parents. Parents should discuss the report nightly and initiate suitable responses/removal of privileges as a sanction. If a student is successful they will be taken off Tutor Report.
<b>Head of House Report Card (Yellow Cover)</b>  <b>Length of time 2/3 weeks</b>	A student will be placed on a Head of House Report if they fail to meet targets set on the Tutor Report Card. 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. Parents should discuss the report with their child daily and initiate a suitable response to continued poor behaviour/removal of privileges. If students are successful they will be taken off HOH Report.
<b>Stage 1 of Suspension (Blue Cover)</b>	When a student has not been successful on Head of House Report they will be referred by the Head of House to the Skills Centre. The Skills Centre aims to help remove the barriers to learning and increase curriculum access. Stage 1 of Suspension represents increased awareness of the serious nature of the behaviour.

<p><b>Length of time</b> <b>6-8 weeks (1/2 term)</b></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. The HOH will remain a key contact during this phase as they know the background and can also be prepared for when the student comes off SOS.</p> <p>The EST link will have at least a fortnightly conversation with parents and log this on the mentoring notes</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). 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. Any change up or down the SOS will be accompanied by a meeting of key staff, the students and family.</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. Any change up or down the SOS will be accompanied by a meeting of key staff, the students and family.</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 indicate on the reports 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 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** 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 VS Report, 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 lessons that day and also drill into which part of the lesson/ day is causing the most issues 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'.

## Appendix F: Staff Behaviour Guide

Penryn College has a clear systemic approach to Behaviour Management, when students do not manage to reach the **high standards** we expect.

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

### 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
- To enable behaviour to be tracked by staff, students and parents

### In the tutor base/in corridors:

No warning is given for incorrect uniform (there are spare shoes, trousers in the Skills Centre which will be issued with no parental note, and tutors are able to issue a yellow slip where there is a justifiable reason with a note for a short period), lateness, chewing gum or use of a mobile phone. Where there is a persistent issue with a pupil who cannot adhere to the standards/rules they need to be referred to HOH. All staff must **challenge manners at all times**.

### In the classroom 3 stages - Warn, Move, Park:

**Stage 1 WARN:** Detail precisely to the student why they are being warned and refer to the rights of the class to learn without distraction. 'You need to .....now, thank you'

**Stage 2 MOVE:** 'You will now move to another position in the classroom as you have failed to listen to the advice given when you were warned and have continued to display behaviour that is distracting to others, you need to move now, thank you'

**Stage 3 PARK:** If you have warned and been precise about reasons, given adequate notice of Move with specific detail and behaviour has not improved 'you need to be parked with another teacher where you will take your work and continue it in another room now, thank you'

If a teacher enters a BM they must follow up with their own sanction: keep behind/ 10 minute detention. If a teacher/tutor finds themselves persistently entering a BM for the same offence with the same pupil they must alert their HOD/HOH.

Refusal to be parked will require the pupil to be collected by EST/SLT (call 1248 or 1508) and placed in the Exclusion Room. This is their choice. All departments have a parking system in place.

If parked HOD will need to issue a detention in their faculty and record the name of the pupil and the lesson they were removed from in the register (Shared: Skills Centre/Academic Year 2015-16, PARKING REGISTER) If persistently parked, the HOD/HOH needs to inform KO for a behaviour review.

Failure to attend this detention will be escalated to an SLT detention (request via HOD/HOH to JJose)

Failure to attend the SLT detention will result in a day in the ER till 4.15pm (EST/KO will inform parents of day and issue letter home).

HODs will have regular access to 1pt, 2pt and 3pt records for their department for tracking purposes.

### Report Cards - Target '0' at the start of each term

- 10BMs - Student is placed on **Green** Tutor Report Card, Tutor informs Parents
- Unsuccessful Tutor Report - Student is placed on **Yellow** HOH report Card, HOH meets with Parents
- Unsuccessful HOH Report - Students is referred to KO and placed on **Blue** Target Card/Stages of Suspension
- Where a pupil has gained most BMs from a single subject area a subject **Yellow** Conduct Card will be recommended.

Stage 1:

# Warn

You have been warned and need to amend your behaviour now

Stage 2: 1BM/Teacher DT

# Move

You were warned and have failed to amend your behaviour

Stage 3: 2BMs/Department DT

# Park

Your behaviour is preventing you/others from learning

Refusal to be parked will result in you being placed in the  
Exclusion Room until 4.15pm