



Behaviour in School Policy

School Name Pewsey Vale School

Person responsible Henry Haydon

Approved by directors

First written

For review	Reviewed	Signature
Jan 2025	Henry Haydon	<i>[Signed electronically]</i>
July 2025		

All policies are renewed annually. If no change then just signed. If an amendment or full change is required, this is recorded.

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, Heads of House 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, 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 2022) 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:

- Pewsey Vale School rules and expectations are shared regularly with every student and are on display in classrooms
- 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 Go4Schools
- 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 the school day. In case of transgression, the student will be sent to the Behaviour Hub (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

Rewards and Sanctions – general points

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

- Verbal praise 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, Go4Schools
- Awards for excellence and achievements in non-academic work or fields – these include value badges
- Awards for excellence in individual achievements
- House awards assemblies
- Pewsey Vale School Celebration Evening
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the School's website, Twitter and our weekly Pewsey Vale School newsletter, 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	Lateness – once Low level behaviour issue Homework deadline missed Uniform code broken – green card Doodling in books	<ul style="list-style-type: none"> • Restorative conversation had with teacher • Positive suggestion for improvement • No formal record made.
2	On-going Tier 1 choices Missing equipment Rudeness (not directed at staff) Uniform code broken -no green card/ repeated Use of mobile phones during the school day Poor behaviour outside of lesson time Out of lesson ('wandering')	<ul style="list-style-type: none"> • Student asked to go to the Behaviour Hub • Work provided for student • Restorative conversation with staff prior to return to class • Phone handed in • Uniform issue addressed and parent informed.
3	Threatening behaviour Direct rudeness to staff Misbehaviour in the Behaviour Hub Failure to attend detention Smoking/in presence of smokers Vaping Truancy Leaving lesson without permission	<ul style="list-style-type: none"> • Internal Exclusion • SLT contact with home and post-exclusion meeting if appropriate • Restorative conversation with staff/PCSO before return to classes.
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.

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 Behaviour Hub, parents will be informed via Go4Schools 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 after school. Students will be allowed to get food, drink and go to the toilet if over a break time. After school detentions do not need parental permission, including after school

and same day detentions but we will seek to obtain it if there are health and safety concerns e.g. around getting home safely or if the student picks up a younger sibling.

On the rarer occasions when a Suspension is required, parents will be contacted promptly by a member of the Senior Leadership Team (usually head of Behaviour Deputy Head or Assistant Head) or the Behaviour Manager, 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, determination and excellence. At Pewsey Vale School, 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 House and School Councils which meet termly and are a genuinely positive voice in shaping the direction of the school. They, alongside our Sports Leaders and 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 endeavours' 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.

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 meeting with the Deputy Head for Behaviour or Assistant Head for Behaviour and are students are then monitored and supported through our report card system, by a member of the senior team or their Head of House.

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

1. **The Link:** an on-site learning suite for students at risk of permanent exclusion, with specialist staff, flexible timetabling and small-group teaching
2. **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
3. **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 (2024) 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

- 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.

Students can report bullying to anyone, including anonymously on our website through the 'Listening Ear'.

Mobile phones

We are a phone free school. Allowing free access to mobiles in school introduces risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning.

Mobile phones must be switched off and left out of sight during the school day. In case of transgression, the student will be sent to the Behaviour Hub (Tier 2) and the phone will be confiscated. Phones will be locked safely in a strong box and returned to the student or parent/carer at the end of the day.

Suspension

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the school is made only by the Headteacher. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). We will endeavour to take the students' view into account before making the suspension decision, in line with our Serious Incident flow chart in this policy.

Parents will be informed promptly and without delay by telephone and by letter if their child is suspended. We will also notify social workers/virtual school heads if relevant. Parents are legally responsible for their child for the first five days of any Suspension and students must be at home during this period. Parents are expected to attend a reintegration meeting with a member of the Senior Leadership Team on return from any Suspension. Work is available on Go4 Schools for students serving Suspension. A letter signposting this should be given to the parents or the parents can be informed verbally at the time of Suspension.

In line with DFE guidance of September 2024, the Headteacher has the right to cancel a suspension that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, we will notify parents and governors, and social workers/virtual school heads if relevant.

