

Behaviour and Culture Policy

Date ratified by Governors: August 2025

Date due to be renewed: July 2026

Person responsible: Senior Deputy Headteacher

Introduction

This policy supports our moral imperative to be ambitious for all our students. Setting a culture of high expectations where all students feel safe and happy in school, in an environment that supports effective learning is key. It also plays an important role in helping students build positive learning foundations that will benefit them throughout their time at Penryn College and into their futures, contributing to our community.

This policy ensures that poor behaviour choices from any student will not be allowed to negatively impact the learning of others, thereby maintaining an environment that promotes academic success for all. Rewarding achievements and good behaviour is

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important, and through the *Foundations for the Future* achievement points, we believe in celebrating students' effort both in and outside of the classroom.

Our behaviour curriculum is underpinned by robust support and interventions, which identify and enable students to develop a tool belt of skills that will help them succeed. The professional judgement of our trained staff will support students in developing their understanding of what it means to be an aspirational learner.

To further support our high expectations, school, parents/carers and students working in collaboration is key.

This behaviour policy should be read in conjunction with the college's safeguarding, anti-bullying, suspension and exclusion, SEND, and search and confiscation policies.

Policy Aims

This policy aims to:

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

Legislation, statutory requirements & statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Physical Intervention Policy
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014 ; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and Articles of Association

Roles & Responsibilities

1.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

1.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy

- Creating and upholding a positive school culture of behaviour for learning
- Monitoring how the implementation of this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensure appropriate training is available to staff
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

1.3 Teachers and staff

Staff are responsible for:

- Upholding a positive school culture of behaviour for learning
- Creating a calm and safe environment for pupils
- Manage behaviour effectively to ensure a good and safe learning environment
- Narrating expectations of behaviour in a range of ways

1.4 Parents and carers

Parents and carers, are responsible for:

- Reading and signing the learning partnerships agreement (home-school agreement)
- Communicating with school when required or requested regarding any aspect of this policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Raising any concerns about the implementation of behaviour policy with the school directly, while continuing to work in partnership with the school

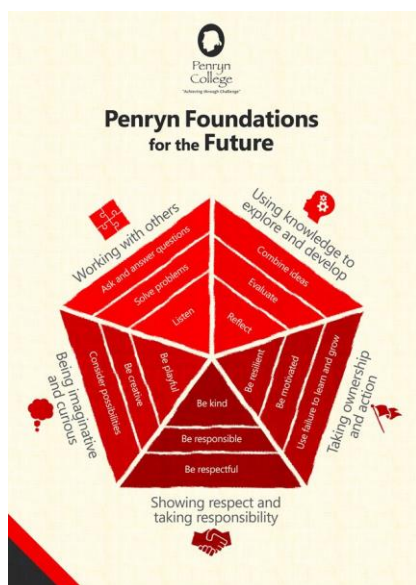
1.5 Students

Students, are responsible for:

- Reading and signing the learning partnerships agreement (home-school agreement)
- Contributing to a positive and safe school culture of behaviour for learning
- Understanding the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Understanding and using the appropriate support that is available to them to help them meet the behaviour standards.

Foundations for the future

Our rewards system is designed to focus students on skills that will help prepare them for the workplace. Students can be awarded these during lessons, attending clubs & activities, having exceptional attendance and exceptional contributions to the wider community.



- Members of staff narrate to students what they need to do to be awarded an AM
- AMs are awarded to individual students and not whole classes.
- Tutors/HOY/ Attendance monitors will award AMs for outstanding attendance and behaviour
- Engagement in clubs and activities and demonstrating leadership skills will be rewarded with AMs
- Parents and students can track AMs through the classcharts app.
- Each week using the reward shop, students are invited to collect bespoke rewards; rewards have been designed linked to the foundations for the future
- Local companies and industries have also 'sponsored' larger rewards, linking our rewards system to local industry.

Other Rewards

- Tutors can give 1AM, HOY and HOF can award 2pt AMs for sustained and most improved achievement and SLT can award a 3AM.
- Each week using the reward shop, students are invited to collect bespoke rewards; rewards have been designed linked to the foundations for the future.
- Local companies and industries have also 'sponsored' larger rewards for our termly 100AM draws plus our annual mega draw.
- At the end of each term celebration assemblies are hosted by the HOY and House lead. Rewards are issued for achievements throughout the term, including most AMs and attendance awards.
- Praise postcards are sent home for outstanding effort. This can be from class teachers, tutors, or members of SLT. AMs are also awarded.
- After each celebration assembly AMs are reset to zero. A record is maintained of overall performance over the year, but a clean slate approach enables students to aspire to high achievement during every term.

Application of the Policy

Penryn College recognises that sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for negative behaviour choices.

Penryn College will also apply sanctions within this policy for behaviour that takes place off the school campus when it is reasonable to do so. When deciding whether it would be reasonable to impose a sanction for poor behaviour, staff will consider:

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- If the student is taking part in a school organised activity, travelling to or from the school, wearing Penryn College uniform or identifiable as a student at Penryn College at the time of the unacceptable behaviour; and/or

Consequences may also be applied, whether the conditions above apply or not, if the behaviour:

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

Consequences may be given on school premises or off-site when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This is not tolerated at Penryn College.

Bullying is therefore:

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy. This policy outlines consequences for bullying behaviours.

Consequences

When a student's behaviour does not meet the expectations which could reasonably be expected of them, Penryn College will impose consequences in response.

