

# Penryn College

## Behaviour and Positive Relationships Policy

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**Responsible SLT member:** Deputy Headteacher – D Mather

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## Statement of intent

Penryn College believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

### 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools' This policy

operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity. • Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website. The headteacher is responsible for:
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The Head of Year is responsible for:

- Ensuring out behaviour expectation are applied consistently
- Placing pupils on HOH Report when Tutor Report card has failed, and communicate this report escalation to parents with close monitoring.
- Referring pupils to the Stages of Suspension when Head of House report is unsuccessful.
- Leading their tutors to monitor progress and drive the improvement of behaviour across their tutor groups.
- Tracking the progress of all students in their House/Year using on-going data analysis, in particular, SIMS.
- Ensuring that parents are kept informed regarding the behaviour of their child.

Communicating 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.

- Observing the quality of tutor periods through informal and formal observations.
- Undertaking a half term review of behaviour with their team – signposting tutors towards further training/support and coaching where required and reporting key points to SLT.
- Communicating with parents and involving them in being engaged with reducing incidents of behaviour that are detrimental to learning.

The Head of Faculty is responsible for:

- Ensuring out behaviour expectation are applied consistently
- Supporting and challenging their team to be the best they can in all aspects of their classroom delivery.
- Ensuring the department has a 'parking' rota in place.
- Undertaking observations of lessons to monitor pupil behaviour and the implementation of Behaviour for Learning strategies in planning and lesson delivery.
- Ensuring the Behaviour and Positive Relationships Policy and protocols for addressing behaviour are clearly understood and used effectively in their team.
- Undertaking regular reviews of Behaviour Manager data and ensuring appropriate action is taken and integrated into performance management review; signposting teachers towards further training/support and coaching where required.
- Regularly updating the Department Behaviour SEF.
- Referring students for escalation of sanctions where necessary and in accordance with the Policy.
- Running a department detention rota.
- Communicating with parents and involving them in being engaged with reducing incidents of behaviour that is detrimental to learning.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
  - Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader. – Heads of Year.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items

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- Truancy and running away from school
- Refusing to comply with disciplinary sanctions • Theft
- Verbal abuse, including swearing, racist remarks and threatening language Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport or dedicated school buses
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.



## **5. Managing behaviour**

Our principal method for managing behaviour is to support students to recognise behaviour in both its positive and negative forms and the impact these behaviours have on others. Whenever possible we use the school setting in its broadest sense to provide students with

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opportunities to develop positive behaviours and to understand that negative behaviours have consequences.

### **Encouraging Positive Behaviour Opportunities**

The school offer the following programmes to provide students with opportunities to develop their leadership skills, to give something back and to learn positive behaviours:

- The student council helps students understand the importance of giving feedback and active engagement
- The prefect systems allow students to take on leadership positions of responsibility and to direct their own projects, often involving other students
- The range of clubs we offer stimulated students to get involved and to be active
- Students can represent the school in variety of ways from orchestra to sport teams to 10 Tors

### **The House System**

Another way in which the school encourages students to develop and reflect on their personal behaviours is through the House System:

#### **House Points**

Throughout the year, students will be provided with the opportunity to collect House Points that contribute to individual rewards and achievements, but also reward their House.

#### **The Aim**

The aim of the House Points system is to provide students with the opportunity to contribute to their House. By getting stuck into everyday school life, competitions and activities, students will be giving back to their House to create a collective identity.

#### **Structure**

Every student who attends Penryn College is assigned to a House. There are four houses overseen by the House and Character Lead. Each House is led by House Prefects who work closely with a house captain representing each year group. Students remain in the same House until they leave Penryn College. All staff members are also assigned to a House.

The houses are:

- Arwenack – Green
- Gluvias – Purple
- Killigrew – Blue
- Pendennis – Yellow

#### **How to Earn House Points:**

There are two types of House Points. These are: **Foundations**

#### **for Learning (FFL) House Points**

These are awarded for students getting it right and following the school's Foundation for Learning (FFL). On arrival to the lesson, the FFL House Point is automatically awarded to

the student. Should the student receive a Behaviour Manager Point (BM), the FFL House Point will be automatically deducted. The House with the most FFL House Points every half term will have House Points added towards their House Pillar.

