

Pershire High School Behaviour for Learning Policy

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1. Policy statement and rationale

Pershore High School is committed to maintaining a calm, safe and supportive climate for learning where pupils can flourish academically and personally. This policy sets out our whole-school approach to promoting positive behaviour, preventing disruption, and responding proportionately and fairly when expectations are not met.

This policy applies to all pupils on site and off site (including trips, activities, fixtures and journeys to/from school), and at any time they are under the lawful control or charge of school staff.

The policy outlines the behaviour that we expect from all of our students at Pershore High School and the sanctions that will be consistently applied if the policy is not adhered to.

Support

Support is offered on many levels at Pershore High School. The vision that we have is that everyone can make a huge contribution to our environment and when a pupil makes a wrong decision, we offer support by means of identification and education, clear communication and interventions are put in place with a focus on celebrating progress. Support is provided in many ways: extra-curricular clubs/activities; lunchtime activities; trained and dedicated support staff who do group work and 1-2-1 work; breakout sessions with internal pathways for support (e.g., counselling); the use of external agencies, e.g., social care, Educational Psychologists.

Sanctions

Sanctions are in place to give pupils an opportunity to reflect on behaviour and the choices they have made, a reminder of Pershore High School's Learning Habits in the classroom would be the start of this process and may escalate to further sanctions which carry behaviour points. Detentions at different levels, internal suspension, suspension, off-site provision, an off-site direction and a permanent exclusion, are all different levels of our sanction process. The intention of the school is to avoid progress through these routes by using intervention and support. There will be a graduated response to the management of behaviour and the support pupils are given to adhere to the agreed rules, this is part of a tiered system of support and intervention.

2. Introduction

Pershore High School is committed to providing a high-quality environment that upholds high expectations for every pupil, while providing the structure, support and consistency needed to promote and instil our values.

Aims

- To establish a whole-school approach that reflects our values 'Think Big, Work Hard, Be Kind'.
- To create a culture that ensures every pupil can learn in a calm, safe and supportive environment.
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- To provide clear expectations, routines and consequences that are understood by pupils, staff and parents/carers.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To provide a consistent approach to behaviour management that is applied equally to all students.
- To promote an inclusive and equitable education making reasonable adjustments for pupils with SEND and other vulnerabilities.
- To use data to monitor patterns and continuously improve our practice.

Pershore High school does not accept discrimination based on race, gender, disability, sexual orientation, religion or any other protected characteristic as defined in the Equality Act 2010.

Pershore High School expects:

- all pupils to show respect and courtesy towards teachers, other staff, visitors and each other.
- The Headteacher to prevent and deal with all forms of bullying in a timely and efficient manner.
- Parents and Carers to encourage their children to show respect and support the school's authority to discipline its pupils.
- The Headteacher to foster a culture of respect by supporting their staff's authority to discipline pupils, ensuring that this happens consistently across the school.
- The Local Governing Body and Headteacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
- That every teacher will be good at managing and improving pupils' behaviour and will be well supported by the senior leadership to help them achieve this.

Pershore High School has a taught behaviour curriculum, supported through our WISER programme. This outlines routines and learning habits suited to each learning environment. We believe that pupils will be prepared for their role and place within society should they practise our core values. These are:

Think Big

Work Hard

Be Kind

This policy allows for pupils to be disciplined for poor behaviour when;

- In school
- Taking part in any school-organised or school-related activity (including trips and visits off site).
- Travelling to or from school
- Wearing school uniform.
- Engaging with social media.
- In some other way identifiable as a pupil at the school.
- Or poor behaviour at any other time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.
- All sanctions used by a school in response to behaviour on the school site may also apply to behaviour in the situations outlined above.

3. Legal and statutory framework (summary)

The policy is in line with Department for Education (DfE) Guidance regarding behaviour and discipline

This policy should be read alongside statutory guidance, including those listed below and others as appropriate, these cover guidance on behaviour, searching/screening/confiscation, reasonable force, suspension and permanent exclusion, and Keeping Children Safe in Education. It also reflects the Education and Inspections Act 2006, the Equality Act 2010 and the SEND Code of Practice.

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [SEND code of practice: 0 to 25 years - GOV.UK](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2026](#)
- [Restrictive interventions, including use of reasonable force, in schools Supporting pupils with medical conditions at school](#)
- [off site direction protocol september 2025.pdf](#)

4. Roles and responsibilities

Responsibility of the Trustees

To fulfil the requirements of the law in relation to Trustees' responsibilities regarding attendance and discipline in the schools, preparing and communicating the Trustees' statement of principles.

Responsibility of the LGB

- contribute to the formulation or review of the school's attendance and behaviour policies including the setting out of expectations about pupil behaviour.
- judge the school both by directly observed behaviour as well as third party perceptions about pupil behaviour.
- judge the school on its attendance, particularly the attendance of specific groups.
- take positive steps to attempt to understand the complexities of ensuring high standards of pupil behaviour and attendance and the challenge this presents to the school staff.
- support the Principal/Head of School and staff in the operation of all attendance and behaviour-related procedures pertaining to the day-to-day running of the school.
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour:
 - celebrate positively the standards expected and achieved by our pupils, both within the school, on the board and in the wider community.
 - monitor the functioning of the school behaviour policy by analysis of a range of available indicators.
 - receive any representations by parents/carers regarding the suspension of their child.
 - ensure a fair and consistent application of the policy regarding permanent exclusion.

Responsibility of the Headteacher

- To establish and maintain a behaviour policy that promotes self-discipline and regulation, respect for others and proper regard for authority both in and out of the classroom.
- To ensure the behaviour policy supports pupils to complete any tasks reasonably assigned to them in connection with their education
- To have regard to any guidance given by the Trustees and/or Local Governing Body
- To determine the standard of behaviour regarded as acceptable. The measures can, to such an extent as is reasonable, include measures to regulate the conduct of pupils when they are not on the premises, and are not under the control of charge of a member of school staff. This includes rules governing behaviour to and from the school, during educational visits and work experience placements.
- To communicate the roles of all stakeholders in relation to the behaviour policy

- To be highly visible and engage with all stakeholders
- To ensure new staff have an induction programme that allows them to effectively implement all aspects of the behaviour policy
- To provide continual professional development for all staff in all areas of behaviour management and pupil support
- To offer comprehensive transition programme where all new starters understand the expectations of the school and are explicitly taught expected behaviours
- To uphold the expectations outlined in the Home School Agreement.

