



PERTON MIDDLE SCHOOL

Behaviour Policy

Contents

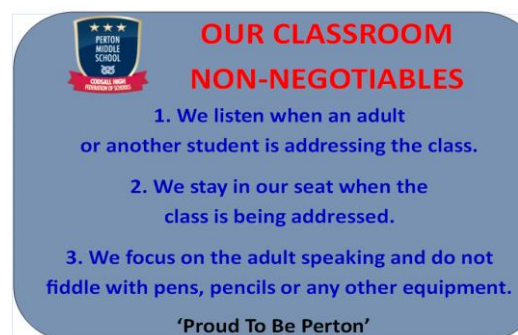
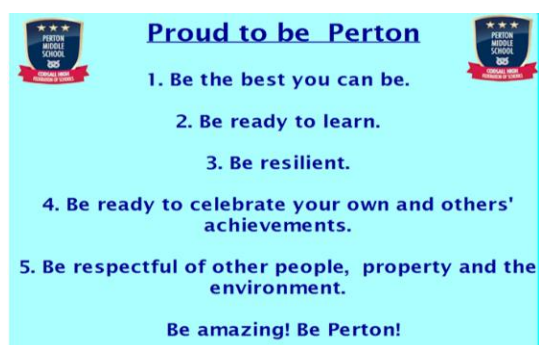
- **Ethos and Expectations**
- **The Principles**
- **Roles and Responsibilities**
- **Procedures**
- **Rewards**
- **Sanctions and Support Systems**
- **Behaviour Outside the Classroom**
- **School Trips and Visitors**
- **Uniform**
- **Behaviour Outside School**
- **Malicious Allegations**
- **Physical Restraint**
- **Property**
- **Student Transition**
- **Wellbeing**

Review June 2024

Ethos and Expectations

Behaviour management is a crucial part of any civilised society and yet it can be an emotive aspect of school life because students enter school with a huge range of experiences and examples of what 'acceptable' behaviour looks like. Our aim is to equip our students with a shared understanding of appropriate behaviour that will set them in good stead for life in the outside world in a wide range of situations. We will support them to realise this understanding through a clear framework of high expectations, rewards and sanctions and a positive school culture. The aim of this policy is to clarify our ethos, expectations and methodology.

Our rules are very simple. They have been collated after consultation with our stakeholders and they are supported by three classroom non-negotiables. Their function is to promote learning, positive social interaction and responsibility.



Our behaviour culture will be made clear to students in many ways, including assemblies, lessons, explicit teaching of behaviour expectations via our behaviour curriculum and our presence around the school premises. We will approach behaviour issues using a 'warm strict' stance (Lemov, 2010), meaning that we will not compromise our high expectations, but we will be mindful of the relationships we wish to forge and develop with our students and their individual needs and experiences.

We make close links between two of our pillars of learning - community and metacognition - to convey the value we place on belonging and contributing to our school and wider community. We link this to metacognition which can have close links to wellbeing as it allows us to model in a safe space that making mistakes is part of growing as a learner and something that we all do at certain times. It also encourages students to reflect more analytically which can be useful when unpicking and monitoring certain behaviours and planning appropriate alternatives.

The Principles

The Governing Body supports the school's view that in order to enable effective teaching and learning to take place, certain behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring learning environment in the school often through a solution focused approach and it does this in a number of ways:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves stakeholders in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

All members of the school community have a part to play in establishing and upholding the ethos of the school. Within school, there is a tiered system to ensure that each issue is tackled with the appropriate level of gravitas. It is also important for students to comprehend that there is an escalation and de-escalation process.

Students

- Students are expected to develop responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. They will be supported to do this through our pastoral system where positive responses to challenging situations are modelled and discussed. They will also be encouraged to reflect on triggers for their behaviour, strategies for avoiding poor choices and impact on others. Students will also be expected to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour and showing it the appropriate level of respect and care.

Parents and Carers

- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership to assist it in maintaining high standards of desirable behaviour. Whilst we cannot supervise students when they are out in the wider community, we will certainly support parents/carers by sharing advice and strategies to deal with any issues and we will connect them with appropriate external agencies where possible.
- The school will expect parents and carers to be contactable if behaviour is causing a concern.

The school understands that this process can be difficult, but strongly believes that an open and frank dialogue around any concerns is the foundation stone of moving towards a solution. Making contact with parents or carers is a key step in ensuring that the resolution is triangulated to include input from the student, the school and those at home. Our aim is to ensure mutually supportive relationships with the child at the heart of any actions or decisions. Parents and carers are

expected to communicate courteously with members of school staff at all times although this might be an emotional time. Our aim is always to support our students and so failure to interact appropriately (raising voice, threats, abusive language etc.) may lead to parents or carers being required to leave the premises and future communication being conducted through written correspondence only.