### ***Achieving through Challenge House Points***

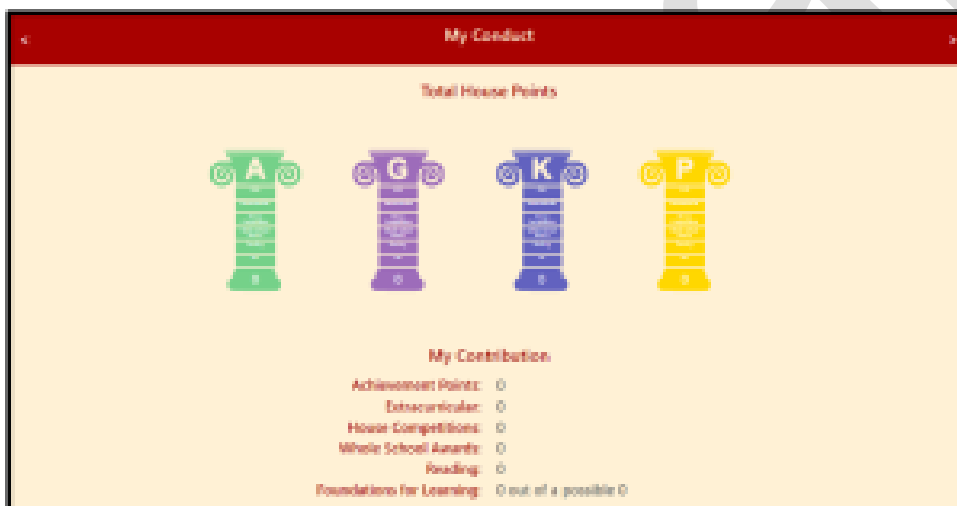
These are additional house points available to earn when students go above and beyond our FFL expectations.

There are five main ways for students to achieve House Points. These are:

- Achievement Management Points (AMs)
- Extracurricular Activity Attendance
- House Competitions
- Whole School Awards
- Reading

### **How House Points are Showcased**

House Points will be available to see on the school website, students' Virtual School areas, tutor slides, and in school. The point will be visible via the Penryn College House Pillars. Students also have their individual House Pillar on their own Virtual School area, allowing them to see the breakdown of their personal House Points contribution.



### **Student Character Skills Radar Graph**

Achievement Management (AM) Points are now based on the six character skills applied at Penryn College. If a student achieves an AM, it will fall into one of the following six categories. These are:

- Responsibility
- Respect
- Resilience
- Cooperation
- Ingenuity
- Aspirations

Students will be able to see their Character Skills Radar Graph through the School Life app. The graph appears as below:



This graph will be used to help students reflect on areas in which their behaviour is a strength and working well and those areas that they may need to target.

### Life Skills and Personal Development

Another important way students are supported to consider and develop positive behaviours is through the Life Skills Programme and through the PD Curriculum delivered through assemblies and Tutor time.

In Life Skills lessons students will be presented with a range of information to help them understand what healthy, positive behaviour and decision-making look like and have the opportunity to debate and discuss how this applies to their lives. Subjects covered include: Health and Wellbeing, Living in the Wider world and Relationships. All these topics are also linked to the 6 Character Skills, encouraging student to reflect on their own behaviour and character throughout.

Assemblies and SMSC tutor times help students understand their place in the world and to consider other people's cultures and contexts. British values are regularly showcased, including respect for all and making all feel welcome at Penryn college.

### Expectations

The school's Behaviour: Support, Expectations and Consequences poster (Appendix B) is displayed in every classroom. This makes our standards and expectations clear to students, staff and families. It highlights helpful behaviour such as good attendance and makes clear the consequences if the school's standards are not met. It also signposts students so they know how to report any concerns they may have.

### Challenging Negative behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Education Support team, Vulnerable Students team and linked senior managers will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Instances of unacceptable behaviour are taken seriously and dealt with immediately. We have shared the following graduated response to unacceptable behaviour with students, staff and the community:

1. Warn- Move- Park: If you are behaving in a way that is disturbing learning you will be warned to cease this behaviour; if it continues, you will be moved to another seat in the class to help you stop; if the behaviour still continues, you will be parked in another room so that your behaviour can no longer disrupt the learning of your class. The warning is your last chance to improve your behaviour without getting a BM. Teachers can skip the warn and move part of this if they feel your behaviour is that bad: it is the teacher's decision.
2. 1 point BM: This is recorded and will be shown to your parents like all AMs/ HPs on the weekly email. At the very least your teaching will have a conversation with you about this behaviour and this is your chance to show you understand why it was not helpful. You may receive a short detention.
3. 2 point BM: this is given when the poor behaviour is repeated or persistent. You will receive a Faculty detention or equivalent for this and your parents will be informed by the teacher.
4. 3 point BM: this is given for high level misbehaviour and refusal to cooperate and be polite. The punishment will depend on the actual misbehaviour.
5. RESET Room (see appendix A): If you are being polite and cooperative with the teacher / Head of Faculty, they will issue a faculty punishment and the matter will end there; however, if you argue or walk away from staff, the EST will take you to the RESET room:

RESET 1: You will need remain in RESET until the end of the next break. So, if you got sent there P7 one day, you would need to remain there until after your break on the next day.

RESET 2: This is for more serious poor behaviour and will mean you are in the RESET room until the following time the next day and you will need to stay until 430 that afternoon.

