

# Peacehaven Community School

## Behaviour Policy

### Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Date of approval date	March 2024
Date of next review	March 2025
Approved by	Headteacher Rachel Henocq Chair of Governors Patricia Metham

## 1. Introduction

At PCS we recognise that students need to feel safe and secure in the school environment for them to be able to learn successfully and reach their full potential. Our behaviour policy sets out our values and the social norms that underpin our culture and ethos, and our expectations around behaviour that will allow students to thrive both academically and socially.

Here at PCS we encourage good behaviour and respect for others. We take a firm stance on any form of child-on-child abuse and consequences are put in place according to the severity of the incident (please see section 7). Staff, students and parents/carers must be aware that young people may be at risk of abuse online and within the wider community. If parents/carers are concerned with any related issues outside of the school they can contact the safeguarding team for advice.

## 2. The PCS values are:

**Aspire:** At Peacehaven Community School, our vision is to provide outstanding education within a supportive environment that enhances students' cognitive and social-emotional outcomes, including their wellbeing. We believe in setting high expectations for all students and supporting them to achieve their full potential. Our students are encouraged to aspire to their personal best, and we strive to prepare them for their future in a changing world.

**Believe:** We believe in providing a happy, caring, and successful learning environment where all students are valued and made welcome. We emphasise mutual respect, good manners, and exemplary behaviour, and offer a broad and balanced curriculum that prepares students for adult life. Our vision is to foster a culture of inclusivity, resilience, and community partnership, where every student is supported to achieve their full potential.

**Contribute:** At Peacehaven Community School, our vision is to develop students who are active contributors to society. We recognise the importance of community partnership and encourage our students to engage in extracurricular activities and a rich programme of trips and visits that help to broaden their horizons. Our students are encouraged to be responsible global citizens, making a positive impact on the world around them.

**Achieve:** Our vision is to provide innovative and challenging evidence-based teaching that inspires our students to achieve excellence and make excellent progress. We believe in providing a personalised learning experience that caters to each student's individual needs, abilities, and interests. Our curriculum is evidence-informed and designed with our vision in mind, and our learning activities and teaching are tailored to develop our students' cognitive and social-emotional skills, preparing them for their future in a changing world.

### **3. Mental Health**

At Peacehaven Community School, we aim to promote positive mental health for every member of our school community; staff members, pupils and parents alike. We use both universal, whole school and specialised, targeted approaches aimed supporting all our young people. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health. All behaviour is communication and therefore, staff will try to unpick children's behaviour and look at what else may be affecting or impacting the child at that time. Sometimes, a change in behaviour can indicate that a child may be experiencing some mental health issues and may need emotional support. We have systems in place to support our young people when needed, such as key adults, safe spaces, worry boxes, and Mental Health Practitioners. We work together with all stakeholder to ensure that the young person feels safe, supported and is able to take part in all aspects of our curriculum.

### **4. Home - School agreement**

It is expected that students, parents/carers and staff adhere to the following social norms as stated within our home school agreement.

Staff:

- have high standards and expectations
- model good behaviour
- build positive relationships with students and their families
- use adaptive teaching techniques to support all learners
- use the PCS systems and routines consistently
- celebrate student achievements
- respond to parental email communications within 48hrs, Monday – Friday.

Students:

- are polite, for example, say 'please' and 'thank you' when appropriate
- move around the school site sensibly, acknowledging staff and other students
- respect the school's site and equipment
- are in the correct uniform
- show a desire to learn
- listen when others talk and track the teacher while they are talking
- accept that there are consequences for poor behaviour
- take pride in being a member of Peacehaven Community and part of our wider community.

Parents/carers:

- take an active interest in their child's education
- support the school in the implementation of our policies
- engage with the school, completing feedback questionnaires when requested
- ensure all contact details are up to date
- attend meetings when requested
- are respectful in communications with staff and other students.

### **5. Legislation and statutory requirements**

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

- [Behaviour and discipline in schools](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 52 of the [Education Act 2002](#), based on the legislation, which outlines schools' powers to suspend or permanently exclude pupils
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

Please refer to other Peacehaven Community School's policies available on the school's website:

- Accessibility Plan
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy and Procedure
- Equalities Policy and Objectives
- SEND Information Report
- Online Safety Policy
- Positive handling and physical intervention policy
- Supporting Pupils with a Medical Condition
- Special Educational Needs and Disabilities Policy
- Prevent Duty Risk Assessment
- Equality Objectives and Single Equality Policy
- Exclusion Policy (Suspension and Permanent exclusion policy).

## 6. The Culture for learning

Our school recognises that poor behaviour and engagement are detrimental to learning, and disruption to lessons can affect the life chances of other students. We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential and have established a culture of respect for each other, as well as pride in academic achievement. In order to set the highest standards of behaviour in every lesson, staff and students are expected to model our culture for learning.