- If you are dissatisfied with the actions taken by the school, we would encourage you to explore this with us and would ask that if you still have concerns at this point, that you follow the complaints procedure before involving third parties as a resolution can often be found.

Teaching and Support Staff

- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher and Executive Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and Executive Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The subject teacher must address behaviour concerns in the classroom in the first instance. If there is a persistent issue, then the member of staff should prepare a 'Behaviour Plan' which is reviewed weekly. The member of staff must ensure that they have exhausted all possible strategies before referring the problem on. It is expected that the subject teacher would call home to discuss their concerns. See appendix 1.1 for further detail.
- Lunchtime supervisors will take preliminary steps to address any inappropriate behaviour, reporting the finer details to the Form Tutor for further investigation and sanctions/praise if required.
- Supply staff are issued with a summary of the Behaviour Policy which they are expected and supported to apply.

The role of the Form Tutor

- The Form Tutor plays an essential pastoral role owing to their regular contact with the students in their tutor group. Tutors must always act quickly and in line with the behaviour policy when behavioural concerns are noted or reported to them by other members of staff. Effective communication between staff can often resolve issues before they escalate. **The Form Tutor is also the first point of contact if parents/carers have a pastoral concern.**

The Role of the Head of Year, Inclusion Team and Senior Leadership Team

- The Head of Year (HoY) will oversee behaviour in their given year group, advising and supporting Form Tutors, subject staff and Teaching Assistants in the early stages. However, if, following a comprehensive course of action implemented by the aforementioned staff, there is little or no improvement, the HoY will become more actively involved. The Inclusion Team will support the HoY if intervention needs to escalate and SLT will be the ultimate layer if the situation is critical or a student has not responded positively to all other interventions.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Governors

- The Governing Body will establish, in consultation with the Executive Headteacher and Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Governing Body, Executive Headteacher, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Procedures

When students demonstrate desirable behaviours linked to our Proud to be Perton rules, they will be recognised in a number of ways, including those listed below which are not exhaustive. The procedures will be monitored by the Headteacher via the Behaviour Lead to ensure they are consistently and fairly applied, and promote the idea of personal responsibility.

Rewards

Desired behaviours will be endorsed through the use of:

- Verbal and written praise
- Stickers
- House points
- House point competitions
- Positive postcards
- Headteacher Commendations
- Proud to be Perton Award
- Executive Headteacher Commendations
- Secret Spy
- Golden Tickets
- Celebration assemblies
- Enrichment activities

Consequences for poor behaviour in the classroom

Sanctions are most effective if used rarely, appropriately and consistently. If generous approval is normally given to reinforce those behaviours and attitudes we deem to be desirable, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem. A solution focused approach which relinquishes the role of the expert and focuses on the solution to the problem by using the abilities, strengths and assets of the person in the here and now can be very powerful. ***The solution focused approach opens up a potential future without the problem.*** It is also our aim to build relationships with students using the 'warm strict' approach and we will apply a range of strategies under this umbrella if required until we see a shift away from the behaviour causing concern.

Classroom procedures will normally follow this pathway:

- Verbal warning/conversation
- Reasonable adjustments made if appropriate/possible e.g., seat reallocation, removal of distraction
- Behaviour point accrued if behaviour persists
- Removal from the lesson by a member of the Inclusion Team for a quiet conversation and re-entry to lesson if appropriate. If the student is dysregulated beyond this point, they will be taken to a quiet space until they are able to regulate their responses.

Staff will report incidences of poor behaviour via SIMS and in communication with other relevant staff members. If students, parents/carers or members of the public report a concern, it will be directed to the most appropriate member of staff to investigate (see appendix 1.2) This could mean speaking to individuals, asking students to write a witness statement or reviewing CCTV footage (please note that this cannot be shared for safeguarding purposes). This input will then be evaluated and if appropriate, a fitting sanction will be issued. If a clear conclusion cannot be drawn, those involved will be spoken to, a record of the incident kept on file and behaviour will be monitored to establish any patterns. If an incident has occurred between students, mediation will take place and reasonable adjustments will be made where possible to avoid a repeat situation. Students are always encouraged to take responsibility for their actions and to reflect on their impact. They are also supported to identify triggers so that strategies to maintain more regulated behaviour can be applied.