6. Tutor Report: If you receive more than 10 BMs in a half term you will go on tutor report for 2-4 weeks. Your tutor will discuss your targets with you and your parents.
7. Head of Year Report: If your tutor report does not lead to an improvement, you will be put on HOY report for between 2-4 weeks.
8. Stages of Suspension 1: If you are still misbehaving you will be on SOS1. This means your behaviour will be monitored by EST/ SLT weekly.
9. Stages of Suspension 2: If you do not improve your behaviour, you will be suspended and have to meet with the governors because you are getting close to being made to leave Penryn College.
10. Stages of Suspension 3: Here, you would be suspended for a longer period and have a final meeting with governors. If you do not make clear improvements to your behaviour at this point, you will continue your education somewhere else.

Following repeated incidents of unacceptable behaviour, or for severe behaviour incidents, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour and for serious breaches of this policy, the following sanctions are implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Posters will be displayed in all classrooms to set out expectations, support and consequences (Appendix B). Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long

- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Working with the EST and using the RESET room if appropriate.

### **Physical intervention**

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.



The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

RESET room protocols are provided in the appendix.

The EST will manage will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required. **Detentions**

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 20 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

## **7. Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **8. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, vapes legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke or vape on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## 9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

**[The model list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]**

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or – To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

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.

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

~~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.~~

### **Use of mobile phones *and other smart technology with similar functionality***

Mobile phones and other smart technology with similar functionality are not permitted to be seen or heard in school. There is a gate-to-gate ban on them so they should not be used, or be visible, anywhere on site. They must be kept in bags or lockers and turned off. No excuses will be accepted for a phone being seen or heard, even if it is in a student's pocket. If one is seen, the phone will be confiscated until the end of the day and a detention issued and families informed. If students need to contact their family urgently, they can use email or the @talk app if they require assistance. They can also ask the front desk staff for help. There is similar gate-to-gate ban on wireless headphones.

## **10. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

## **Classroom rules and routines**

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, the class rules will be posted in all classrooms. See Appendix B.

## **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.

Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Timely** – rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- House Points, Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

## **11. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Behaviour poster displayed in all classrooms applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **12. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed twice a year by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **13. Monitoring and review**

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2023.

Final



## **Appendix A: RESET room protocols**

Only HOF, HOY, EST and SLT can decide if a student needs to go to RESET room

### 1. RESET 1- Remain in Reset until after next break

- This is to be used when parking a student is not working and they need time away from lessons
- Whilst in RESET the student will do a reflection activity and discuss this with the staff on duty
- If possible, students will do classwork on Showbie or they will look back through recent work and green sheets
- The HOF/ class teacher will call home to discuss the issue with parents
- RESET 1 will be used no more than 2 times a half term for a student. After the second incident, HOY will meet the pupil and parents to discuss the reasons for the behaviour. RESET 2 or suspension will be used for any further incidents.

### 2. RESET 2- 24 hrs in RESET including a 4.30 finish

- Only SLT can authorise
- This is one level below suspension
- RESET 2 will not be used more than twice in a half term for a student.
- Work to be set by class teacher with EST sending out a work request asap.

**APPENDIX B: Classroom poster**

# Behaviour: Support, Expectations and Consequences

### need help?

**the @talk app**  
 You can talk to your class teacher, the school counsellor or members of the pastoral team via the app.

**your teacher**  
 Contact your class teacher for any concerns or to talk to or message.

**your EST link**  
 Contact your class teacher for any concerns or to talk to or message.

**the safeguarding team**  
 Contact the safeguarding team for any concerns or to talk to or message.

**your family**  
 Contact your family for any concerns or to talk to or message.

**your tutor**  
 Contact your tutor for any concerns or to talk to or message.

### Uniform

**the night before**

- Check your uniform for any damage or stains.
- Check you have enough of your items.
- Check your shoes are clean and polished.
- Check you have your school bag packed.
- Check if you need to fill in any other items.
- Check your bag.

**the morning**

- Check you are dressed in your uniform.
- Check you have enough of your items.
- Check your shoes are clean and polished.
- Check you have your school bag packed.
- Check if you need to fill in any other items.
- Check your bag.

**lessons**

- Enter the class on time and be on time.
- Put your equipment out on the table, with a pen.
- Take a book or book out to read when asked.
- Check your equipment is ready to go.
- Put your book in your bag.
- Start taking notes when asked to do so.
- Put your book in your bag when asked to do so.
- Be on time for your lessons and assemblies.
- Put your book in your bag when asked to do so.
- Put your book in your bag when asked to do so.

**during breaks**

- Stand up straight.
- Listen carefully.
- Ask and answer questions.
- Look or shake your head to show you understand.

### Behaviour

**When Miss Park**

**1 point**

**2 point**

**3 point**

**4 point**

**5 point**

**6 point**

**7 point**

**8 point**

**9 point**

**10 point**

**11 point**

**12 point**

**13 point**

**14 point**

**15 point**

**16 point**

**17 point**

**18 point**

**19 point**

**20 point**

## A day to remember...

### Attendance

100-96%  
90-95%  
87-92%  
Below 87%

**Work Hard, Be Nice**

### Lates

100-96%  
90-95%  
87-92%  
Below 87%

### Being Safe

100-96%  
90-95%  
87-92%  
Below 87%

