

Purpose of our Behaviour Policy

Promotion of good behaviour is embedded in our approach to learning and is maintained by the headteacher and through all colleagues. This policy adheres to the DFE guidelines of September 2022 and should be read in conjunction with our Teaching and Learning and Safeguarding Children policies. All students are addressed by the Headteacher, Pastoral Team and Tutors regularly, when the school's expectations of how they should behave are made explicit. Particular emphasis is placed on the importance of social inclusion, courtesy, mutual support and a zero-tolerance approach to bullying. These values are highlighted in the Senior Leadership Team's INSET training to staff at the start of the academic year on behaviour and the KCSIE, refreshed across the year as necessary, and in their address to new parents in the summer preceding their child's entry to the school, as well as at the start of the academic year for new students in their PHSE and tutor lessons.

Our policy, in line with DFE guidance from September 2024 onwards, aims to ensure that:

- student behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully;
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Guiding Principles

The purpose of managing behaviour in school is straightforward: ensuring a safe, purposeful and calm learning environment with clear and consistent routines, that enables students to fulfil their potential, thereby improving their life chances and opportunities, where discrimination and bullying of any kind is not accepted. It is essential to any behaviour approach that systems and processes are:

- Consistent
- Fair
- Proportionate
- Understood by all.

Extensive research has been undertaken over the years, inevitably concluding that there is no one-size-fits all method. However, a number of common principles can be found:

- The greatest drivers of good behaviour are high expectations, clear guidance, quality-first teaching, consistency and perceived fairness, and professionals modelling the behaviour expected by all in the school community
- Sanctions are most effective when they are timely, proportionate, the student(s) feel listened to, and there is a restorative process concluding the event
- Irrespective of whether a school adopts a child-centred approach, a rigid 'binary' model or something in-between, the key to improving behaviour is in the day-to-day transactions; simply, it is about the pro-active developing of positive relationships – and noticing when students get it right.

Pewsey Vale School observes the following standards in respect of student behaviour and discipline:



- Its duties under DfE Guidance 'Behaviour and Discipline in Schools' (September 2024) and the Equality Act 2010, including issues related to students with special educational needs or disabilities and how reasonable adjustments are made for these students
- Provision of support systems (e.g. behaviour reports) for students and a maintenance of liaison with parents and other agencies, and management of students' transition
- Taking disciplinary action against students who are found to have made malicious accusations against staff.

The school meets these requirements in the following:

- A copy of the Pewsey Vale School rules and expectations is shared with every student
- Bullying incidents are treated seriously, investigated thoroughly and are resolved sensitively and appropriately; similarly, peer on peer abuse is both logged and sanctioned thoroughly.
- All school sanctions are recorded on Classcharts.
- A Use of Reasonable Force policy is in place. It refers to and complies with the guidance outlined in the Circular 10/98 'The Use of Force to Control or Restrain Pupils' and Section 550A of the Education Act 1996. It is in line with the Department for Education Guidance 'Use of Reasonable Force' (July 2013).

General Pewsey Vale School rules

- Show consideration for the feelings, interests and property of others
- Be courteous and well mannered
- Show respect for staff, other adults and fellow students and behave in a way which brings credit to themselves, their families and the school
- Students must not be in possession of prohibited items such as controlled drugs, non-prescription drugs such as 'legal highs', weapons, fireworks, alcohol, cigarettes or stolen goods (also see below)
- Smoking, including the use of e-cigarettes, 'vapes' and 'puff bars', is prohibited for students both on the premises and also while travelling to and from school whilst wearing our uniform (also see below)
- Students should not bring valuable possessions to school. Social use of audio equipment is only permitted at break and lunchtimes
- Mobile phones must be switched off and left out of sight during lesson time. In case of transgression, the student will be sent to the Reflection Room (Tier 2)
- No student may leave the school premises at any time without a written request from his/her/their parents/carers and permission from a senior member of staff: all students leaving must sign in and out at Reception
- Students must be in their lessons and not truanting; this is a safeguarding issue and will lead to Tier 3, below
- Ensure all litter is placed in a bin
- Students will be made aware that we expect a high a standard of behaviour on journeys to and from school to ensure safe transport for all.