Responsibilities of staff

- Contribute to the development of the taught behaviour curriculum
- Know the school's standards of behaviour and promote our core values: Think Big, Work Hard, Be Kind.
- Actively teach and re-teach the school's Learning Habits
- Understand and implement the behaviour policy consistently
- Set an example to pupils by their own behaviour (Staff Code of Conduct)
- Know and consistently apply procedure for rewarding good behaviour
- Know and consistently apply the procedures for dealing with misbehaviour • Model expected behaviours and establish positive relationships with pupils
- Record behaviour incidents appropriately and promptly.
- Apply standards in their own classrooms and learning environments, including any agreed school or departmental routines for classroom conduct
- Take responsibility for maintaining standards outside of classroom
- Never to ignore poor behaviour, whether within or outside of school, responding appropriately according to circumstances.
- Provide reasonable adjustments where appropriate to support the needs of students.
- Rigorously and continuously monitor attendance and punctuality
- Address attendance and punctuality concerns and celebrate pupil success

The Pastoral Team, Middle Leadership and the Leadership team (LT) will support staff in responding to more significant behaviour incidents in line with the school's graduated response.

Responsibility of parents/carers

- To accept and support Pershore High School's Behaviour Policy and Behavioural Code of Conduct (annex 1)
- To provide direct practical support to ensure their child abides by the school rules, for example ensuring correct uniform and equipment, daily punctuality, and homework undertaken in line with the school policy.

- To recognise the school's need to balance the rights of the individual with the effective conduct of the school as a whole
- To ensure your child attends detention as required
- To inform the school of any changes in personal circumstances which may affect their child's behaviour at the school including any behaviours they are aware of that may pose a risk to a member/members of the school community
- To attend meetings and support any interventions put in place to address misbehaviours
- To take an interest in their child's in-school behaviour, using home-based rewards or sanctions in support where appropriate
- To agree to matters being referred to other external agencies if recommended by the school
- To work in partnership with the school and follow the appropriate procedures for contacting the school when it is necessary
- To monitor pupil's online behaviour to ensure that it meets the school expectations.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about any concerns or developments in their child's behaviour.

Responsibility of pupils

- Treat all members of the school community with care and respect
- To engage with our taught behaviour curriculum
- To uphold behaviour routines both inside and outside of lessons
- To meet the school expectations of positive behaviour, around the school and when representing the school (including in the community)
- To set an example to others through their own behaviour and conduct
- To be prepared to engage in learning through having expected equipment
- To wear the uniform as expected at all times
- To understand that poor behaviour is unacceptable and will have consequences
- To inform a member of staff of any poor behaviour by others, whether in school or in the local community, or online
- To adhere to the expectations outlined in the Home School Agreement
- Maintain excellent levels of attendance and punctuality

5. Behaviour Curriculum

Pershore High School will identify the expected behaviours that pupils are expected to always adhere to: "The Behaviour Curriculum". These expectations and how they are taught are outlined in our, "Behavioural Code of Conduct" (annex 1). This work is inspired by Tom Bennett, the retained expert adviser on behaviour to the Department for Education, who believes: 'Behaviour must be taught. The habits and skills that comprise successful class

behaviour should be taught to all students. It is entirely possible to do for most pupils.’ Schools are also encouraged to: ‘Teach, rather than tell the pupils what you expect of them. Behaviour should be seen as a curriculum, and it should be assessed, revised and refreshed.’

Students who do not adhere to each school’s expectations will experience a tiered response that will feature sanctions alongside targeted intervention and support to ensure that they are able to reflect on their behaviour and work towards meeting the school standards.

It is the responsibility of each school and every member of staff to help shape student behaviour. Staff will understand that good behaviour needs teaching. In lessons, the teacher will apply a range of routines to deliver the ‘behaviour curriculum’ including approaches to lead and guide pupils in the behaviour that they wish to see from the students, to allow for excellent learning to take place.

Routines also play a vital role in delivering the taught behaviour curriculum and are used to guide pupils in the type of behaviours and habits we wish to see in the classroom and around the school. Examples include:

- Lesson entry.
- Lesson exit.
- Corridor expectations.
- Transitioning between lessons.

Our expectations regarding uniform, equipment and mobile phones can be found in our “Behavioural Code of Conduct”

6. Rewards and recognition

Pershore High School believes in the importance of ‘First Attention to Positive’ and in celebrating the efforts and successes of our students. Rewards recognise excellence and effort and encourage pupils to remain motivated and engaged.

At Pershore High School we have a system where praise is logged, positive behaviour points will be associated with this.

7. Graduated response to negative behaviours

Negative behaviours include behaviours such as;

- Disruptive behaviours
- Truancy
- Being out of bounds
- Failing to follow a reasonable instruction issued by a member of staff
- Non-completion of classwork or homework
- Incorrect uniform or missing equipment

- Repeated breaches of the school rules

For the avoidance of doubt, the following issues may breach the Behaviour Policy and may result in more significant sanctions including suspension or permanent exclusion;

- Drug or alcohol related
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Vandalism
- Damage
- Bullying
- Abuse relating to race, disability, sexual orientation or gender identity
- Verbal abuse or threatening behaviour against an adult or another pupil
- Use or threat of an offensive weapon or prohibited item
- Physical assault against an adult or another pupil
- Sexual misconduct
- Theft
- Balaclavas or any other item used to conceal identity
- Vapes (including vaping fluid and other associated materials)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature including sexual harassment online

The above is a non-exhaustive list and there may be other serious breaches of the school behaviour policy that could result in a suspension or permanent exclusion.

Pupil behaviour that does not meet our high expectations will be logged and sanctioned accordingly. Some behaviours come with fixed sanctions whereas others are determined by school leadership team following a review of the incident.

Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Where the misbehaviour of pupils is related to a particular need, the school will make reasonable adjustments to enable those pupils to be included within the school community. When considering reasonable adjustments, the school will:

- Seek to restore relationships through restorative and remedial responses; break a cycle of consequences by seeking ways to reconnect pupils with learning
- Always consider whether certain pupils are at a substantial disadvantage from types of suspensions i.e., pupils with SEND and difficult family circumstances or pupils who lack access to parental support and guidance.
- Consider the use of an alternative to a suspension to offer one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.

Pershore High school operates a graduated approach to behaviour management, providing pupils with an opportunity to reflect on their behaviour and change their choice of behaviour to prevent further disruption to learning. Negative behaviours are associated with negative behaviours points and positive behaviours are associated with positive behaviour points.

Sanctions may be imposed for each negative behaviour. In some cases, these will be fixed, whereas in other circumstances, sanctions will vary depending on several factors such as: severity of incident, intent, repetitiveness.

