



## BEHAVIOUR FOR LEARNING POLICY

### Our vision and values

Our aim is for students to stand out as model citizens, being kind, showing respect and doing their best and to that end, students are explicitly taught our 'Pewsey Vale Way' so that every student knows how to model exemplary behaviour.

We believe that exemplary behaviour is essential to allow all our students to achieve outstanding outcomes. Exemplary behaviour promotes high standards of learning; high standards of teaching and learning promotes exemplary behaviour. No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.

We believe in a culture of inclusion, equal opportunities, and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form is not tolerated. We recognise that students with emotional or behavioural needs may require support to achieve the expected standard of behaviour; however, we believe all our students are capable of excellence and making excuses for poor behaviour will not enable all students to thrive and achieve outcomes that will increase their opportunities and life chances.

We view as essential a system of rewards to recognise consistently good or improving behaviour and attendance, as well as to celebrate success and recognise achievement, and sanctions where standards fall below an expected level. These rewards and sanctions are applied consistently and fairly. Individual students' behaviour is monitored, and their parents or carers are kept informed.

### Principles of Positive Behaviour

The intent of Pewsey Vale School is to ensure that our students understand our expectations and are fully absorbed into the beliefs and ethos of the essential traits that make an outstanding learner.

We want to ensure that all members of the Pewsey Vale Community work together to create and uphold an environment in which all stakeholders can learn and exceed their potential.

The principles will be implemented throughout all aspects of school life and the curriculum to enable all students to develop their character and work towards being great scholars.

The focus will be on the **Three R's**:

- **Respect**
- **Resilience**
- **Responsibility**





## 1 Introduction

'High standards of learning in the classroom requires high expectations of behaviour, clear boundaries and a 'no excuses' culture. All students have the right to these high standards, regardless of their background, special educational need, advantage or disadvantage. Disruption to learning of any kind will not be tolerated. To lower our expectation is to lower the life chances of our students – 'tough love' is what is needed to bridge the gap. At Pewsey Vale School, we care enough to ensure that all students at all times meet these high standards.'

### 1.1 Aims and Scope

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### 1.2 Other linked policies and documents

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying policy
- Equality policy
- Online Safety policy

## 2. Legislation and Statutory requirements

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour and Discipline in Schools 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental Health and Behaviour in schools](#)
- [Suspension and Permanent Exclusion from school](#)
- [Keeping Children Safe in Education 2022](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online





This policy complies with our funding agreement and articles of association. This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be taken into account.

### 3. Definitions

**Poor Behaviour** is defined as:

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes. This includes lateness to school or lessons.
- Non-completion of work in lessons or failing to try your best
- Poor attitude
- Incorrect uniform
- Lack of equipment
- Failing to listen to or follow teachers' instructions
- Lack of engagement and/or participation in lessons
- Low level 'off task' chat of social issues
- Out of seat
- Shouting or calling out

**Serious Poor Behaviour** is defined as:

- Repeated breaches of the academy rules including failure to meet expectations in the reflection room despite warnings
- Verbal or physical abuse, including offensive language
- Child on child abuse, any form of bullying including on-line bullying (see Anti-bullying policy)
- Child on Child sexual violence, harassment or Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Gang behaviour, including initiations, violence, coercive and threatening behaviour
- Defiance / persistent refusal to follow instructions of members of staff
- Aggressive or threatening behaviour towards students or staff
- Physical attack on a student or member of staff, either on or off the premises
- Theft
- Fighting
- Smoking or vaping on the school premises or when dressed in the uniform of the academy or association with smokers. Smoking/vaping paraphernalia will be confiscated and destroyed.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: (See Searching and screening)
  - Knives or items that may be used as a weapon (including pen knives, BB guns and imitation weapons)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers or vaping materials
  - Fireworks
  - Pornographic images





- Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

#### 'Lines in the sand'

There are some lines that we will not tolerate any students crossing. If they do, their place at the Academy will be at risk. An indicative but non-exhaustive list would include:

- Bringing illegal drugs into school
- A weapon of any sort
- Persistent bullying
- Persistent disruptive behaviour
- An unprovoked physical assault of another student or a member of staff

#### 4. Child on Child Abuse and 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. It can be defined as 'Several Times On Purpose' (STOP).

Staff are aware that children can abuse other children and this is generally referred to as Child on Child abuse.

Any form of bullying is unacceptable and will be investigated.