	Teacher Focus	Student Focus
1	Greet students at the door and record lateness on Bromcom. (More than 10 mins late is truancy.)	Arrive to each lesson on time.
2	Ensure the register is taken within 5 minutes of the lesson starting and is answered with 'Good morning/afternoon' or the teacher's full name.	Answer the register politely.
3	Ensure a retrieval practice starter is ready on the board immediately for the beginning of each lesson.	Complete the starter activity as soon as you have sat down.
4	Students should not call out in your classroom.	Work silently and put up your hand if you have a question or need help.
5	Ensure students stand behind chairs in silence at the end of the lesson' you then dismiss them in an orderly manner .	Leave the classroom as instructed by your teacher.

## 7. Rewards

Rewards are used to reinforce positive behaviours that are based on our PCS values. In order to promote a positive learning environment, Peacehaven Community School will always look to reward good attitudes to learning and outcomes. We use an electronic system to award achievement points. Students can be awarded one achievement point if they display positive behaviour linked to our four core values.

Celebrating success at school is also demonstrated through the following (but not limited to):

- certificates of attendance
- letters / postcards home from any member of staff for outstanding performance
- positive phone calls from staff
- Headteacher commendation letters
- presentation and celebration assemblies
- being featured in the school's newsletter
- presentation of awards at after-school events
- annually at the Academic Awards evening with a variety of prestigious awards.

Achievement points will accumulate and at set points a certificate will be awarded as outlined below:

Number of achievement points	Reward
50	Bronze certificate

100	Silver certificate
150	Gold certificate
250	Platinum certificate
350	Ruby certificate
500	Sapphire certificate

Students will also be able to claim items from our rewards shop. Students can purchase the following rewards from the school reward shop, using their achievement points. The reward shop will be open daily at 3:00 pm until 3:20 pm at the front reception.

<b>PCS rewards shop...</b>	
10 Achievement points	Small Eraser
10 Achievement points	Pencil
10 Achievement points	Large Eraser
10 Achievement points	Pen (Edding Handwriters, Blue or Black)
10 Achievement points	Pencil with eraser
10 Achievement points	Sharpener
10 Achievement points	Ruler
15 Achievement points	Ballpoint pen
15 Achievement points	Roller pen
15 Achievement points	Highlighter pen
70 Achievement points	Tennis Ball
100 Achievement points	Cookie
100 Achievement points	Week-long front of lunch queue pass
200 Achievement points	Stationery bundle (small)
200 Achievement points	Free Meal from the Food Hall
300 Achievement points	Football
300 Achievement points	Skipping Rope
400 Achievement points	Stationary bundle (large)
500 Achievement points	£5 Amazon Voucher
600 Achievement points	Basketball
800 Achievement points	£10 Amazon Voucher

## 8. Consequences

### 8.1 Response to 'child-on-child' abuse

There may be times when consequences will have to be issued to a student for negative interactions with their peers. Behaviour points (BP) are recorded relating the type of behaviour a student has displayed.

Events that incur behaviour points (BP) include, but are not restricted to the following;

- 2 BP for targeted unkindness towards another student; mediation to take place and potential behaviour contract
- 4 BP for derogatory language and other forms of bullying including online (see anti bullying policy); students may be placed in an internal exclusion unit (named Restart)
- 6 BP if a student is a threat or risk to others, because of actual harm or intended harm, or is extremely confrontational/threatening with staff; they may be suspended from school. We may suspend a student from lessons, but retain them in school, working away from other students or suspend them from school, so they must work at home. We will implement a risk reduction plan to mitigate and lower the threat/risk whilst in school and the community (see section 15). A Prevent referral may be put in place following triangulation with safeguarding lead.

By tracking the type of negative interaction, we can see if there are repeated behaviours where sanctions need to be escalated and bespoke interventions put in place.

### 8.2 Classroom expectations and sanctions

#### Stage 1

If a student does not work within our culture for learning expectations, staff will give them warnings, identifying the behaviour that is detrimental and will model the expected behaviour. If a student continues not to meet expectations, then a second warning is given which may include a move within the class. If a student continues to disrupt the lesson's learning they will be relocated to another classroom within the curriculum area/corridor. Teachers will be expected to contact home to explain what has happened and set up a **restorative meeting**.

#### Stage 2

If a student had to be removed from the classroom then a restorative meeting is set up. Students will not be allowed back into that class until this has taken place. During a restorative meeting student and teacher will work to repair and rebuild, resetting classroom expectations and identifying possible barriers to learning.

#### Stage 3

If a student fails to attend the restorative meeting they will be working in an alternative classroom within the curriculum area until the restorative meeting has taken place successfully, and will need to complete 30-minute **curriculum detention**. Students will then be on a subject report card for one week.

#### Stage 4

If a student refuses to be relocated in the curriculum area, does not attend the curriculum detention or the behaviours are repeated, then the teacher will call a meeting with the student and a family member, supported by the curriculum leader, to identify barriers before the student returns to class.

#### Stage 5

If the meeting does not establish a positive change in behaviour then a one-hour Senior Leadership Team (SLT) community detention will be set and a restorative meeting will take place, mediated by a member of the pastoral team or SLT. The student will be on an SLT report card.