Some behaviours fall under the category of child-on-child abuse. All staff should refer to the Safeguarding Policy and the Child-on-Child Abuse Policy when dealing with incidents of child-on-child abuse.

A tiered response will be implemented when pupils accumulate negative behaviour points. These processes are outlined in the Behavioural Code of Conduct

Lower-level sanctions

Sanctions are to be applied fairly and consistently, considering the decision-making process in the Equality Act 2010. None of our sanctions will be degrading or humiliating.

Some behaviours require the issue of low-level sanctions. Examples include; verbal reprimands including C1 warnings, setting of written tasks such as writing an account of their poor behaviour, detention, school-based community service, scheduled uniform and equipment checks or being placed “on report” for behaviour monitoring.

Detention is one of the sanctions which can be used. Schools have clear legal authority to detain pupils without the consent of parents/carers. Our expectations on detentions are outlined in our Behaviour Code of Conduct (annex 1)

Staff may also keep pupils at the end of the school day without giving notice to parents/carers to hold a restorative conversation or for the safety of pupils.

Higher level sanctions

For the scope of this policy ‘higher level sanctions’ are as follows: lesson removal, internal suspension (Ready to Learn), Pershore’s Alternative to Suspension (PAS), suspension, managed move, offsite direction, alternative provision or permanent exclusion.

Any decision making by senior leaders and the Headteacher will take into consideration the Equality Act 2010.

Removal from the classroom is a higher-level sanction used by the school as a response to misbehaviour. There are three higher level sanctions used within the school that require pupils to be removed from lessons: ‘C3’ (removal to another classroom), internal suspension (Ready to Learn), PAS (Pershore’s Alternative to Suspension). The length of time that a pupil

will be removed from lesson depends upon the severity and the repetitiveness of a pupil's behaviour. Parents/carers will be informed as soon as possible of the lesson removal.

Pupils may be removed from classrooms and taken to a designated and agreed place within the school if their poor behaviour continues. This action allows the school to a) restore order and calm following unreasonably high levels of disruption b) enable disruptive pupils to be taken to a place where education can be continued in a managed environment. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the school expectations when they return to lessons.

Internal suspension may be issued for poor behaviours, as outlined in the Behaviour Code of Conduct. This allows the school to:

- Restore calm and order following unreasonably high levels of disruption
- Enable pupils who have exhibited disruptive behaviours to be taken to a place where education can be continued in a managed environment. Leaders and pastoral staff will provide support for pupils, enabling them adhere to the school expectations when they return to lessons.

For some behaviours a Pershore Alternative to Suspension (PAS) may be issued as a sanction. The purpose of PAS is to address the inappropriate behaviours exhibited by the pupil and help the child to understand their suspension from the wider school community in an attempt to restore, repair and rehabilitate. This intervention aims to address the needs of the child and help to equip them with the tools that they need to avoid further sanctions or repeating the negative behaviours that have been sanctioned. Following a PAS, parents/carers are invited to a reintegration meeting with their child and a member of the leadership team to explore what has been learnt over the course of the day and the strategies that will be employed in the future. Unsuccessful reintegration will result in consideration for further temporary suspension from the wider school community, either in PAS or through suspension.

Where an internal suspension or a PAS day is issued as a sanction this may also include pupils day being extended until 4pm as part of the sanction and support.

Behaviour Stage Warnings

Pershore High School also uses a Behaviour Stage Warning System in support of incidentbased sanction responses. Where behaviour concerns arise on a sustained level, meetings will be held with parents and carers to look at sanctions and support available. Consideration will be given to moving students onto Behaviour stage warnings to clearly communicate the concerns and severity of the situation and plan a response between school, the student and parents/carers. The aim at this point is to change the behaviour in line with expectations.

- Stage 1 - Head of Phase Warning
- Stage 2 - Assistant Headteacher Warning
- Stage 3 - Deputy Headteacher Warning
- Stage 4 - Headteacher Warning

For serious misbehaviours, or where there are continuing behavioural difficulties for which other sanctions, interventions, and support have been unsuccessful, a suspension or permanent exclusion may be an appropriate sanction. A suspension must be authorised by the Headteacher, and work will be provided for pupils to complete at home if the suspension is for more than one day.

When the decision is made to issue a suspension or permanent exclusion the school will follow DfE guidance. Where a pupil has been given a suspension, parents/carers will be invited to attend a reintegration meeting upon their return to the school. As above, this is designed to be supportive and to prevent further poor behaviour and/or escalation to a potential permanent exclusion.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Headteacher will accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher will take account of their legal duty of care when sending a pupil home following a suspension.

Conduct beyond the school gate

The school may apply sanctions for misbehaviour outside school that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school, including online behaviour.

8. Support and Intervention

Pershore High School recognises the importance of early intervention and support in achieving positive behaviour throughout the school. Pastoral support processes are implemented with pupils when school sanctions do not act as a deterrent for repeated poor behaviour or once a higher-level sanction has been issued. The graduated system of pastoral support is used to ensure support is given to the right pupils at the right time.

Reasonable adjustments are 'changes made to ensure that pupils who require additional support can participate in their education. Pershore High School will make special educational provision for pupils with SEND and those whose behaviour-related learning difficulties call for it to be made. Pershore High School is alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where misbehaviour of pupils is related to a particular need, the Headteacher will make reasonable adjustments to enable those pupils to be included within the school community. Defining 'reasonableness' is important, a school is not required to compromise its standards on behaviour.

When considering reasonable adjustments, the Headteacher will consider whether:

- Some children with SEND or from difficult family circumstances are at a substantial disadvantage, for example, they are likely to lack access to parental support and guidance or low expectations at home may manifest in school.
- This disadvantage could be addressed, for example by an alternative method of suspension which offered one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.
- Staff have received appropriate training in the nature of individual pupil needs and how they should treat pupils with these particular needs, including disabilities.
- Appropriate help can be sought to enable the school to make reasonable adjustments.
- The school has the resources to commit to assist in making reasonable adjustments.

9. Bullying

Please refer to the Pershore High School Anti Bullying Policy.