When a student is suspended or excluded, the local authority will be notified – regardless of the length of suspension.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion (this is a non-exhaustive list):

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item (see banned list)

- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

Reintegration Meetings

These will take place after a Suspension. A social worker and Designated Teacher for LAC are invited to reintegration meetings for LAC students. Notes and actions agreed will be recorded.

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.

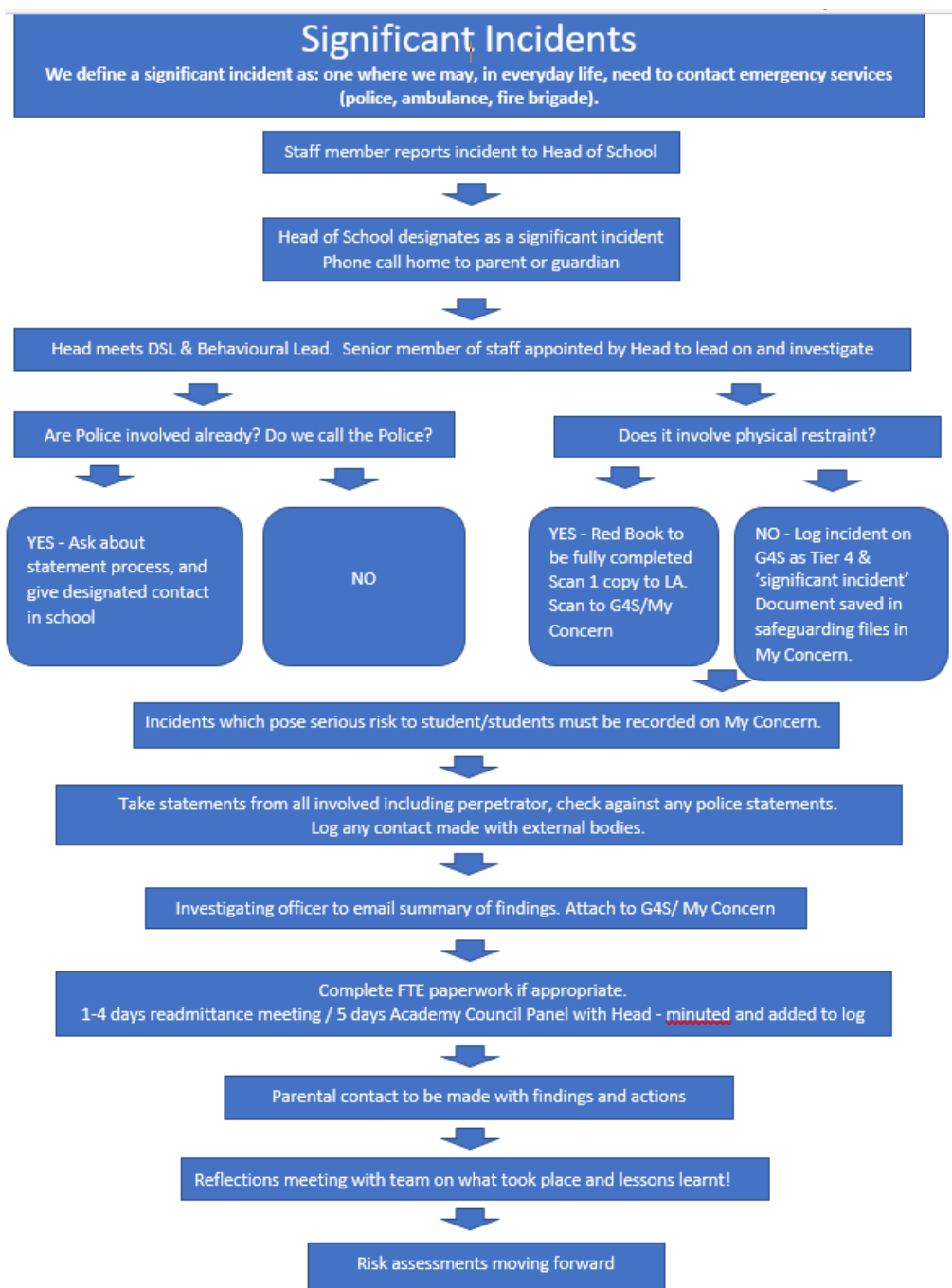
Conduct outside the school premises, including online conduct, that we might sanction our students for include misbehaviour:

- 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:



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 Vale School 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, determination and excellence

- 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.