Sanctions and Support Systems

In order to set firm parameters, we have a number of systems in place to guide students towards more desirable behaviours. The list below is not exhaustive and we frequently attend Behaviour and SEND (Special Educational Needs and Disabilities) Hubs to update our practice and links with external agencies.

Sanctions

- Detentions
- Isolation
- Report Cards (graded)
- Headteacher/Executive Headteacher Interviews
- Suspended Fixed Term Suspension
- Fixed Term Suspension
- Permanent Exclusion

Entering information on SIMS.net./ Behaviour Points

- All behavioural incidents must be entered on SIMS by staff dealing with the issue.
- This information will be available to the form tutor and Inclusion Team.
- The adult administering the point must decide from the drop-down menu whether 1, 2,3, 4 or 5 points are allocated. If it is more than 1 point, a full explanation of the event and its follow-up must be added. **This is a record and not a sanction.** The staff member will then need to administer a sanction which they feel is appropriate.
- The form tutor must discuss SIMS reports using Solution Focused strategies with the student to help to resolve the issue. If a student has accrued 4 or more points in a week, the form tutor should consider the best course of action such as reflective discussion, detention or/and on a form tutor monitoring report to ensure that the concern is resolved.
- Behaviour reports will be sent to the form tutor weekly. The behaviour of students who are regularly listed in these reports will be discussed at the inclusion meeting and a course of action decided with the form tutor.
- A Communication Log should be kept via SIMS or on paper using the Communication Sheets.

Detentions

- Some detentions may be informal, consisting of a conversation/meeting with a member of staff in the student's own time to discuss a concern, to complete work or to rectify an issue. In more formal detentions, students may be asked to complete a reflection sheet.
- Behaviour point detention - each year group will manage its own detentions resulting from 4 or more behaviour points (in the space of a week) as monitored by the form tutor and the HoY. The reasons for these behaviour points will be discussed with the student and strategies discussed to avoid further acquisitions. Other sanctions will be organised by the member of staff responsible for recording individual incidents and the Form Tutor will decide whether a detention is an appropriate additional consequence. This will be the case if the behaviour is deemed persistent or severe.
- Parents/carers (KS3) will receive notification by text, SIMS or phone call of any forthcoming after school detention date. This is a matter of courtesy and to ensure the child's safety; it is not to gain permission as this is not required. KS2 parents/carers will receive a letter or phone call and will need to confirm receipt of this information and ensure that they have made provision for their child's homeward journey.

- If a student has more than 2 detentions triggered by behaviour points in a half-term, an isolation may be considered along with mentoring to explore and resolve the issue.
- If a student has three isolations in a half-term, a PSP (Pastoral Support Plan) may be deemed appropriate to steer the student away from the behaviours causing concern.

Monitoring Reports

Stage 1

- If a student accumulates four behaviour points (at least two incidents) in the course of a week, this will flag their behaviour as a concern at that particular time. The Form Tutor/HoY will decide whether this can be addressed through a conversation with the student and parent/carer or whether detention or report card is needed.
- Parents/carers to be contacted by phone or met in person if their child is placed on report.

Stage 2

- If the behaviour problems persist and the Form Tutor continues to receive regular reports about poor behaviour, then this needs to be discussed with the Head of Year or Inclusion Team.
- The HoY or Inclusion Team may then place the student on a report to themselves or SLT. This report is slightly different as it has focussed targets and links to behaviour through a grading system.
- The HoY may also bring the issue to the evening inclusion meeting. A range of strategies and support structures need to be applied before moving the student onto an SLT report.

Stage 3

- If behaviour continues to be an issue, then a member of the senior leadership team will monitor the student's report. It is the same format as the stage 2 report, but is red. If there are still issues at the end of the fortnight, a Behaviour Assess, Plan, Do, Review log will be carried out and/or information collection sheets will go out to staff to ensure a fuller picture and a Pastoral Support Plan (PSP) will be considered alongside any relevant external agencies if they are not already engaged.

Break time Report Card

- If behaviour is a concern at break times, a report card will be issued which will be signed by a member of the break time staff and lunchtime staff. Targets related to the behaviour concern will be set by the Form Tutor. If there is little improvement, the student could continue to be supported by another appropriate intervention.

- Break time detentions will occur if the student continues to break school rules and miss their targets.
- In extreme circumstances, where a student's behaviour endangers others or repeatedly sets a poor precedent, alternative in-school provision for these times will be established if possible, but if this is unsuccessful, exclusion for the lunchtime period will be considered and recorded. A reduced timetable might also be explored and recorded if implemented.

