



**The Pyrland Way**

**Ready, Respectful, Responsible**



## Behaviour Procedure and Processes

	<b>POLICY TITLE:</b>	<b>Behaviour Procedure and Processes</b>
<b>Committee/Person Responsible for Policy:</b>  <b>Author:</b>		<b>LGB / Headteacher</b>  <b>Adrian Reynolds Deputy Headteacher and Mark Lawrence Interim Executive Headteacher</b>
<b>Date Approved by RHT Interim Governing Board</b>  <b>Next Review Date</b>		<b>July 2025</b>  <b>July 2026</b>

### Purpose

This policy sets out the measures by which Pyrland School ensures:

- Students demonstrate good behaviour, self-discipline and respect of themselves and others
- Students engage with all work, and complete tasks to the best of their ability
- All members of the community hold sky high expectations of themselves and others

## **Ethos**

Pyrland School seeks to create a culture, climate and ethos of sky high expectations for all, making success inevitable. This is based on mutual respect and the insistence on a positive learning environment. Pyrland School is committed to 'life in all its fullness' and this policy is designed to ensure a learning environment is created that allows all students to flourish.

Students must be able to learn in calm and quiet classrooms. Similarly, teachers, as the experts in the room, must be able to teach in calm, purposeful and engaged environments.

The role of all adults on site is to support students in developing outstanding behaviours that ensure they will be positive and productive members of adult society. All students have the right to be treated with fairness and consistency, as do staff. Students have a responsibility to themselves, and the rest of the school community, to behave in a way that enables learning and achievement.

Parents and carers are active participants in a student's life and learning, and therefore we must act in partnership with the school. As such, the school expects parents and carers to proactively and positively engage as partners in their child's learning.

Consequences are intended to deter, protect and improve. The aim of all consequences is to move to a point where they do not need to be used, as the behaviour has been modified to meet the expectations of the Academy.

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## **Content**

This document follows the guidance, 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff', published January 2016, and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and students with special educational needs and / or disabilities (SEND).

This policy should be read in conjunction with the following policies:

- Behaviour and Discipline in Schools - Behaviour and discipline in schools
- Searching, Screening and Confiscation at School - School Discipline
- The Equality Act 2010 - Equality Act 2010
- Use of Reasonable Force in Schools - School Discipline
- Supporting Pupils with Medical Conditions at School - Supporting pupils at school with medical conditions
- Suspension From Maintained Schools, Academies and Pupil Referral Units in England - School Suspension
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Midsomer Norton School's Trust Behaviour Policy.

The policy has also been based on the following educational literature and research-

- DfE Behaviour in Schools guidance September 2022
  - Tom Bennett- Running the Room
  - Sam Strickland - various literature
  - Education Endowment Fund research and literature
  - Guidance linked to the ADPR process and from LEA
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## Responsibilities

### The Governing Body

The governing body is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the Behaviour Policy and promoting the strategies within to consistently ensure 'sky high expectations' are upheld at all times
- Modelling positive behaviour, creating warm, welcoming and friendly environments where young people flourish
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Ensuring our key consistencies and routines are followed as part of daily routines
- Support colleagues and leaders to create and sustain a positive behaviour culture
- Recording behaviour incidents and issuing praise in line with policy and guidance
- Contacting home to discuss behaviour concerns, incidents and offer praise as required
- Heads of Department are expected to oversee, support colleagues and take necessary steps to ensure positive learning environments within the subject area
- Achievement Leaders oversee the rewards and consequence allocation for both key stages
- The senior leadership team will support staff in responding to behaviour incidents and ensure that positive learning environments are in place across the school. Key post holders will also quality assure and secure accountability to ensure that policy and procedure is consistently applied.

### Parents

Parents are expected to:

- Support their child in adhering to the school policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the staff promptly
- Work in a constructive and supportive manner with staff to support their child
- Model appropriate behaviour in their interactions with the school and whilst on site

### Monitoring and Evaluation

This policy is reviewed by the Governing Body on an annual basis. The Senior Leadership undertakes a thorough review and evaluation of the impact of this policy and practice and reports to the Governing Body. Any change to the policy is clearly communicated to all members of staff and to parents and students themselves.