Bullying is therefore:

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

Bullying can include but is not limited to:

- **Physical:** hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions
- **Verbal:** name-calling, taunting, teasing, insulting, making threats or demanding money
- **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group
- **General unkindness:** spreading rumours or writing unkind notes, mobile phone texts or emails;
- **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a pro-longed period of time;
- **Cyberbullying:** bullying that takes place using technology; this may include bullying through the use of mobile electronic devices, social media or gaming sites
- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexist and Transphobic Bullying:** includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying:** targets a young person based on their disability, special needs, or health needs. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.
- **Sexual bullying:** sexual insults, sexual language/gestures, name calling, unwanted physical contact, sexual violence or harassment.





Details of Pewsey Vale School's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and Responsibilities

### 5.1 The Governing Body

The Governing Body is responsible for monitoring the effectiveness of this behaviour policy and holding the Headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher will ensure that the academy environment and culture encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and Pewsey Vale School character virtues
- Providing a personalised or differentiated approach to the specific behavioural needs of students
- Recording behaviour incidences

Senior and Middle Leaders will support staff in responding to behaviour incidences.

### 5.4 Parents

The role of parents is crucial in supporting the academy to develop and maintain excellent behaviour.

Parents are expected to:

- Support their child in adhering to the school rules and expectations.
- Support the academy and participate in its life and culture
- Reinforce the academy behaviour policy at home, where appropriate
- Where there is a concern about the management of behaviour, to raise this directly with the academy while continuing to work positively with them
- Inform the school of any change in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Provide support and encouragement to the student in all aspects of learning, including providing the necessary materials/equipment for the student and supporting the student to complete Home Learning
- Ensure that the student regularly attends school and arrives on time for the start of the school day
- Ensure the student is dressed according to the academy dress code
- Attend parents' evenings
- Encourage good behaviour and support all aspects of Pewsey Vale School graduated response
- Reimburse the Academy for any damage to school property.





## 6. Academy Expectations

### 6.1 Conduct in lessons

Students are required to:

- Arrive to every lesson on time, in full school uniform and fully equipped for learning
- Listen silently, and respond positively to instructions.
- Raise their hand to ask a question or make a relevant comment, without calling out
- Be respectful to everyone in word, tone and action
- Participate fully in lessons and work exceptionally hard without disrupting any other student's learning

Every lesson will begin with Pewsey Vale School's start of lessons

1. Enter lesson calmly, promptly and orderly following the teacher's instructions
2. Sit in allocated seat
3. Remove coat and bag  
Take out required equipment (eg. Pencil case and planner)
4. Complete 'Do Now' activity silently while the register is being taken

### 6.2 Outside expectations

Students are required to:

- Walk sensibly around the building
- Eat only in designated areas (not in the corridors) and put litter in bins
- Respect everyone in word, tone, and action
- Respect the school building and environment
- Follow instructions by staff and give name if requested to do so

During social times students are expected to sit/stand with their friends before school, break, lunch and after school in either the Playground Areas or the Dining room, not in the corridors.

### 6.3 The Journey Home

Students are expected to demonstrate a high standard of conduct on the journey to and from school as they are ambassadors for past and future generations of children who will attend Pewsey Vale School:

Students are expected to:

1. Arrive at school and leave school in full uniform (students are not permitted to wear hoodies);
2. Use the buses and transport respectfully, being courteous to the drivers and members of the public;
3. Use the cycle lanes/pedestrian zones safely;
4. Take any litter home and dispose of it properly;
5. Respect our neighbours, all local residents and members of the public on the buses.





## 7 Rewards and Sanctions

Pewsey Vale School has been devised to promote excellent behaviour throughout the academy by ensuring that good and outstanding performance is rewarded and celebrated and any behaviour that detracts from the learning process has a consequence.

### 7.1 Rewards

Rewards can be given for many reasons, including:

- Demonstrating the Pewsey Vale way
- Exceptional work or progress
- Sustained or consistently high Effort
- Completion of Home Learning
- Excellent Home Learning
- Test / End of Module Result
- Representing teams
- Involvement in performances
- Helping out at school events

Points are accumulated receive a variety of rewards.

### 7.2 Pewsey Vale School behaviour process

On a lesson-by-lesson basis, students have one simple choice, to either be in class working hard and progressing with their learning or to be removed from their peers for a period of one working day so that the learning of others is not disrupted.