Behaviour in and around the school

- In movement around the school, students should move in an orderly and quiet fashion. They should queue sensibly outside rooms and enter and leave all classrooms in a calm manner
- Students should observe the one-way systems in operation around the school and should keep to the left in corridors



- Students should enter and leave school site using official points entry/exit points
- Students must be punctual for all lessons
- All bells are action bells and students should move when informed by the teacher/tutor.

Rewards and Sanctions – general points

At Pewsey Vale, we encourage the establishment of good teacher/student relationships and support for the school's values (Respect, Responsibility, Resilience) through a system of rewards and sanctions, designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- Verbal and written praise for good work
- Achievement Points for both effort and achievement, which are celebrated both in the classroom and via the parent portal, SIMs App.
- Awards for excellence and achievements in non-academic work or fields.
- Awards for excellence in individual achievements.
- Pewsey Vale School ACE Evening.
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the School's website, Twitter and our weekly bulletin, so that the community can celebrate success
- Reports to parents.

Sanctions – a tiered system

Teachers deal with most disciplinary matters at the time they occur and should not need to have frequent recourse to formal sanctions. However, more serious behaviour infringement is supported using our 'tier system' – please see the overview table below:

Tier	Example of behaviour infringement	Example of support or sanction applied
1	Any action that disrupts the flow of learning, e.g. Talking when the teacher is or when the teacher has asked for silence. Calling out Lack of effort (after support given) Off-task behaviours	<ul style="list-style-type: none"> • Tell the student that they have received a Tier 1 Warning for disrupting learning. • Positive suggestion for improvement
2	On-going Tier 1 choices Rudeness (not directed at staff) Use of mobile phones in lesson time Poor behaviour outside of lesson time Out of lesson ('wandering')	<ul style="list-style-type: none"> • Student asked to go to the Reflection Room • Work provided for student • Restorative conversation with staff prior to return to class • Phone handed in
3	Threatening behaviour Direct rudeness to staff Misbehaviour in the Reflection Room Failure to attend detention Smoking/in presence of smokers Vaping Truancy Leaving lesson without permission	<ul style="list-style-type: none"> • Internal suspension • Pastoral communication with home • Restorative conversation with staff where appropriate



4	Fighting Physical assault Verbal abuse towards staff Aggressive or dangerous behaviour Discriminatory behaviour Extreme inappropriate behaviour Illicit substances use/possession Theft	<ul style="list-style-type: none"> • Student removed from mainstream classes immediately – SLT presence • SLT to make decision re next steps e.g. Suspension, Enhanced or Alternative Provision, home learning package etc.
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How we sanction poor behaviour

When students get it wrong or make poor choices, we put in place sanctions which are proportionate and consistent across the school.

When a student receives a detention or spends time in the Refection Room, parents will be informed via SIMs app and/or phone conversation. Wherever possible, a restorative conversation between staff and student(s) will take place to ensure the incident is resolved and to secure a positive approach for students' return to class.

A detention is a possible sanction we use and will either be set at break or lunch time. Students will be allowed to get food, drink and go to the toilet if over a break time.

On the rarer occasions when a Suspension is required, parents will be contacted promptly by a member of the Senior Leadership Team or the Pastoral Manager, Mr Waters, by telephone. A letter will be sent confirming the details of the incident. Students will return after a readmission meeting involving parents and a senior member of staff.

How we encourage positive choices

We believe that most students want to get it right. We want them to own and take responsibility for their choices. To help them with this, we recognise that a first-class experience in lessons and around the school are the most significant influencers of behaviour choices. In staff training each year, our staff are taught that excellent behaviour is best achieved when:

1. Staff know their children well and meet individual needs
2. Lessons are engaging and challenging, progress is measured, success is modelled, and questioning is planned and appropriate
3. Feedback is prompt, targets progress and is acted upon by students
4. Conversations between staff and students are positive and calm.

Alongside excellent teaching and learning, we have a hugely popular Achievement Points system that students fully engage with. We place great emphasis on noticing when students 'get it right' and celebrate this through the awarding of points for our core values of Respect, Responsibility, Resilience. At Pewsey Vale, we know that the best way to secure excellent behaviour is to recognise those who choose it.

A third way in which we encourage excellent behaviour is through Student Leadership. We have School Councils which meet termly and are a genuinely positive voice in shaping the direction of the school. They, alongside our Head Students, offer a voice to all students and an opportunity for all to participate more actively in school life.