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## Appendix

**Appendix 1** Guiding Ethos and Principles

**Appendix 2** Key Expectations

**Appendix 3** Show me your best

**Appendix 4** Behaviour Support Systems

**Appendix 5** The System of Rewarding Good Behaviour

**Appendix 6** Classroom Expectations

**Appendix 7** Allocation of Consequences

**Appendix 8** IEC (Internal Exclusion Centre) Referral Process

**Appendix 9** Suspension Referral Process

**Appendix 10** Disciplinary Stages

**Appendix 11** Uniform

**Appendix 12** Further Key Information



## Appendix 1: Guiding Ethos and Principles

### Principles

At Pyrland School we believe that every child deserves to learn in calm and quiet classrooms. Every teacher is the expert in the room and must be able to teach in a calm and quiet environment. Academic success and achievement begins with sky high expectations and exemplary behaviour.

Our fundamental principle to achieve this is **100% consistency** in our **ACTIONS, WORDS** and sky high **EXPECTATIONS** for all. This Policy applies to all members of the school community. Visitors to the school are expected to behave and act within this framework.

Pyrland School's approach to fostering a positive and inclusive learning environment is linked to the following-

- All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. We reject any behaviour that undermines this right.
- We acknowledge that discipline is a means to an end and not an end in itself; that first and foremost, we should encourage self-discipline that is most effectively promoted through positive achievement and the development of a sense of self-worth.
- Good behaviour is built and sustained through consistent front-loaded/proactive actions and words. Sanctions are a consequence of poor behaviour, not a solution to it.
- Consistent routines, structures and cues across classrooms are essential to forming and reinforcing high expectations.
- Published rules are clear and concise, consistent with ensuring the safety, welfare, good conduct and appropriate appearance of all students.
- Consistent scripts and positive language are used to manage and reinforce the behaviour we want from our students.
- Staff are expected to be warm, welcoming and friendly whilst reinforcing boundaries and expectations.
- Behaviour is taught by staff alongside the academic curriculum. We aim to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all and ensuring high quality teaching and learning within a supportive and responsive pastoral system. The school also plans for opportunities to deliver and teach the positive behaviours we expect from students.
- Parents have a powerful influence on the behaviour and outcomes of their child. Moreover, parents continue to be responsible for the behaviour of their children in school. Engaging with parents is essential to support positive behaviour. It is vital that staff and parents are mutually supportive.
- In exercising discipline; fairness and natural justice should prevail. Consequences should be appropriate to the misdemeanour and the individual.
- Praise and positivity are essential to building self esteem, reinforcing positive behaviour and creating the climate for successful and resilient learners. This is done through common language, simple acts of praise and rewards.
- When exercising their delegated responsibility for discipline the teaching staff are entitled to the full support of the Head teacher and Governors.
- The Headteacher demonstrates support for staff by promoting a code of good practice and by arranging appropriate in - service training for the prevention of disciplinary problems

## Appendix 2: Key Expectations



### READY

- Be punctual to school and lessons. When the bell sounds move directly to your next lesson.
- Have all the equipment that you may need for the day, have a black and red pen, pencil, ruler and calculator.
- Be in full school uniform and P.E. kit when required as per the school policy.
- Enter the classroom quietly and prepare for STARS.
- Do not talk whilst the register is taken.
- Listen in silence when the member of staff leading the lesson is speaking.
- Leave the lesson calmly, quietly and directly when dismissed by the member of staff leading the lesson.
- Mobile phones should be in bags and switched off. (Not seen and not heard)

### RESPECTFUL


- Remember! Talk kindly to staff and each other, say good morning/afternoon, say please and thank you and hold doors open for each other.
- Be tolerant and inclusive showing unconditional positive regard for all staff and students.
- Take care of our school its environment, equipment and resources. Keeping our school free from damage, litter, graffiti and equipment and resources available to all.
- Listen to the viewpoint of others and be considerate of their opinions, beliefs, feelings and opinions.

### RESPONSIBLE

- Be dependable by meeting our commitments.
- Be consistent and reliable in our effort and positive behaviour.
- Be accountable by owning our mistakes and making amends without shifting blame.
- Do not accept bullying, intolerance, discrimination or unkindness of any kind. Report it!

## Appendix 3 Show me your best

Our behaviour curriculum is taught in a number of ways. In order to promote positive behaviour and teach these explicitly, students are taught to 'Show me your best'. We believe that all students should be the best version of themselves. Staff are encouraged to use positive language to remind students of appropriate learning behaviours. These are rewarded and recognised by staff as part of our rewards and praise procedures. Assembly and form time sessions are also dedicated to teaching these behaviours.