Isolation

Isolations will be carried out if a cumulative number of detentions are evaded, if a student has been involved in a particularly aggressive physical/verbal incident or a cumulative number of physical/verbal incidents, or if a student is very unsettled and cannot co-operate with others and needs time apart. An isolation can mean that students work away from their peers in a classroom with a different class or they might work in a booth supervised by a member of staff, or in room 2 where interventions take place. The purpose of this sanction is twofold: it reinforces the fact the behaviour displayed is not appropriate for the wider school community to witness and it allows time for the student to reflect, away from their peers, on their behaviour. A member of staff will have a 'reflective discussion' with the student during this period.

Headteacher/Executive Headteacher interview

- If a student has a significant number of detentions or isolations in one term then this will be discussed with the Executive Headteacher during SLT meetings.
- This will detail the behaviour incidents which give the school serious cause for concern and will indicate the support structures put in place to look for a solution to the problem.
- The Headteacher/Executive Headteacher may decide to meet with the student to discuss their concerns and to explain behaviours they will be looking to see over the coming weeks.

Fixed Term Suspensions

In the most extreme cases, following a serious incident or a persistent pattern of poor behaviour, a student can be given a fixed term suspension from school. Where the suspension is for more than five days, arrangements will be made for the student to temporarily attend another education establishment. Whilst the individual circumstances surrounding every case will always be carefully considered, students could be suspended for a variety of reasons:

- Fighting or threatening violence or being violent towards another student or a member of staff
- Possession of drugs or alcohol
- Possession of an offensive weapon
- Persistent even after intervention or serious cases of bullying
- Swearing at a member of staff
- Deliberate damage to school property, or equipment, or to another student's work/belongings

- Persistent disruption of lessons thereby endangering another student's learning
- Sharing inappropriate images on social media amongst members of the school community or filming/photographing/recording others in school on a private device.

The above list should not be regarded as exclusive, but rather representative of acts which endanger the health and safety, welfare or learning of other students. The sanctions can apply not only in school, but at times when students are under the jurisdiction of school, such as school trips.

In some circumstances, a student will be issued with a **Suspended Fixed Term suspension**. This sends out a potent message that a student's behaviour is becoming untenable, but allows them an opportunity to correct that behaviour before more extreme measures are enforced. Suspended Fixed Term suspensions will be implemented at the discretion of the Inclusion Team based on previous conduct and the severity of the most recent incident. They will also only form a part of the solution: support will be offered to students dependent on the need in question.

Permanent Exclusion

- Very rarely, a student will be permanently excluded from school.
- This will happen for gross infringements of the behaviour policy and/or where the student's behaviour is dangerous or consistently poor to others and the Headteacher considers that the student is likely to behave in a way that is beyond the reasonable control of the school.

Support Systems

These may run alongside sanctions, but their primary focus is to resolve or manage any underlying issues related to the undesirable behaviour presented.

Behaviour Plan/ Assess, Plan, Do, Review

- If a pupil presents a persistent undesired behaviour in a specific lesson, the subject teacher will be asked to complete a Behaviour Plan where they are required to reflect on possible triggers for the behaviour and then plan to avoid these triggers and reward positive behaviours.
- For anyone causing ongoing concern, a Behaviour Assess, Plan, Do, Review log will be kept, so that patterns can be analysed in order to ensure that the correct long-term scaffolds are put in place to support the student.

Intervention Programme

- Any student who is demonstrating recurrent behaviours that are not deemed to be desirable should be placed on an intervention programme which hones in on individual needs. Students will be allocated a specific member of staff who will meet with them weekly to evaluate their progress and to explore potential issues. Small goals will be set on the journey towards achieving the bigger outcomes and the targets will be explicit as will the steps needed to achieve them. This programme will be offered by the Inclusion Team who will also monitor its impact.

PSP (Pastoral Support Plan) Report

- Pastoral Support Programmes are generally linked with a monitoring report and always have targets.
- A PSP report will have the agreed targets from the PSP meeting with parents/carers and student and will state the strategies for staff to use in the classroom.
- The member of staff responsible for setting up the PSP will monitor the report card until the next review meeting.
- There will be close links with parents/carers as rewards and sanctions at home and at school are linked. Intervention from other agencies will be tied to this process accordingly.