10. Defiance

Defiance is behaviour in which a student refuses to follow reasonable instructions or challenges the authority of staff in a way that disrupts learning, safety, or school order. This includes both verbal and non-verbal refusal, as well as behaviour that undermines staff instructions. Examples include: **Low-Level Defiance**

- Ignoring staff instructions (e.g., not starting work after being asked)
- Deliberate non-compliance (e.g., refusing to move seats)
- Passive resistance (e.g., putting head down instead of engaging)
- Repeated minor disruption after instruction to stop **Moderate Defiance**
- Arguing with staff about instructions
- Challenging authority in front of peers
- Refusal to follow instructions affecting lesson flow
- Leaving class without permission **Serious Defiance**
- Persistent refusal despite repeated instructions
- Openly refusing to comply in a confrontational manner
- Encouraging others to defy staff
- Behaviour that escalates into confrontation or disruption of safety

Staff Responses

- Remain calm and professional at all times
- Use clear, concise instructions (e.g., “I need you to begin your work now”)
- Allow “take-up time” for compliance
- Avoid public confrontation where possible

- Use de-escalation strategies before sanctions
- Use of sanctions
- Focus on restoring learning and relationships

Sanctions

Defiance can be hugely disruptive to the smooth running of the school and will be sanctioned in line with our graduated response to negative behaviour (see above). Instances will be recorded on Arbor and parents will be able to access their child's behavioural record.

11. Off rolling and elective home education

Schools are permitted to remove compulsory-school-aged children from roll on the limited grounds set out in regulation 8 of the [Education \(Pupil Registration\) \(England\) Regulations 2006](#) as amended by the [Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#).

Removing a child from the school roll is a very important decision. Children who fall out of the education system are likely to have poor outcomes and may be exposed to an increased risk of harm. Pershore High School will follow the correct procedures to ensure they do not breach their legal safeguarding duties.

The DfE guidelines ([Elective Home Education: Guidance for Local Authorities](#)) make it explicit that: "Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, the local authority should seek to address the issues behind the absenteeism and use other remedies available to them."

Parent/carers have a legal right to educate their children at home and are not required to have any qualifications or training to provide their children with a suitable education. The [1996 Education Act](#) makes it clear that it is a parent's duty to ensure his/her child receives suitable education in accordance with section 7. In addition, the Act provides that, generally, children are to be education in accordance with the wishes of their parents.

12. Confiscation of property/searching pupils

In all cases, before a search is considered, the pupil should be given the opportunity to hand over the suspected item. If handed over, it will be for the member of staff to decide if a search remains necessary. For any searches undertaken, there will always be two members of staff present (including where searches are undertaken on school premises by police). One of those members of staff will be acting as the appropriate adult (this may include the pupil's parents/carers). Pershore High School will have regard to the DfE guidance ['Searching, Screening and Confiscation](#).

The Headteacher, Leadership Team or any member of staff who has received permission from the Headteacher may complete a search. The search will take place in an area defined by the school as a safe environment which safeguards all participants. Before the search takes place, it is imperative that the reason for the search is clearly explained to all present and there are reasonable grounds to suggest the presence of a banned and/or prohibited item. In the event of a search, all should be reported and captured on the school's safeguarding platform (CPOMS), including whether or not an item is found.

Unless not reasonably practicable, the member of staff conducting the search must be the same sex as the pupil.

ALL ITEMS of value e.g., laptops, mobile phones as well as dangerous or banned items are brought into the school at the pupil's own risk. They are not covered by the school insurance, and the school will not accept responsibility for any loss or damage.

School leaders can search a pupil for any item if the pupil agrees.

Prohibited and banned items not to be brought into the school:

Prohibited Items:

1. knives or weapons (Including mock/replica/fake items).
2. pornographic images.
3. illegal drugs (Including any item associated with drug use).
4. stolen items.
5. tobacco and cigarette papers.
6. vapes (Including vaping fluid and other associated materials).
7. fireworks (Including any other flammable items).
8. alcohol.
9. any article that the 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 pupil).
10. any item that the school rules identify as an item which may be searched for.
11. balaclavas or any other item used to conceal identity.

Authorised staff have the power to search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item. School staff can seize any prohibited item found as a result of a search. They can also seize any item, for example a mobile phone, they consider harmful or detrimental to school discipline.

The school will inform the police if items 1, 3 or 4 are brought onto the school premises and will hand any items to the police.

Any pupil involved in incidents involving the above items is at risk of being permanently excluded. This applies whether on school premises, to or from the school or off-site taking part in a school activity. It covers not only the possession of these items but also involvement

in the purchase, sale or passing on of these items, even if the item itself is not brought into the school.

13. Attendance and punctuality

Punctuality to school and lessons is a key expectation. Late arrival and patterns of absence/latency are monitored and addressed through a graduated response and staged interventions in partnership with Tutors, the Phase team, families and the Attendance Team.

14. Truancy

We recognise that when children are not in class without permission, a situation we refer to as internal truancy, it not only disrupts learning, but may also indicate underlying needs or concerns. Our priority is to understand these needs and support each child to re-engage positively and safely. Internal truancy occurs when a pupil is absent from a scheduled learning activity without agreement, while remaining on the school site. This may include missing lessons or not returning from break or lunch. This can lead to:

- Missed learning opportunities
- Disruption to the learning of peers
- Missed access to the curriculum
- Safety concerns
- At times, children may also influence others to leave class, resulting in group behaviours that challenge the calm and focus of the school day.

However, we recognise that children may leave class for a variety of reasons, and many of these reasons can be resolved with the right support. These may include group challenges, difficulties with the lesson content, or a lack of confidence. At Pershore High School, we approach these situations with a kind, consistent approach and a commitment to finding solutions that work for the child.

When internal truancy is identified, our primary focus is to understand the 'why' behind the behaviour. We aim to resolve barriers collaboratively with the child and, where appropriate, their parents or carers.

1. Immediate Response: Staff will calmly approach the child to understand their current state. Language will be supportive, not punitive. "I noticed you're not in class. Is there something you need help with?"
2. Reintegration with Support: Staff will work with the child to re-join learning, offering tools for emotional regulation if needed. These are not rewards but resources to help the child return to a ready-to-learn state.
3. Parental Communication: Staff will log the truancy on Arbor and this will be accessible to parents/carers. Where there is a persistent pattern of truancy, parents will be contact by phone any maybe invited in for a meeting.

4. Sanctions: A sanction will be issued following an internal truancy, and sanctions will escalate for repeated patterns of truancy, or a refusal to return to lessons (subject detention, Leadership detentions, Ready to Learn, PAS, loss of social time, suspension).
5. Safeguarding: Internal truancy will be logged on our internal safeguarding system CPOMS. This information will be used to review common underlying concerns and identify appropriate support or intervention.

15. Mobile phones and banned/prohibited items

Pershore High School has a no mobile phone policy, which is in effect from 8.45am until 3.20pm. We recognise that parents and carers may wish for their child to have a mobile phone for the journey to and from school, but they should absolutely not be 'seen or heard' during the school day. This is to help distraction free learning within the classroom and promote student wellbeing through time away from devices. Students may use mobile phones on school premises outside this time.