Adjustments for students with additional needs

We believe that schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn. We recognise that under the Equalities Act of 2010, we have to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices and to meet with 'best endeavors' the provisions set out in their EHCPs. Through knowing the needs of our students, we make adjustments to routines for students with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

Examples include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism and in the Thrive approach.

The adjustments needed for those students with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)' (paragraphs 34-38). Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Provision for Students at Tier 2 and below

We have various support systems at Wave 1 or 2 for our students. These include: ELSA support, the Welfare hub, pastoral support, and access to our school nurse drop in sessions.

Provision for Students at Tier 3 and above

For a very small minority of students, meeting our behaviour expectations and standards is more challenging.

Post suspensions, students and their parents/carers have a meeting with the Deputy Head for Behaviour or pastoral team and students are then monitored and supported through our report card system, by a member of the senior team or pastoral team.

For students who continually receive sanctions or who are unable to behave in mainstream lessons, we offer enhanced and/or alternative provision:

1. Managed Move: through the local In-Year Fair Access Panel, we work with local schools to offer temporary or long-term moves for students who would benefit from a new environment
2. Other Alternative Provision/Off Site Direction: we are able, on occasion and dependent on the student's needs, to offer very specific provision within Acorn Education Trust or other settings such as On-Track.

For Enhanced Provision placements, parents are involved in the process at every stage and work directly with the Enhanced Provision team.

Managed Moves and Off Site Direction

Off site direction is when the governing board require a student to attend another education setting to improve their behaviour and does not need parental consent.



A Managed Move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed Moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

If a temporary move needs to occur to improve a student's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the student's best interests. This means a decision can be made to temporarily move a student to another school without parental permission if we believe it is in the student's best interests.

A proposed maximum period of time will usually be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

Searching

School staff can search a student for any item if the student agrees. However, the ability to give consent may be influenced by the child's age or other factors. Headteachers and staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

In line with DFE Guidance (2022) around searching students we adhere to the following guidelines:

- if the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the students and advocate for their wellbeing.
- An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item.
- We will be confident all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, we will do everything "reasonably possible" to inform parents ahead of the search, and inform them after a search takes place.
- At least two other people must be present with the child throughout the search, one of which must be an appropriate adult.
- We will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not. This should involve relevant staff, such as the Designated Safeguarding Lead.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. These items may be retained, submitted to the police or returned to parents/carers as appropriate and this judgment will be made by the school.

Banned items include:

- Vaping equipment
- Any equipment related to smoking
- Cigarettes
- Alcohol
- Drugs
- Fireworks
- Aerosols
- Pornographic material
- Any item that may cause harm to the student or to others, including sharps.



Suspected criminal behaviour

In cases when a member of staff or the headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. However, we retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