Inclusion Meetings/Inclusion Team

- Students causing concerns raised by staff (flagged by SIMS) will be discussed at the inclusion meetings.
- The members of staff involved are the pastoral/SEND members of the Extended SLT, the Pastoral Officer and members of SLT.
- Other members of staff can attend or staff from other related agencies.
- At these meetings, incidents which have occurred during the day and the past week are discussed along with any emerging patterns over a period of time.
- All major or repeat incidents are actioned and the member of staff responsible for following up the action is indicated in the minutes sent to staff. The form tutor should update their students of any concerns and should acknowledge to the Inclusion team that they have responded to the minutes.
- Inclusion Team keep tutors informed of incidents. The behaviour log and inclusion minutes are sent to all staff. Any sensitive information is removed beforehand.
- SLT will inform staff of any serious concerns at morning briefings.
- Through discussions at these meetings, other actions may be sanctioned. These include the following:
 - *Initiating a general round robin to all staff to analyse patterns of poor and good behaviour.*
 - *Detentions*
 - *Monitoring report.*
 - *Behaviour Assess, Plan, Do, Review log*
 - *Behaviour Plan*
 - *Mentoring referral.*
 - *Counselling referral.*
 - *PSP set up.*
 - *SEND assessment/referral to an Educational Psychologist/school nurse/other agency.*
 - *Withdrawal of the student from mainstream lessons for an isolation or an amended timetable.*
 - *Referral to the family support worker.*
 - *Referral to the Staffordshire behaviour consultant.*
 - *Referral to other appropriate external agencies.*
 - *Initiate a Common Assessment Framework.*

This list is by no means exhaustive.

Inclusion Team Call Outs

- The Inclusion Team can be called for a one-off serious incident which cannot be dealt with by the subject teacher, lead teacher or the Form Tutor.
- The Inclusion representative will try to resolve the situation so that the student can continue to work in the classroom.
- If the student has to be removed, then the subject teacher must follow this up with a detention and use Solution Focused strategies to 'open up a potential future without the problem'. An Exit slip must be completed by the member of staff requesting the extraction and follow up actions agreed.

On Site Behaviour Outside the Classroom

To maintain a pleasant and safe environment for all, students should move around the school building in an orderly manner following the 'One Way System'. At break times, the school has zones which are out of bounds. The aim is to keep students in areas where they can be supervised effectively.

At break times, we encourage kind and considerate behaviour and to ensure the safety of all, we advocate that unnecessary physical contact is avoided and that students respect each other's personal space.

When the bell is sounded at the end of breaks, students will line up ready for the next session. The expectation is that they will do so promptly in a calm and orderly manner. Ball games should cease and students should wait quietly until their staff member indicates that they may line up.

Children should not be leaving lessons to fetch drinks or other equipment. They are expected to have these items with them or to have delivered them at an earlier point.

If students need the toilet during lessons, they should proceed to the nearest available toilets and return promptly. Staff should note if anyone needs to leave their lesson.

Changing rooms should be treated respectfully and left in a tidy state. It is not acceptable for students to tamper with other people's belongings. They should maintain a calm and quiet atmosphere as they change.

Students should arrive at and leave assemblies in lines and in silence.

School Trips/ Visitors

School trips and the presence of visitors in our school are planned to enhance, support and bring the curriculum to life. They represent an extension of school life, albeit in a different setting. We would expect all students to participate unless there are extenuating circumstances. We would invite you to discuss with the class teacher or member of staff leading the trip any concerns you may have with a proposed trip so that we can help to resolve these problems where possible. This includes financial considerations.

The school's Behaviour Policy applies on school trips, and pupils are expected to behave well at all times. Anything which compromises the well-being of individuals, affects the integrity of the trip or damages the reputation of the

school has no place on a school trip. Students must therefore abide by the afore-mentioned rules and the school's code of conduct at all times, together with any additional rules or expectations designed for a specific trip. It is important to note that the school reserves the right to send a pupil home at the cost of the parents/carers if it is felt that a major breach of trust has occurred. This decision will be taken by the teachers on the trip in conjunction with SLT.

If a student's behaviour prior to a trip is a matter of concern, parents/carers will be contacted and a contract drawn up to highlight the expectations for behaviour whilst out of school to ensure the safety of those on the trip and the smooth running of events.

Uniform

Uniform helps to deter bullying and creates a sense of belonging and equality. Contravention of our uniform policy will lead to a phone call from the Form Tutor to the parent or carer to request that the situation is rectified. We will allow a reasonable period of time for the item to be corrected, but if there is an unwillingness to do so, the student could be isolated until the correct item is procured or we will provide it for them. In situations where financial difficulties are prohibitive of the purchase of uniform, we will do our best to provide items required. For particular medical circumstances, we will make exceptions if the condition is substantiated by a doctor's note. Parents and carers are expected to communicate courteously with members of school staff at all times although this might be an emotive issue.