- If a mobile phone is seen or heard, then it will be confiscated by the member of staff.
- The device will be taken to the Headteacher's PA for safekeeping.
- The incident will be recorded on Arbor.
- Student can collect at the end of the day.

Repeat incidents will be followed up by the Year team to apply further sanction. This will include:

- First repeat incident will result in confiscation of the mobile phone, parents/careers will be required to collect from the school office. Detentions will be issued in-line with our graduated supply.
- Further incidents will result in more significant sanctions including; detentions, Ready to Learn and suspension.

16. Suspected criminal behaviour.

If the school suspects criminal behaviour and makes the decision to report to the police, they need only gather enough information to establish facts and this should be fully documented. Once reported they should ensure that any further action does not hinder police work. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that a pupil(s) is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal or sexual exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care service.

Authorised staff can also search for any item prohibited item as outlined.

17. Material on electronic devices

When an electronic device, such as a mobile phone, has been confiscated for good reason by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

In no circumstance should a member of staff search a phone if they suspect that it may contain child nudity. In such circumstances, the member of staff must seek further advice/guidance from the school's DSL (Designated Safeguarding Lead).

There is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of the school discipline.

On occasion, as agreed by schools, visits from the local police will take place which will involve 'screening'.

Under no circumstances will a 'strip search' take place.

After a search, the pupil will be offered time to discuss the event with a member of senior staff or safeguarding team.

18. Reasonable force and physical intervention

The school will follow the guidance provided by the Department of Education related to the use of reasonable force (Use of reasonable force in schools).

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent pupils from hurting themselves or others damaging property, or from causing disorder. The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Reasonable adjustments will be made for disabled pupils and pupils with special educational needs.

Staff may use reasonable force to prevent a pupil from committing an offence, injuring themselves/others, damaging property or to maintain good order. Incidents are recorded and reviewed, and parents/carers are to be informed.

Examples when staff may use reasonable force:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the area where allowing the pupil to leave would risk their safety or the safety of other students or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- restrain a pupil at risk of harming themselves through physical outbursts.

Authorised staff can use reasonable force to search for prohibited items.

Staff do not require parental consent to restrain a pupil.

19. Harmful Sexual Behaviour, Sexual Violence and Sexual Harassment

One-off incidents may be dealt with under the school's Behaviour Policy.

Appropriate disciplinary measures may be taken by the school. If there is an ongoing police or social care investigation this must not be jeopardised, but Pershore High School may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) and applying appropriate and proportionate consequences based on their own conclusions about what happened on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support alongside any disciplinary measures.

In cases of sexual violence, a risk assessment must be implemented immediately and discussed with the Safeguarding Lead. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis.

If cases reported to the police result in a conviction or caution, this Behaviour Policy will be followed. This may involve consideration of permanent exclusion.

Rape or assault by penetration is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm

the education or welfare of the victim, and possibly, other children at the school. Sexual assault may also lead to consideration of permanent exclusion amongst any other suitable sanctions in keeping with this policy.

Reports of sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note that this does not necessarily mean that the offence did not happen or that the victim lied. Following such an outcome, the school can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the Safeguarding and Child Protection Policy.

20. Alternative provision

Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the school where they are enrolled and not led by school staff. Pershore High School may use such provisions to try to prevent suspensions, or to reengage pupils in their education. The school will carefully consider whether providers are available to meet the needs of our pupils, including the quality and safety of the provision, costs and value for money. Pershore High School will put the following procedures in place:

- A personalised plan for intervention should be prepared by the school, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
- Plans should be linked to other relevant information or activities such as Pupil Support Plan (PSP) or Education, Health Care Plan (EHCP) for children with special educational needs (SEND).
- The school will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- The school will maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

21. Off Site Direction

An Off-site Direction should be considered as part of a measured response to supporting the student's engagement in education to improve future behaviour. This means a student is directed to attend another school-based setting if there is concern regarding the student's current levels of engagement or disciplinary record. This is seen as a positive action to try and limit the risk of permanent exclusion. While every attempt will be made to gain parent/carer support, it is possible to direct to an off-site provision without agreement.

Annex 1

Persnore High School Behavioural Code of Conduct

Author/originator	J. Butler
Date of Approval/Review	1 st September 2026
Approving Committee	Local Governing Body
Policy review date	1 st September 2027

1. Our vision and values

This document sets out the procedures that the students, staff, and parents to follow in providing a consistent approach in creating positive behaviours at Persnore High School.

Our behaviour policy mentions The Behaviour Curriculum. This is our approach to teaching behaviour to all students at all stages of their education with us. Behaviour is something that requires constant teaching and learning, and our behaviour policy strives to be restorative in its approach.

Our belief is that the norm for behaviour at Persnore High School is that of students adhering to the routines and the values of the school. Where behaviours step outside of these norms, this policy outlines the approaches to correct and teach the expected behaviours.

This policy should be read in conjunction with the Academy's exclusion policy, safeguarding policy, Inclusion policy and accessibility plan.

Underpinning the statements in this policy are our values, which all stakeholders of the school should adopt in creating positive values and attitudes for our students:

'Think Big, Work Hard, Be Kind.' Think

Big

We encourage students to:

- Have high aspirations
- Identify and pursue their goals
- Be ambitious for their future
- Develop a growth mindset

- Ask questions and think deeply
- Embrace mistakes
- Believe in themselves and those around them

Work Hard

We encourage students to:

- Understand that hard work feels good
- Strive towards their intended outcomes
- Be proactive in their learning
- Complete extension tasks and homework
- Engage fully in all elements of their learning
- Embrace feedback and learn from it.

Be Kind

We encourage students to:

- Treat others with respect
- Have self-respect
- Listen to others and value their ideas
- Choose their words and actions carefully
- Respect the environment around them.
- Understand the importance of teamwork
- Celebrate the strengths of others

The Behaviour Curriculum

Our behaviour curriculum is our taught behaviour system. The Behaviour Curriculum is based on 3 principles:

- Routines
- Responses
- Relationships

Routines – routines that staff expect of students need to be taught and reinforced so that students follow to create good habits. These are taught to students during tutor time, in lessons and assemblies. Department areas will be expected to enforce routines appropriate to the needs of the teaching space or activity. Students will be taught these routines.

Responses – where behaviour from a student is outside of the expected norms or routines staff will respond to this using the approaches and sanctions in this policy.