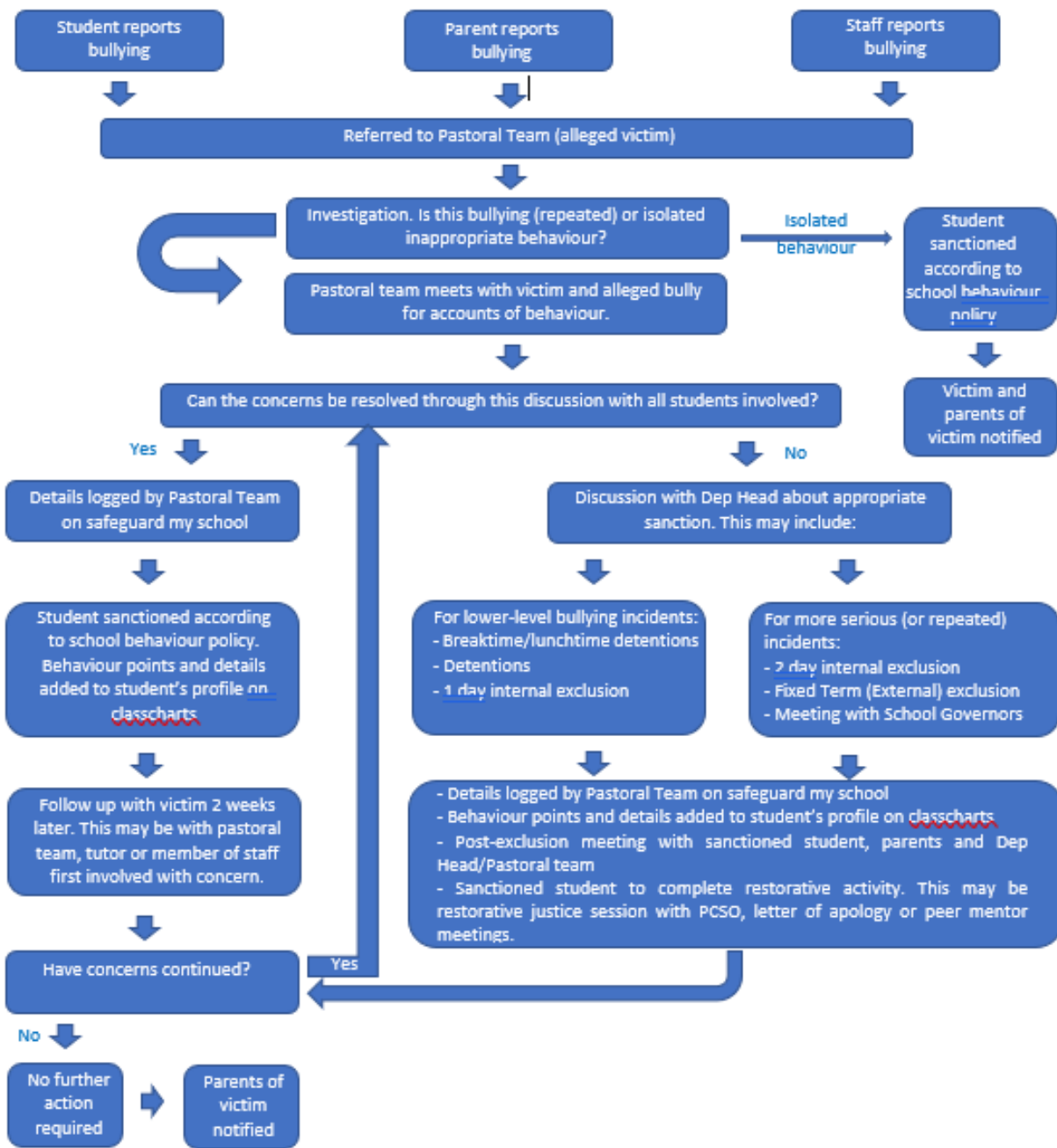
When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Anti-Bullying processes

We believe that:

- all members of the school community should help us create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully;
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

This flowchart shows the processes we follow. Students can report bullying to anyone.



Suspensions and Exclusions

Please see the Acorn suspensions and exclusions policy.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

We will collaborate with local authorities where appropriate and relevant to promote good behaviour on school transport and in the local community if reported to us; particularly in school hours, on trips and visits, and when students are travelling to and from school.