# The Pewsey Vale Graduated Response

**Verbal Warning**

- Failure to follow instructions
- Out of seat
- Lack of effort
- Mobile phone out without permission
- Disruptive behaviour

**C1 Behaviour – Continued**

- Failure to follow instructions
- Out of seat
- Lack of effort
- Disruptive behaviour
- Lack of equipment (class teacher)

**C2 Behaviour – Pastoral assistance**

- Persistent failure to follow instructions
- Persistent failure to complete work
- Persistent disruptive behaviour
- Persistently out of seat
- Persistently having mobile phone out
- Persistent lack of equipment (tutor)

**C3 Behaviour – Pastoral assistance**

- Abusive or discriminatory language towards another student
- Fighting
- Foul language in presence of a member of staff
- Intimidation of staff
- Verbal abuse to a member of staff
- Removal following a C1 & C2

**C4/C5 Behaviour**

- Damage to property of school or students
- Racist, sexist, homophobic or discriminatory behaviour
- Threatening and intimidating behaviour
- Physical assault/Verbal abuse to another student, staff or visitor
- Sexual misconduct
- Posting abusive, misleading images or other content in emails or social media sites
- Truancy from school
- Failed Removal Room
- Theft of property belonging to another student or staff
- Verbal abuse of another pupil or to a member of staff
- Defiance which puts safety of staff or students in jeopardy
- Failure to comply with the expectations of an internal exclusion

**C6**

**Combination of Internal Exclusions**  
Student has attained 5 Internal Exclusions (Reflection Room)  
**and/or**  
**Serious One-off Breach of the Code of Conduct**  
Student has caused significant disruption to the learning environment/school life and has conducted themselves in a dangerous and unsafe manner.

**C7**

**3 Fixed Term Exclusions**  
Student has attained 3 Fixed Term Exclusions  
**and/or**  
**Accumulated 5 days of Fixed Term Exclusions**

**Response**

- Redirect students - this doesn't need to be logged

**Sanctions/Response**

- C1 warning given. Teacher may also remind the students of expected behaviour
- Speak to student
- Automated contact home via SIMS
- Record on Class Charts

**Sanctions/Response**

- C2 breaktime detention – run by class teacher
- Change seating plan
- Automated contact home via SIMS
- Department report if persistent in lessons
- Recorded on Class Charts

**Sanctions/Response**

- C3 Removal to reflection room
- On call
- Contact home
- Head Teacher/Pastoral Manager meeting
- Pastoral support – Referral if continued disruptive behaviour
- Recorded on Class Charts

**Sanctions/Response**

- Recorded on Class Charts
- Senior Pastoral Lead meeting
- Continued Pastoral support
- C4 Internal exclusion
- C5 External Exclusion (depending on Significant one-off incident)

**Sanctions/Response**

Head Teacher to issue a minimum **1-day Fixed Term Exclusion (FTE)** for the relevant reason.

Upon return to school, the student will be in the Reflection Room until the re-integration meeting has occurred.

- In school meeting with parent/carer and student
- SENCo to consider any further investigations or support
- Student reporting to Head of School (HofS) on Report

**Sanctions/Response**

Student to attend **Governors Disciplinary Panel (GDP)**.

GDP – Consider Students Place/Future at The Pewsey Vale School.

- Student reporting to Deputy Head Teacher (DHT) on Report
- SENCo to consider any further investigations or support.







**C8**  
**4th Fixed Term Exclusion**

and/or

**Accumulated 5+ days of Fixed Term Exclusions**

- Sanctions/Response**
- Student to attend Governors Disciplinary Panel (GDP.)
  - Student/s spend 2 weeks or agreed period in The Bridge.
  - School to begin Managed Move Process or Fresh Start to another Mainstream School
  - Student reporting to Deputy Head Teacher (DHT) on Report
  - SENCo to consider any further investigations or support.
  - HT/DHT to investigate suitable school and begin MM process.

**C9**  
**Managed Move**  
**(12-14 weeks or two school terms)**

- Sanctions/Response**
- Successful placement – student moves onto new school roll.  
 Student removed from Pewsey Vale roll.
- Failed returns to Pewsey Vale  
 Student will either:
- Return to mainstream lessons on HofS Report.
  - Return to The Bridge a short-term placement whilst Alternative Provision is sought
  - Return to The Bridge on a long-term placement with a combined Core and Alternative Curriculum.