Relationships – staff will proactively attempt to build positive relationships with students through our ‘First Attention to Positive’ approach. Where a response to behaviour has been made, staff will look to rebuild this relationship through effective Routines, Relationships and Responses

The principles of the behaviour curriculum are shared with students during tutor time, and in lessons so students have clarity on how behaviour is managed.

Standards Card

All students will carry a standards card in their blazer pocket. The standards card is a system of noting where a student has not met our standards expectations in the following areas:

- Punctuality
- Uniform
- Equipment

Where a student has received three signatures in one of the standards areas a standards detention will be issued. Where a teacher signs a student’s standards card and a detention is required, the teacher must re-issue a new standards card and take the completed card to the phase lead or student hub.

Where a student is not in possession of a standards card then a standards detention is issued.

Uniform Expectations

Our uniform expectations can be found on the school website. Students are expected to wear the uniform as per the uniform code set out on the website. Where students are not wearing their uniform properly, they will be asked to produce their standards card and a mark will be added. For every further infringement another uniform mark will be added. For their third uniform mark the member of staff will submit the card to the student hub or phase lead office and a standards detention will be issued. These take place at lunchtimes and they will be issued on Arbor.

Where a uniform infringement cannot be rectified on the spot, a time-limited pink slip will be agreed by a phase lead or senior leader and contact made with home. This may also incur a standards detention.

For persistent failure to adhere to our uniform expectations, students may be removed from learning and placed in ‘Ready to Learn’. They may also be removed from social times, until the issue has been resolved.

Where students need support in obtaining uniform or looking after uniform, pastoral staff will provide the necessary support. Please contact the phase lead, form tutor or student hub with any concerns.

All sections of the school uniform and standards policy, that is subject to challenge, is to be referred to in conjunction with the equality policy.

PE Kit Expectations

PE kit expectations can be found on the school website. Students are expected to have the equipment appropriate to the activity they are undertaking in PE lessons. Students should have their PE kit with them for every PE lesson unless there is an injury or condition that will prevent them from getting changed. Students with difficulty or who are unable to participate in physical activity due to an injury or condition are still expected to participate in adapted or alternative activities during the lesson.

Failure to bring correct PE kit to a PE lesson will result in students being provided with kit from the PE department. Where this is unavailable students will participate in the lessons in alternative ways. Failure to engage in this or failure to bring your PE kit 3 times in a term will result in a curriculum detention.

Students with injuries meaning they are unable to fully participate or change into PE kit should have a written note or an email sent to the school office from a parent or carer confirming the reason. Parents should make a note of what, if any activity can be partaken. PE staff will adapt activity or responsibilities based on level of injury / condition. PE staff may request additional evidence if the absence for participation is ongoing.

Where students need support in obtaining equipment or looking after PE kit, pastoral staff will provide the necessary support. Please contact the Phase Lead or student hub with any concerns.

Equipment Expectations

Our equipment expectations can be found on the school website. Students are expected to have the correct equipment with them at all times. Equipment will be checked systematically as part of students' tutor group sessions. Teacher will also monitor this during lessons.

Where students are missing a piece of equipment a mark will be added to their standards card. If a student receives a third mark for equipment on their standards card, a member of staff will submit the card to the phase lead office or student hub and a standard detention will be issued.

Students will show their standard card to their tutor each week to demonstrate they are adhering to the PHS standards. Merits will be allocated for each week this is delivered.

Where students need support in obtaining equipment, pastoral staff will provide the necessary support. Please contact the Phase Lead or Student Hub with any concerns.

Continued refusal to adhere to the equipment policy will lead to further sanctions. More significant sanctions can be put in place where there have been repeated or on-going issues that have not been resolved despite school staff intervening and sanctions being put in place.

Mobile Phones

Mobile phones are not to be used after the morning bell at 8.50am and students must 'wait for the gate' before using their mobile phone at the end of the school day (3.20pm). If a phone is seen or heard in school by a member of staff it will be confiscated and secured in the leadership office until the end of the school day. A detention will be issued and contact will be made with home. If there is second infringement, the mobile phone will be confiscated and a parent or carer will need to collect the mobile phone from the main reception. A detention will also be issued.

Other prohibited items that will be confiscated if found being used by students at Pershore High School are:

- Any form of playing music
- Bluetooth Speakers
- Any products containing solvents
- Aerosols
- Vapes or vaping materials
- Matches, lighters and cigarettes
- Electronic/battery computer games, devices and gadgets
- Cameras or recording devices
- Excess jewellery (see uniform handbook for standards)
- Fidget toys that have not been approved by the SENCo
- Water pistols
- Energy drinks, i.e. those with a high caffeine content such as; Source, Red Bull, Monster Boost, or any other supermarket own-brand.

Rewards

Rewards are important in celebrating a student's excellence and effort. Individual praise given by the teacher is often the most powerful praise afforded to students. However, Pershore High School also rewards students using public recognition to acknowledge where students uphold and exemplify our core values; *Think Big, Work Hard, Be Kind*. They are used to celebrate student achievement and are an important part of sharing our ethos and maintaining student motivation and endeavour.

Academic positive points will be given to students by their class teachers. Teachers are encouraged to give positive points each lesson to students who demonstrate a positive attitude to learning.

Standards positive points will be given to students by tutors for meeting expectations including uniform, punctuality, attendance and general conduct.

All positive points are logged through Arbor and can be viewed by parents via their log in.

Collecting positive points can lead to students receiving the following rewards:

- Contact phone calls or emails with parents/carers
- Entries to the end of year Grand Prize Draw
- Recognition as students achieve milestones 25/50/100/200

Strive for Five

Strive for Five is calculated by dividing student positive points by their behaviour points.

Tutors and students monitor their weekly strive for five score and set positive targets for the week ahead. Students are encouraged to strive to achieve a score of five or more to allow them the opportunity to access school rewards, trips and activities offered to them in their year group.

Pastoral support and Intervention

Our tutor programme provides every student with a pastoral point of contact. The form tutor will monitor the daily behaviour of their tutees, systematically checking for increments of negative behaviour points. Where there are large increments in behaviour points tutors and phase leads will look to intervene and phase leads will also support, making decisions on interventions for students.

Tutor Report

Tutor report is a card that students will take around school to track behaviour in lessons. The card reflects a student's ability to demonstrate our values and learning habits. The tutor will monitor this report in tutor time and provide feedback to the Phase Leader on a weekly basis.

Year Group Report

A year group report is used if a student has failed to make improvements on their tutor report or if a phase lead decides that a student's behaviour requires tutor and phase lead support. Personalised targets are selected, guided by our learning habits and values. The tutor, phase lead and parents monitor the report.