<div> Show me your  </div>	
<b>Participant</b>	playing an active role in every lesson.
<b>Best Books</b>	smart, well presented books demonstrating your best work.
<b>Attentive listener</b>	attention to the speaker, sat up straight, arms still, pens down. (ASAP)
<b>Answering like an expert</b>	sophisticated full sentence answers using technical terms
<b>Expert Readers</b>	following along and ready to read aloud in class
<b>Proactive</b>	having a 'can do' attitude, working out solutions, owning your learning
<b>Home Learner</b>	working on tasks independently and completing homework to a high standard
<b>Organised</b>	bringing the correct equipment, kit and uniform. Meeting deadlines
<b>Kind</b>	caring, polite, looking after one another and the site.

## Appendix 4 Behaviour Support Systems

In managing behaviour, we will, in consultation with parents, have recourse to any, or all, of our internal support services and external agencies including:

- The Educational Psychology Service
- The Education Welfare Service
- Family Intervention Service
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Adolescent Support Workers
- South Somerset Partnership School (SSPS)

The Behaviour and Support System is designed to ensure that staff identify students who require support needed to be successful in their learning.

The school provides a positive support package to those students who require additional help. This includes a range of support such as:

- Forest school
- Targeted mentoring
- Emotional Literacy Support Assistant (ELSA)
- In class support
- Attendance Officer
- Welfare Officer
- Early Help Support (e.g. Health relationship)
- Solution Focussed Therapy (In Charlie's Memory)
- MHST School
- Chaplain
- Draw and Talk Therapy

Please note that the above provisions are subject to assessment of need, capacity to offer support and waiting times.

### Pastoral Support Team

Pyrland has designated non-teaching members of staff who work alongside Heads of Year to monitor and supports students' emotional and personal development. These staff identify and work closely with students who benefit from receiving intervention strategies to help them develop holistically.

### Tutors

Tutors monitor the behaviour, welfare, outcomes and well-being of their tutees. They offer daily supportive communication with tutees. They also communicate with the Pastoral Support Team to help them to intervene as quickly and effectively as possible.

### Heads of Year

Each key stage has a designated Head of Year, who monitors and supports students. The role is to remove barriers to learning and support academic progress. They work closely with the Pastoral Support Team, Heads of Department and the SEND Team to offer support and follow the ADPR (Assess, Plan, Do, Review) process.



## **Pre-emptive Strategies**

### **Transition**

The school has a clear transition approach in place to induct new pupils into the school so that they are able to meet the school's expectations from day one. During the summer term the year 7 Head of Year and school transition lead, school chaplain and senior leadership team will visit primary schools. During these visits staff will discuss with pupils what they can expect at secondary school, give them advice to reassure them about the transition to secondary school and share expectations about lessons, routines and behaviour.

Staff will also meet with class teachers to discuss feedback about pupils, alongside written references and academic data.

Transition days are offered to all primary school students coming to Pyrland School and those pupils which the primary schools identify as vulnerable will be offered enhanced transition days. This could include having a Special Educational Need or Disability, low confidence/self-esteem or any other reason that their primary school identifies. These are led by the SENDCo, Chaplain and Y7 Head of Year. Enhanced transition days offer an additional visit to the school before transition days to help settle initial nerves before the main transition event

Transition takes place over two days where all new pupils attend Pyrland School in July. Pupils are placed in their tutor groups and spend time acclimatising to the school. They also spend time in a carousel of lesson activities to give them a taste of lessons at secondary school.

In September pupils in Year 7 are the first to attend the first few lessons of the new academic year. Students will then receive 'launch pad' events to induct them into the key consistencies, routines and expectations.

### **Standing Starts**

At the start of each day pupils will go to tutor rooms from 8:50 to 8.55am. During this time students will have equipment and uniform carefully checked. This allows key messages to be delivered to all pupils at the outset and to ensure a calm and orderly start to the day.

### **Assemblies**

Each year group has regular assembly which focuses on a whole school theme. Senior and pastoral leaders, coupled with guest speakers, will deliver these over the course of an academic year. Once per term there is a celebration assembly which brings together pupils for a celebration of their collective and individual achievements.

The headteacher along with other senior members of staff will also lead an expectations assembly regularly throughout the year.

### **Launch Pad Events**

At the start of each academic year, students participate in a launchpad event. This is intended to outline our key consistencies, routines and expectations.

### **Drop Down Days**

Students will receive opportunities to participate in drop down days which are planned to respond to key themes to support student conduct. During these days students will explore key themes and ideas and reflect on their importance to themselves and the community. These days are also planned to be linked to SMSC, PSHE and RSE frameworks and statutory guidelines.