In lessons the following will be applied when behaviour does not meet the expected standard:

1. Narration of expectations
2. Toolkit. Continued use of a range of teaching and learning strategies: for example, non- verbal cues, moving seat within the room, prompting with work.
3. SIGNAL A signal to the students that there needs to be a change in behavior (name written on the board)
4. REMOVE Removal from learning to another classroom to protect the learning of others
5. Removal from lessons to reset

Significant or repeat poor behaviour

Students will be referred to the reset room while investigations are completed for significant behaviour incidents. This may include lesson avoidance, vandalism, abuse, dangerous or anti-social behaviour. Defiance or disruption is seen as a significant behaviour incident. This could also result in a suspension.

Responding to behaviour

All staff have been authorised by the headteacher to give pupils detentions. Pupils can be issued with detentions during break, lunch or after school. The school will inform the pupil's parents/carers through classcharts. It is the parents/carers responsibility to check ClassCharts and make suitable arrangements for collection from an after-school detention if set.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime, or after school for up to two hours
- School-based community service, such as leadership or tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Putting a pupil 'on report'
- Removal of the pupil from the classroom via parking
- Reset room

At Penryn College, we are committed to creating a safe, respectful, and inclusive environment for all students and staff. When a wide range of behaviour support strategies have been tried without success, and a student continues to make poor choices or engage in significant unsafe behaviour, the school may implement more serious consequences.

- Internal suspension with lengthened day
- Reset day at another local linked secondary school
- Suspension
- Signalling meetings
- Governors' disciplinary hearings
- Offsite direction to another school
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but regarding the impact on perceived fairness.

Please refer to our **Suspension and Permanent Exclusions Policy** for more information.

Punctuality

Students are expected to be in school on time. This enables them to have a positive start to the school day through being able to access the free breakfast service and for staff to help check they are set up the day ahead. If a student is regularly late to school consequence and support plans will be put into place.

Mobile Phone & other Devices

There is a gate-to-gate ban on mobile phones and smart watches. They should not be used or visible anywhere on site. They must be kept in bags or lockers and turned off.

The school will not be liable for loss or damage to any electrical device (phone, smartwatch, headphones or tablet that is private property and not issued by school) should pupils decide to bring them to school. They are the sole responsibility of their owner.

Our staff have the right to confiscate a phone or smart watch until the end of the day if they see it. It will be handed into Reception, where it will be collected by the student at the end of the school day. If a student fails or refused to give it to the member of staff, this will be deemed as refusal to follow a reasonable request.

If a pupil has used a phone to intimidate another student, to upload or share inappropriate content, to use it in a way that it can be perceived as harassment by another pupil, to put online or on social media anything that would bring the school into disrepute, they could potentially receive a fixed-term suspension from school or an alternative consequence depending on the seriousness of the incident after investigation.

Uniform & Appearance

Penryn College places a strong emphasis on students feeling a sense of belonging and pride. The uniform is an important part of this. Penryn College wants students to feel proud when wearing their uniform, sports kits, or school attire. Uniforms help reduce pressure by creating equality among students.

Students will be supported to wear our uniform and correct any issues. Students who do not adjust their uniform to meet expectations will go to the reset room until the issue is rectified. The school aims to support students by providing uniform items when possible. In some cases, students are asked to exchange their phone for a uniform item, which will be returned at the end of the day. This is not a punishment but makes sure items are returned for future use.

Safeguarding

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

We will consider whether a pupil's behaviour may be linked to a safeguarding concern.

Where this may be the case, we will follow our Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our **Safeguarding Policy** for more information.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will hand the incident to the police.

When establishing the facts, the school will hand any relevant evidence over to the police.

The school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our **Safeguarding Policy**.

Malicious allegations

Any allegation against a member of staff or a student will be taken seriously and investigated. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to issue a consequence to the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to issue a consequence to the pupil in accordance with this policy.

The school will also consider the pastoral needs of staff and pupils involved where necessary and seek external support if needed.

Confiscation, screening & searching including prohibited items

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

Searching and confiscating



Any prohibited item found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. The prohibited items may include inappropriate items for school such as blades, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images.

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

Searches will only be carried out by a member of staff and a witness who have been authorised to do so by the headteacher, or by the headteacher themselves.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy), or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. The search will only take place on the school premises or, for example, on a school trip. If the pupil refuses to agree to a search, the member of staff will give an appropriate behaviour consequence and contact parents/carers.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Significant and Unsafe Behaviours

At Penryn College, we are committed to creating a safe, respectful, and inclusive environment. To protect this environment, we take all incidents of serious or disruptive behaviour very seriously.

Students who engage in dangerous or anti-social behaviour, abuse towards staff or peers, vandalism, repeat defiance, or persistent disruption—whether in lessons or around the school site—will be immediately referred to the Reset Room while an investigation is completed.

We are especially vigilant about maintaining safety in sensitive areas such as toilets. Any significant or inappropriate behaviour in these spaces will not be tolerated under any circumstances.

For repeated or serious behaviours, the school will carry out a risk assessment to determine whether it is safe and appropriate for the student to attend school trips and participate in social times, including lunchtimes.

SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of poor behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of poor behaviour will be made on a case-by-case basis.

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their SEND needs?

The school will then assess if it appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child, as appropriate. We will work with parents/carers to create the plan and review it on a regular basis

Pupils with education, health and care (EHC) plans

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on SEND, mental health, and additional needs of pupils.

GLOSSARY

Reset Room – Where students are internally suspended

Parking – Students are removed from their classroom and sent to another designated room

Detention – Time spent afterschool with a member of senior staff