Our aim is always to support our students and families and so failure to interact appropriately (raising voice, threats, abusive language etc) may lead to any future communication being conducted through written correspondence only.

Please see the section on uniform on the school website for specific guidance.

Behaviour Outside School

The school will seek to support outside agencies dealing with inappropriate conduct from students in school uniform and those who actively bring the school's reputation in to disrepute outside of school hours by acting in the school's name. The school's response will be governed by the individual circumstances of each incident and the measures taken by others which will also determine whether the school becomes actively involved.

Any incidents involving our students outside of school should be dealt with by parents/carers and other appropriate agencies. School will support their actions and advise where appropriate and will be vigilant regarding any possible repercussions in school. It is not possible for school to 'police' local areas or monitor social media which most of our students are not of a legal age to use. If underage usage comes to our notice, it will be reported to the provider.

Incidences reported to us involving social media should be directed to the local PCSOs for investigation in most cases unless they can be proven to have occurred during school

time, where the use of the internet outside of lessons on school computers/tablets is strictly prohibited.

Malicious Allegations

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

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

Property

- Whilst students are expected to wear school uniform/PE kit, provide their own basic stationery and water bottle, no other equipment or belongings are required. From time-to-time students may wish to bring in items such as balls or small games to play with during break times and this is done at their own risk. This also applies to more costly items such as watches and mobile phones. These items may be brought to school at the students' own risk (note that SMART watches or any similar device which connects to the internet are NOT permitted). School does not accept any responsibility for such items if students choose to bring them in to school. They should be kept in bags (turned off) during the school day and their usage is not permitted under any circumstances whilst on the school premises. Phones can pose a safeguarding risk and anyone found using one on school premises will be instructed to hand it in each morning at reception or to refrain from bringing it on to the premises at all. Anyone found filming, recording, taking photographs or posting on a social media site on the premises risks suspension.

- Other items of value which the student should not have brought into school or has misused in some way might, will be stored safely at school until a responsible family adult can come and retrieve it if the school judges this reasonable and appropriate.
- Items which the student should not have in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. Parents/carers will always be informed of such action.

Student Transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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. Information on behaviour issues may also be shared with new settings for those students transferring to other schools and similarly, we will discuss any concerns with schools of students transferring to Perton Middle School.

Wellbeing

Student wellbeing will be explored in PSHE/Citizenship, RE and pastoral sessions. Students will also have the opportunity to voice their ideas to improve wellbeing during student council meetings. In addition, it is underpinned by the pastoral system led on a day to day basis by the Form Tutor and overseen by the Heads of Year. A nurture room is available for students needing 'time out' or a quiet space.

All staff in school have received Safeguarding training and are expected to operate under its code of conduct to safeguard students at all times. Concerns about student **wellbeing** would, in the first instance, be reported to the form tutor who would address these concerns by speaking to the child and their family. They might escalate to the Inclusion Team who could recommend a counselling service in some cases. Concerns about **welfare** should be reported to one of the school's safeguarding officers. In cases of bullying, staff should refer to the school's Child on Child Policy.

Appendices

Appendix 1.1

The following strategies offer guidance for dealing with undesirable behaviour. This is not an exhaustive list.

Early Stages/Low Level Strategies and Resources

- Reinforcement of classroom non-negotiables
- Quiet word/use of Solution Focused language
- Warning prior to sanction
- Detained for a short time to discuss concerns

- Revised seating plan
- Break detention
- Work to be completed/repeated in student's time
- Discuss with FT
- Call home
- Regular check- ins with students
- Clear target identified for desirable behaviour
- Behaviour point/s given
- Reward positive behaviour through acknowledgement
- Narrate the positive

Repeated Undesirable Behaviour

- All of the above
- Inclusion team call out (student not removed but counselled)
- Exit from lesson
- Lunch or after school detention
- Behaviour plan/ Behaviour Assess, Plan, Do, Review
- Parental meetings – Joining Forces (Triangulation)
- HoY referral for advice
- Report card (monitoring)
- Isolation
- FT/Inclusion team mentoring
- PSP
- Engage outside agencies where possible
- Fixed term suspension

Persistent Undesirable Behaviour or Extreme Behaviour

- All of the above
- Referral to the South Staffordshire Hub
- Alternative timetable/provision
- Reduced timetable
- Exclusion