Reasonable adjustments will be made for identified students with an ECHP or specific SEND needs, who will serve a reduced amount of time in the reflection room.

Staff will use positive behaviour management strategies, as appropriate, to correct minor offences that can easily be remedied without disrupting the delivery of the lesson or interrupting the learning of the class.

**7.3 Mobile Communication Devices (Phones/Tablets) policy**

Pewsey vale School believes in empowering students to sensibly use their mobile devices during non-curricular times. Ie before school, breaktime, lunchtime and after school. We believe in educating children to responsibly use technology and prepare them for their future employment. There will be times when teachers may request students to use their phones to aid learning. Other than at these times the school will follow the expectations below:

- Phones are to out of sight during lesson time;
- If a phone us seen or heard the student will be asked to put it away;
- Failure to follow this will result in the phone being confiscated.
- The phone will be held by either the teacher or at the school office until a suitable time when it can be collected directed by the member of staff.
- 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.

**7.4 Uniform and Equipment**

At Pewsey Vale School the wearing of uniform is integral to our ethos and we expect our students to wear it with pride. Uniform enables all children to feel equal and creates a sense of belonging. Uniform requirements can be found on the school website and in our policy.

The school works closely with parents to support students in adhering to our uniform policy. Students who have incorrect uniform and have a legitimate reason will be given a pass for a limited time period until the situation can be rectified. Students who fail to meet expectations and do not have a justified reason will be sanctioned; this may include detention or isolation.