Headteacher Report

The Headteacher Report is used if deemed appropriate or if a student has reached Stage 4 in the behaviour escalation system. Personalised targets are selected in collaboration with the student, parents/carers, phase lead and headteacher. The headteacher, phase lead and parents/carers will monitor the report.

PSP

When there are serious concerns over a student's ongoing behaviour a PSP (Personal Support Plan) will be set up in conjunction with the phase lead, parents/carers and the student. This will outline clear, measurable targets and agreed support and interventions from school and home.

The behaviour of students on a PSP will be monitored closely and reviewed in PSP meetings regularly. If improvements in behaviour are not seen, students will face further higher-level

sanctions including an offsite direction to another school or directing to an alternative provision.

SPA (Single Point of Access)

Students can be referred to SENDi (Special Education Needs and Disability Inclusion) team for support with behavioural issues through a 'SPA referral' form. Negative behaviours may indicate an unmet need with our students. Examples of needs that the SENDi team will be able to explore:

Specific or general learning needs:

- Understanding / concentration
- Communication
- SEMH (Social, Emotional and Mental Health)
- Anxiety
- Friendship / social issues
- Anger management

The SENDi team may offer interventions to support students' behaviour through group workshops, individual mentoring or tutoring. The phase lead and / or tutor will liaise with the SENDi team to coordinate the most appropriate support for the student.

Routines

It is the responsibility of every member of staff to help shape student's behaviour. Staff will understand that good behaviour needs teaching. In lessons, the teacher will apply a range of routines to 'get ahead of behaviour' and approaches to lead and guide students in the behaviour that they wish to see from the students to allow for excellent learning to take place.

There are 4 non-negotiable routines that all teaching staff must apply in the classroom; these are:

- Greeting students at the door.
- Students enter in silence.
- Students sit in a seating plan.
- Register is completed in the first 5 minutes of the lesson.
- 'Do Now' retrieval starter at the beginning of the lesson.

There are many other routines staff will use to 'get ahead of behaviour' to lead and guide students in the type of behaviours and habits we wish to see in our classrooms and around the school. Examples include:

- Getting equipment out / ready
- Use of verbal and non-verbal cues

- 3,2,1,ZERO countdown
- Spotlighting positive behaviour
- Reflective questioning
- Use of praise and rewards
- Checking uniform and standards

Where routines are not followed or expectations met by students' staff will apply a response to this, which will follow the PHS behaviour policy.

Responses

Where behaviour does not meet expectations and social norms, a tiered response should be used to address behaviour. Responses to behaviour carry different behaviour points, with clear restorative opportunities to encourage students to make the right choice and amend their behaviour. Note that more serious incidents will carry higher sanctions. Sanctions do not need to be applied sequentially.

Response / Sanction	Behaviour Points	Staff who can apply this sanction / response
Verbal reminder	0	All staff
C1	0	All staff
Withdrawal from social times	1	Senior leaders and Phase Leads
Standards detention	1	All staff
C2: Curriculum detention	1	All staff with approval from Middle leaders
C3: Removal to another classroom (Curriculum detention)	1	Teachers
Leadership detention	1	Senior leaders and middle leaders
Internal Suspension (Ready to Learn)	1	Senior leaders and middle leaders
		Senior leaders

P.A.S (Pershore's Alternative to Suspension)	1	
Fixed Term Suspension	1	Headteacher
Permanent exclusion	N/A	Headteacher

Verbal Reminder

The teacher will remain positive and encouraging. Clear verbal requests will be made that give the student clarity on the specific behaviour that is expected from them. There can be more than one verbal request made where the teacher feels this is appropriate.

Where the student makes improvements in their behaviour the teacher will try to find opportunities for positive interactions with the student that focus on their learning.

C1 - Warning

The teacher will verbally provide students with a warning through the use of a C1. Teachers will clearly explain how the behaviour expectations and school learning habits are not being met and how children can adapt their actions to meet these. Where appropriate the 'zones of regulation' will be used to check-in with the student.

Where the student makes improvements in their behaviour the teacher will try to find opportunities for positive interactions with the student that focus on their learning.

C1's will be logged on Arbor by class teachers but carry no negative behaviour points.

If behaviour concerns persist following the C1 warning, then a further sanction will be given to the student.

C2 – Curriculum Detention

Students will be asked to step out and reflect on their behaviour in lessons. The consequence of a C2 will be a curriculum detention which takes place during lunch time and lasts for 20 minutes. This will be logged on Arbor and parents/carers will be notified.

C3 – Removal

For persistent or more serious breaches of behaviour expectations, students may be removed from their teaching space, collected and taken to identified location or "Ready to Learn" room. This will be logged on Arbor and parents/carers will be notified and a curriculum detention will be issued.

Standards Detention

This can be issued by any member of staff and are supervised by a rotation of Leadership and the pastoral team. They take place during lunch time and last for 20 minutes. They can be issued in response to a full Standards Card (equipment, uniform, etc) or due to students' behaviour around the site during social times or lesson transitions. They can also be issued following a breach of mobile phone policy.

They are issued via Arbor and parents are notified as a result. Failure to attend will result in a more significant sanction.

Leadership Detention

Phase leads, heads of department or leadership can place students in Leadership Detention. It will take place in the Hall on Friday after school and last for 40 minutes, it will be supervised by the leadership team.

This is the last stage before a student will miss a day of lessons in Ready to Learn and can be issued for missed detentions or more significant/escalating behaviours. They can also be issued if a student refuses a C3 for a class teacher and on-call.

The detention will be issued on Arbor and parents will be notified via Arbor, parents will also be notified by the Phase Team.

Failure to attend will result in a planned day in Ready to Learn.

Planned Learning away from the classroom

When learning is significantly disrupted or safety is at risk, a pupil may be removed to a supervised setting for a time-limited period. Removal is not a sanction in of itself but enables teaching to continue and a reflective reset for the student. Appropriate work will be provided in these circumstances.

However, removal from the classroom may also be used as a sanction used by the school as a response to misbehaviour. The length of time that a pupil will be removed from lessons depends upon the severity and the repetitiveness of a pupil's behaviour.

Parents/carers will be informed as soon as possible of planned lesson removal.

Ready to Learn: Same day removal

Where a student receives two C3 sanctions in the same day, or if a member of the leadership team feels a student is not able to remain in lessons, they will be directed to Ready to Learn for the remainder of the day. Work will be provided and students will have access to Oak Academy. Parents will receive notification through Arbor and students will be dismissed with the rest of the school at 3.20pm. Breaks and lunchtime will be taken separately and supervised by the pastoral team. An additional sanction will made at the discretion of leadership of the phase lead.