## **Pupil Premium**

Pyrland School applies a tiered response in order to meet the needs of students and overcome barriers to learning. Heads of Year oversee and review the level of support a student requires and allocate to specific tiers linked to need. These tiers ensure funding and support is applied at a suitable level.

The Pupil Premium fund is also used to ensure that students are able to experience opportunities to build cultural capital and have positive experiences in the school that lead to a sense of belonging and purpose.

## **Breakfast Club**

Key students are provided with Breakfast Club provision. The Pastoral Support Team work with individuals and families to make sure that students who require this support are able to access a breakfast each day.



## Appendix 5 The System of Rewarding Good Behaviour

In order to create a positive learning environment, we recognise and praise good learning behaviours. Recognising and celebrating positive behaviours is an essential part of our behaviour curriculum.

- Positive and negative behaviours are awarded and recorded using BromCom; we aim to award positive and negative points on a 5:1 ratio or better.
- Weekly positive phone calls to parents/guardians are made and there is an expectation that every teacher makes at least 3 positive phone calls home every week.
- Celebration Assemblies are held at the end of each term and are one of the main ways in which we formally recognise and celebrate success.
- Students collect reward points throughout their time at Pyrland School, and rewards will be issued as part of a cumulative total over a term, month, year and key stage.
- Rewards are logged on BromCom, where staff, parents and students are all able to see them, alongside the written comments.
- Rewards are issued on BromCom when a student demonstrates behaviour that meets and exceeds our 'Show me your best' framework

	<u>Achievement</u>	<u>Reward</u>	<u>Person Responsible</u>
<b>'Show me your best'</b>  <b>BromCom points</b>	1000  2000  3000  4000  4500	Bronze Certificate and Badge  Silver Certificate and Badge  Gold Certificate and Badge.  Platinum Certificate and Badge. Headteachers Letter  Allocation of Rewards Tie	All staff  Headteacher  Governors and Headteacher
<b>Quality of work and performance</b>  <b>Purple Reward Card</b>	Teachers will allocate a purple rewards card to students within their classes that demonstrate: -An exemplary piece of classwork -An exemplary piece of written work -Have an exemplary lesson -Consistently show their best  Teachers to hand out a maximum of 5 cards per class per term	Students with purple cards will be receive 15 positive points  Students will visit the Headteacher or another senior member of staff at allocated times to share and celebrate their work	Class Teacher  Head of Department
<b>Attendance, punctuality and behaviour</b>  <b>End of Term Rewards</b>	Students will also receive a half termly celebration assembly.  Students meeting or exceeding our attendance target  Students who demonstrate significant improvement in attendance over a term	-A <b>commitment</b> to achieving 98% attendance in the term.  Certificate in the end of term celebration assembly  Letter home to parents	Head of Year  Attendance Lead and Pastoral Coordinator  Attendance Lead and Pastoral Coordinator
<b>Academic awards</b>	-outstanding contribution and commitment -outstanding performance and achievement  This will be decided by Heads of Department in consultation with the Headteacher	Awarded on a termly basis	Heads of Department

## **The Positive Point System**

The Positive Point System ensures that all students can make an active contribution towards their tutor and House. The tutor group with highest points will receive an award as part of the celebration assemblies each term.

Positive points will also contribute to the house trophy which is awarded at the end of each year. In this way, students are not only awarded on a personal level, but they also feel a deeper sense of belonging in our School Community.

Year groups are also rewarded with an event or trip as reward for meeting expectations and receiving positive points. Students will be invited to these events based on meeting key thresholds for behaviour, attendance and good overall conduct.



## Appendix 6 Classroom Expectations

Every second of learning counts

Each day begins with 'Standing starts' where the tutor will check uniform and equipment

STARS is followed at the start of each and every lesson

Students are expected to respond to staff instruction 'First time - every time'

Students are expected to sit according to a seating plan provided by the teacher

Teachers apply common scripts and language to signal and direct students to meet our expectations

### Unacceptable behaviours

We have identified some behaviours which are unacceptable in school. These are classified into three categories: Ready, Respectful, Responsible. Children will learn about these behaviours and why they are not acceptable at Pyrland School.

These are displayed around the school and referred to in tutor times, assemblies and lessons.