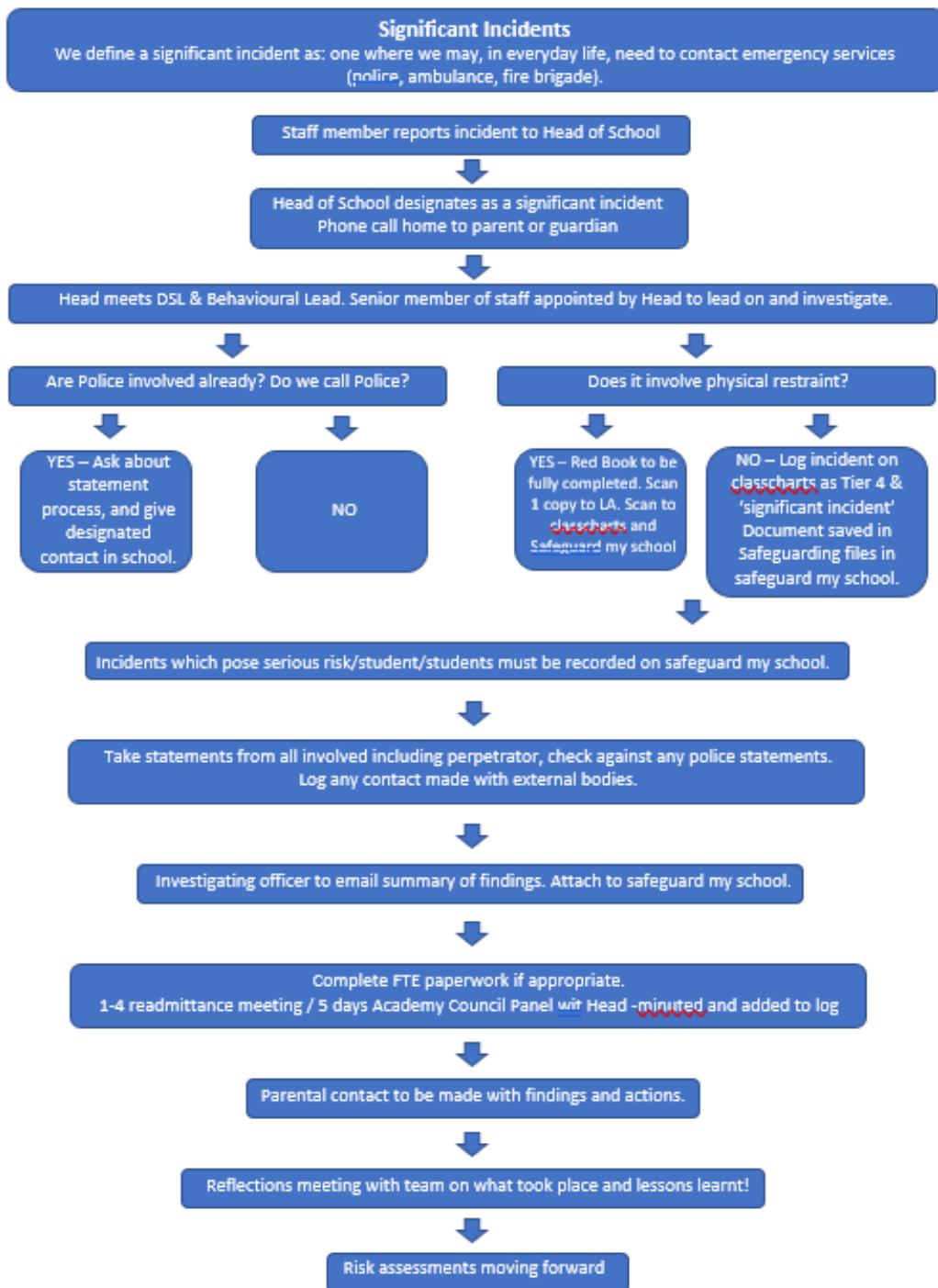
Conduct outside the school premises, including online conduct, that we might sanction our students for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction will be lawful if it is made on the school premises or elsewhere at a time when the student is under the control or charge of a member of staff of the school.

Significant incidents This process is followed for more significant behaviour and safeguarding incidents:





Mobile Devices

Pewsey Vale School believes in empowering students to sensibly use their mobile devices during non-curricular times. I.e before school, breacktime, lunchtime and after school. Other than at these times students should ensure that mobile devices are turned off and out of site. This includes:

- during lesson time, including if out of a lesson to go to the toilet or moving around school site and during lesson change over;





- If a phone is seen or heard the student will be asked to go to the Reflection Room (tier 2) where they will hand their phone in;
- Failure to follow this could result in a tier 3 or tier 4 sanction;
- The phone will be held by the pastoral team in a secure lock box and will be returned to the student at the end of their tier 2.
- It is not compulsory for any student to have a mobile phone in school therefore the school will take no responsibility for any theft or damage of these items.

Summative points

Pewsey Vale School believes that excellent behaviour is vital for young people to thrive academically and in all other respects. We recognise that every member of the Pewsey community has the right to learn and work in a peaceful, calm and purposeful environment. No individual has the right to disrupt the school day or prevent others from succeeding. To this end, we have a behaviour policy which is clear, written in student friendly language (and was written with students and staff), and sets out to achieve the following:

- Follow and uphold the school's values: respect, responsibility, resilience
- Receive clear expectations and standards
- Have clarity about our use of sanctions
- Have consistency in language and practice across the school.

Our behaviour policy recognises that young people can and do make mistakes, and therefore endeavours to be fair, proportionate in response and wherever possible, promotes an approach of de-escalation and restorative practice.