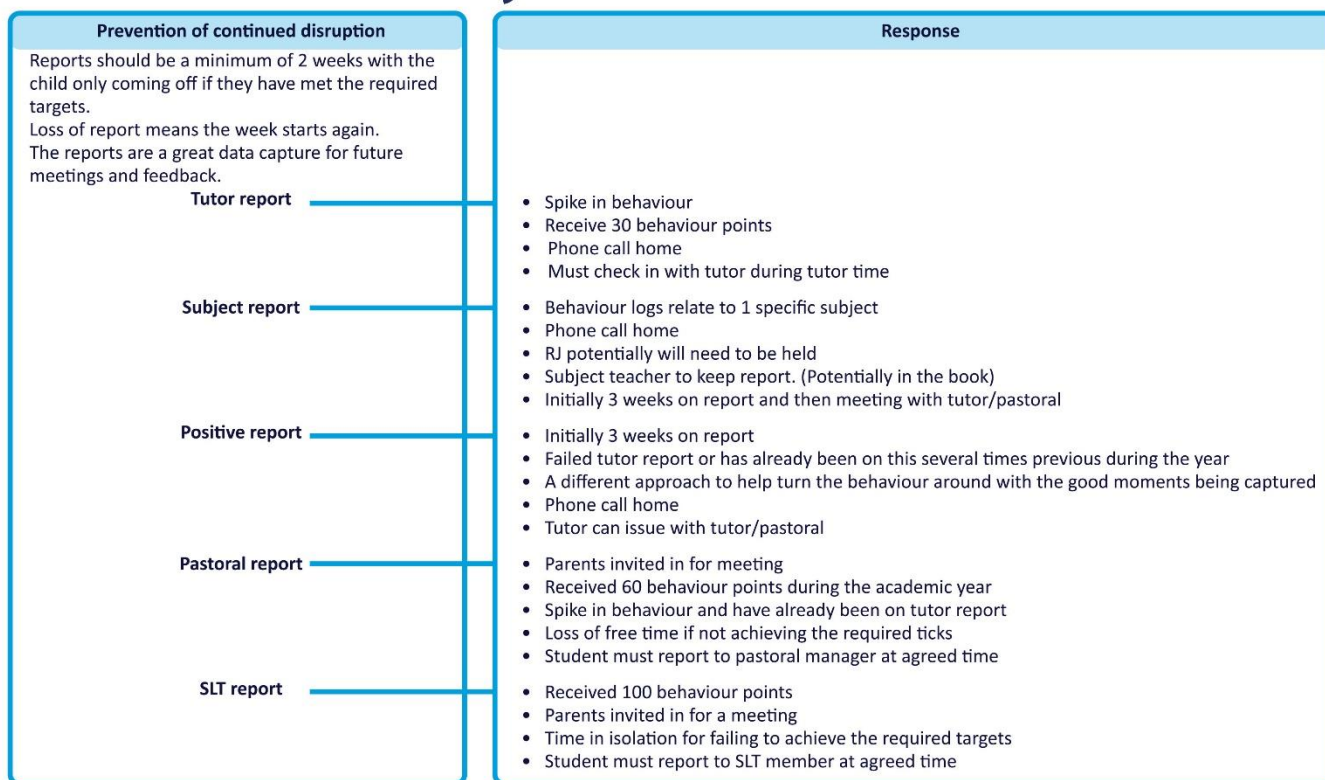


Students are expected to take personal responsibility to ensure they have the correct **equipment**. Tutors will check equipment every morning. Students will be able to purchase single items of equipment from student reception before school and at break and lunchtimes. Failure to bring the required equipment will result in a sanction. The academy will have some equipment available to lend out for the day to avoid loss of learning. Refusal to borrow or persistent failure to bring correct equipment to result in a lunchtime detention daily until the situation is rectified.

### 7.5 The Pewsey Vale Pastoral Process

The academy operates a graduated response for behaviour which allows for increased levels of intervention and support to address negative behaviours and secure good conduct. Where students improve their behaviour over a period of time, they are able to move down and eventually off the graduated response. Where behaviour does not improve or deteriorates further, students will move up the graduated response and may eventually result in a managed move. The graduated response is monitored regularly by Pastoral Manager and the Senior Leader for Pastoral Care and Behaviour for Learning.

## The Pewsey Vale Pastoral Process



**Fixed term Exclusion:** For persistent disruptive behaviour, or other serious incidents behaviours, as outlined in Pewsey Vale School graduated response above, a Fixed Term Exclusion may be issued. These will typically be between 1- and 5-days dependent on the seriousness of the incident and previous behaviour record. Consideration of any extenuating circumstances are made.

At any stage during this graduated response, the school may recommend a **Managed Move** or direct that a student is educated at an **alternative provision** for a period of time. At all points, the school will work with families to provide the most appropriate form of support; however, where required, the academy has the power to enforce certain behaviour interventions.





All sanctions and support put in place are informed by the contextual information, contributing factors and 'protected characteristics' of a student. This is implemented on a 'reasonable adjustment' package driven by the needs of the individual student.

All exclusions are at the discretion of the Headteacher.

## 7.6 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or school-related activity, or making their way to and from school, or have been identified as a student at the school.

Any misbehaviour outside of the school which results in reputational damage to the school can be investigated and sanctioned at the discretion of the Headteacher.

## 7.7 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy/Statement of Procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8 Behaviour Management

At Pewsey Vale School operates a Behaviour for Learning (The Pewsey Vale Way) policy that all staff follow. This policy compliments the 'Preferred Pedagogies' strategies that provide structure to teaching staff with regards to lesson planning and delivery.

### 8.1 Classroom Management

Teaching and Support staff are responsible for setting the tone and context ('creating the weather') for positive behaviour within the classroom. They will:

- Greet students at the start of lessons
- Establish clear routines and procedures, engineering efficiency of time and resources
- Ensure there is a 'Do Now' activity at the start of every lesson
- Highlight and promote good behaviour
- Apply the Behaviour policy consistently in dealing with any low-level disruption

### 8.2 Physical restraint

In some extreme circumstances, staff may use reasonable force to restrain a student to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property





Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The Academy's procedures follow the guidelines within the document – Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies, July 2013

### 8.3 Confiscation

Any prohibited items (listed in Section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

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

### 8.4 Student Support

The academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, reasonable adjustments may be made to cater to the needs of the student, as far as is possible within a mainstream setting. The school's special educational needs co-ordinator and pastoral team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Staff should refer to the provision map and pupil profiles and ensure teaching approaches are tailored to the needs of the student. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, mental health support workers and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be considered.

## 9. Student Transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year; this includes transition from KS2 to 3. Information on behaviour issues may also be shared with new settings for those students transferring to other schools. This may include a Managed Move.





### 10. Training

Our staff are provided with training on appropriate behaviour management. Staff are aware of the support structure in place, including Heads of School, Pastoral Manager, Curriculum Leaders and the Senior Leadership team.

Behaviour management will also form part of Continuing Professional Development.

### 11 Monitoring arrangements

This behaviour policy will be regularly monitored by the Headteacher and The Governing body. At each review the policy will be approved by the Headteacher.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

<b>Date</b>	<b>Review Date</b>	<b>Member of Staff with Responsibility</b>	<b>Nominated Governor</b>