Ready to Learn: Internal Suspension

Pershore High School uses 'Ready to Learn' for serious or persistent misbehaviour as an alternative to suspension where appropriate. Students will be booked in advance and parents/carers will be notified. Students should arrive at school and make their way to Ready to Learn for registration, they will remain in school until 4pm. The provision is a supervised classroom environment where students complete supervised study, pastoral check-in, restoring relationships, and a reintegration plan where appropriate. Students complete work provided by their class teacher or appropriate work from The Oak Academy. Breaks and lunchtime will be taken separately and supervised by the pastoral team.

PAS: Pershore's Alternative to Suspension

The purpose of PAS is to address the more severe disruptive, dangerous and antisocial behaviours exhibited by the student and help the student to understand the reasons for their exclusion from the wider school community in an attempt to restore, repair and rehabilitate.

PAS stands for 'Pershore's Alternative to Suspension'. Students are given a PAS for behaviour that is deemed extremely serious and disruptive to the school or local community (or individuals in that community).

The decision to put a student in PAS is not taken lightly and needs to be agreed with a Senior Leader.

Students are booked in for a day, which runs from 9am to 4.00pm and parents will be informed by phone call or letter in advance. Breaks and lunchtime will be taken separately and supervised by the pastoral team.

During their day in PAS students will take part in an intervention activity, which will address any underlying issues behind their behaviour and help to equip the student with the tools that they need to avoid repeated negative behaviours and further sanctions. When they are not working with their mentor, they will be set work in line with the subjects they have that day.

Parents/carers are required to attend a reintegration, following the PAS, with their child and Head of Year to explore what has been learnt over the course of the day and the strategies that will be employed in the future. Successful reintegrations will end in outlining and reinforcing specific expectations.

Unsuccessful reintegrations may result in further exclusion from the wider school community, either in Ready to Learn, PAS or externally.

Suspension (Previously known as Fixed Term Exclusions) and Permanent Exclusion Pershore High School adheres to guidance issued to schools by the DfE.

These sanctions are issued at the discretion of the Headteacher for serious incidents of poor behaviour. In the absence of the Headteacher the Deputy Headteacher will make the decision on whether the sanction is used. The number of days the student is suspended for is at the discretion of the Headteacher (or Deputy Headteacher if the Headteacher is absent).

Parents/carers will be notified of this sanction in person or via telephone. Parents/carers will also receive notification of the suspension via post or email. Notification will also include the number of days of the suspension; a student cannot be suspended for a period totalling more than 45 days in an academic year. Reintegration meetings with parents/carers will be arranged following the suspension to help ensure support for the student and to avoid repeated events.

Suspension/exclusion is a sanction for misbehaviour or persistent misbehaviour and a means of intervening in the situation of a school student for whom educational provision has broken down. Suspensions/exclusions are clearly undesirable, are a last resort and will occur after careful discussion where evidence has been examined and where:

- Has committed a serious disciplinary offence
- The student's presence in school would be detrimental to the welfare, safety or education of other students, the welfare of staff, or,
- By virtue of the student's behaviour out of school, the Headteacher feels that there is a clear link between it and maintaining discipline in school.

The following issues may breach the Behaviour Policy and may result in a suspension or exclusion:

- Drug or alcohol related
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Damage
- Bullying Abuse relating to race, disability, sexual orientation or gender identity
- Verbal abuse or threatening behaviour against an adult or another pupil
- Use or threat of an offensive weapon or prohibited item
- Physical assault against an adult or another pupil
- Sexual misconduct
- Theft
- Balaclavas or any other item used to conceal identity
- Vapes (Including vaping fluid and other associated materials)

The above is a non-exhaustive list and there may be other serious breaches of the school behaviour policy that could result in a suspension or permanent exclusion.

Relationships and Restoration

It is the responsibility of all staff are to build positive relationships with groups and students as a means to get ahead of behaviour and to build rapport with their groups. Staff should use the Establish, Maintain and Repair model to build good relationships.

- Establish, focuses on the things we can intentionally do to build trust and connection with each student. Examples might include finding out about a student's interests or

positive communication such as validation and affirmations. If we identify a student as being at this stage then we have not yet formed a solid relationship with them.

- Maintain, the focus is to keep having positive interactions to try and stop the quality of the relationships diminishing over time. Practical examples might include check-ins and positive notes or calls home.
- Restore, is about being aware of relationships where there has been a negative interaction and repair to that relationship is needed. Ways to help restore a rupture in a staff-student relationship could include communicating empathy, letting go and starting each day afresh or engaging in problem solving together. Use the 3 Rs of Restoration – Regulate, Relate, Reason.

There are many methods staff will use to build rapport with students and groups. Examples include:

- Being 'relentlessly bothered' to establish rapport
- Positive re-enforcement
- Infectious enthusiasm
- Use of names
- Smiles
- Voice – tone and pitch
- Pace and pauses
- Non-verbal cues / prompts

Behaviour Stage Warnings

Pershore High School also uses a Behaviour Stage Warning System in support of incidentbased sanction responses. Where behaviour concerns arise on a sustained level, meetings will be held with parents and carers to look at sanctions and support available. Consideration will be given to moving students onto Behaviour stage warnings in order to clearly communicate the concerns and severity of the situation and plan a response between school, the student and parents/carers.

- Stage 1 - Head of Phase Warning
- Stage 2 – Assistant Headteacher Warning
- Stage 3 – Deputy Headteacher Warning
- Stage 4 – Headteacher Warning

Bullying, harassment and discrimination

Pershore High School has a zero-tolerance approach to bullying, including online, racist, sexist, homophobic, biphobic or transphobic bullying, and harassment related to disability, religion or belief. All incidents are investigated promptly, victims are supported; perpetrators are educated and sanctioned proportionately. Procedures align with our Anti-Bullying and Child-on-Child Abuse policies.

Additional needs, reasonable adjustments and graduated support

Pershore High School recognises that behaviour can be a form of communication. Staff will consider unmet needs, ACEs/trauma, SEND, and other vulnerabilities while maintaining the importance of secure boundaries for the safety and learning of the individual and of others.

Reasonable adjustments may include adapted seating plans, exit passes, check-ins, movement breaks, chunked instructions, reduced/supported detentions, and adapted sanctions where appropriate.

Zones of Regulation conversations may be used to identify appropriate actions to support students where expectations have not been met.

As part of the graduated response to issuing sanctions appropriately, consideration will also be given to support following significant incidents.