#### Stage 6

If the SLT detention and restorative meeting do not result in a positive change in behaviour then a period of time in isolation will be set up, with structured interventions in place to help

the student develop more positive behaviour patterns.

Where necessary, further intervention can be sought from the Headteacher and Chair of Governors.

### **8.3 Truancy**

If a student actively avoids attending a lesson they will receive an automatic 50-minute detention after school within the curriculum area. The student will complete the work missed within this time after school.

### **8.4 Reset with senior staff:**

Student conduct is discussed at the end of each day by the behaviour team and for more serious events students may be placed in the Restart Room to work with staff to reflect on their conduct and be supported to change negative behaviours.

### **8.5 Fixed term Suspension/Permanent exclusions**

Only the Headteacher, or acting headteacher, can suspend or permanently exclude a student from school. A permanent exclusion will be taken as a last resort.

Peacehaven Community School is aware that off-rolling is unlawful. Ofsted defines off-rolling as: “the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory suspension and permanent exclusions procedures to ensure that every child receives an education in a safe and caring environment.

[Please see the Exclusion policy on our website.](#)

### **8.6 Student transition and reintegration**

For any student who joins or returns from a suspension at Peacehaven Community School, parents and carers will be invited into the school for a meeting to discuss the behaviour expectations. This will involve a member of the Senior Leadership team and the student will have a risk-reduction plan completed and be placed on a target card for a period of 2 weeks. This is then reviewed to see whether further interventions and support are required. In some cases, students may spend time in our alternative provision before being integrated into mainstream lessons, and support with external providers may be used.

### **8.7 Off-site behaviour**

Consequences may be applied where a student has displayed antisocial behaviour off-site when representing the school, such as on a school trip or on the bus on the way to or from school. As outlined in the Department for Education’s ‘Behaviour and discipline in school-guidance for headteachers’, the school has the power to discipline students, for their conduct and behaviour outside of the school premises and will sanction any student whose behaviour could have the following impact: repercussions for the orderly running of the school; poses a threat to another pupil, member of staff or member of the public; could adversely affect the reputation of the school. This includes behaviour online.

## **9. Uniform**

Students are expected to wear their uniform with pride throughout the school day. They are also expected to follow the school’s uniform policy on the way to and from school. If students forget items of their uniform they will face a sanction. Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required to wear borrowed items. If students still do not have the correct uniform they may be asked to complete their learning outside of their classroom until the issue is rectified. Please refer to the school’s uniform policy for further guidance and clarification.



## **10. Valuables**

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. We are a cashless school and it is unsafe for students to bring money to school. Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school but may not be used in lessons or between lessons and should be kept in bags. Staff will not accept responsibility for looking after mobile phones under any circumstances and they are brought to school entirely at students' own risk. The school will not be liable for any loss, theft or damage, however caused. If a student is found to be using a mobile phone during a lesson or on corridors or between lessons it will be confiscated. At this point, it will be passed to reception. Should a student refuse to hand over their phone when instructed, this will result in a further sanction. Furthermore, should a student continue to breach the mobile phone rules and expectations, a mobile phone ban may be imposed.

## **11. Policy on breakages by students**

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents/carers may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

## **12. Access to the school**

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- Students should only use their year group's designated toilets, which are clearly signposted.
- Students and staff need to observe the 'No entry' signs.
- School teaching rooms are not social areas and are out of bounds before school and during break and lunch times unless wet weather breaks/lunches are set.
- No student should be in classrooms without a member of staff present.
- No student is allowed to leave the school premises before the end of the school day.
- Students must enter and exit the school on foot via the student entrance and exit.
- Only students in supervised activities can remain on site at the end of the school day.

## **13. Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- 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.

## **14. Confiscation**

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. If a student refuses to be searched they will be isolated until their parent or

carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content whilst at school. The school does not have to return confiscated items. Prohibited items include, but not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes, cigarette papers,
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- energy drinks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for

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/carers, if appropriate.

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

## **15. Reasonable Adjustments**

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy. Consequently, our approach to challenging behaviour may be differentiated, making reasonable adjustments to meet the needs of the student, including CLA-assigned SEND students.

We continue to act on the guidance of the DfE, particularly regarding social Inclusion, taking account of any subsequent guidance published by the DfE. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. We will work with the school's special educational needs co-ordinator (SENDCo) and the Learning Support team to evaluate a student who exhibits challenging behaviour. We may make reasonable adjustments to consequences to meet individual needs. The SENCO in discussion with staff will determine whether the student has any underlying needs that are not currently being met.

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/carers to create the plan and review it on a regular basis.

## **16. Risk Assessments and Risk Reduction Plans:**

The leadership team may judge it necessary to construct a risk assessment (pre-emptive) or a risk-reduction plan (post incident) for identified children. These will be constructed in collaboration with key members of staff and parents/carers and the information recorded will then be

disseminated to staff. The plan will be reviewed at the end of each term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term suspension.

## **17. Training**

Our staff are provided with training on managing behaviour as part of their induction process and is also part of our programme of continuing professional development.

## **18. Policy monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.