Ready
<b>Poor organisation and dressed incorrectly</b> Lack of equipment or not handing in homework Not dressed according to the Uniform Policy and expectations
Respectful
<b>Rudeness</b> Talking whilst a teacher or member of the class is doing so Playing/fiddling and not paying attention Shouting out Interrupting Non-verbal gesturing e.g. 'rolling eyes' Lack of basic manners 'please' 'thankyou', 'good morning'
<b>Unkind</b> Sniggering or laughing at someone else Making inappropriate or comments of a discriminatory nature Over aggressive physical or non-physical behaviour towards staff or peers Damaging property
<b>Defiance</b> Answering back Non-verbal gestures or expressions that show disrespect and disregard Ignoring requests Leaving seat or class without permissions Refusing to complete tasks or work Refusing instructions or routines
Responsible
<b>Disruption</b> Making noise to distract others Turning around Laughing at other students who are being disruptive Not following instructions Attempting to distract others Off task Boisterous and anti-social behaviour

\*This list is not exhaustive and there may be other behaviours that would be seen as inappropriate and contravene our policy

## Appendix 7 Allocation of Consequences

Unacceptable behaviours are broken down into the following categories. These are used to inform consequences and teacher responses.

Consequences and responses to behaviour are intended to deter, protect and improve. Where appropriate, staff also take into account any contributing factors that are identified after the incident occurred.

	Types of behaviour	Consequence
<b>Level One</b>	Low level disruption and rudeness Poor organisation Boisterous or similar anti social behaviours Incorrect uniform and PE kit	Discussion with member of staff  Verbal reprimand or Direct 'teacher instruction' given
<b>Level Two</b>	Repeat behaviours linked to Level One Missed homework Late Answering back Rudeness and defiance Unkindness and use of inappropriate language Ignoring instructions and reasonable requests	Verbal reprimand or direct 'teacher instruction' given  Moved in the class  Detention issued  BromCom used to log
<b>Level Three</b>	Repeated behaviours linked to Level Two  Refusal to comply with Uniform Policy and expectations  Truancy  Missed detentions	Student removed from the room to complete work in another classroom  Detention issued  Parents informed and may be invited into school to discuss strategies further with class teacher  Internal exclusion  An 'off site directive' to another school may be considered.
<b>Level Four</b>	Continued repeated behaviours from Level Three Persistent disruptive behaviour/ Serious disruptive behaviour Anti social behaviour and vandalism/damage to property Theft Maximum Defiance Bullying Verbally abusive Vaping or smoking Discriminatory and/ or derogatory language Possession of prohibited items Illegal activities Over aggressive physical or non physical behaviour towards staff or peers Actual or threatened violence Assault Inappropriate mobile phone use, including taking videos/pictures of staff/pupils, distributing videos/pictures of staff/pupils, upskirting, bullying, spreading malicious rumours. Refusal to hand items over to staff when requested etc. Conduct that endangers others Harassment, intimidation or verbal/ sexual abuse.	Internal exclusion  An 'off site directive' to another school/ provision may be considered.  Disciplinary stage support plan  Suspension  Permanent Exclusion

\*the list above is not exhaustive and there may be other behaviour which the school deems to fit into the categories above

## Lesson Removal and Isolation (Darwin and IE: See Appendix 8a and 8b)

Removal from a lesson should be an **unusual event**. It cannot be the common strategy to deal with behaviour. A student can be removed-

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- c) to allow the pupil to regain calm in a safe space.

All removals should result in detention and a phone call to the parent to discuss the behaviour. Any student removed more than twice during a school day will be then transferred into internal exclusion for a period of one full school day, parents will be notified of this by telephone call.

Students who continue to fail to meet expectations after removal will be placed in the IE or receive further consequences in line with our policy.

## Allocation of Detentions

All detentions are set and recorded through BromCom. All teaching and support staff may set detentions as a consequence for behaviour and not meeting academy expectations.

Departments and the Pastoral Support Team may issue their own detentions, such as a break time or lunchtime detentions as a consequence of poor behaviour choices. These will be recorded through a negative BromCom log.

Students can receive a detention for behaviour in lessons, break or around the school site

### Detentions Set include:

Type	Length	Venue	Time	Issued for
Late Detention	15 Minutes	Gym. Super Lab	Lunchtime	Late to AM reg
Late Detention escalation	25 Minutes	Gym	3:20	Failure to attend late detention 1.
Detention	15 minutes	Gym. Super Lab	Lunchtime	Level Two behaviour
After School detention	25 minutes	Gym	3:20pm	Level Two/Three behaviour

Lunchtime detentions are planned and implemented to allow reasonable time for the pupil to eat, drink and use the toilet.

### Attendance to Detentions: BromCom

All detention attendance is logged on BromCom. Failure to attend a lunch detention will result in an expectation that the student completes an extended detention afterschool the same day. It is the parents' responsibility to look on BromCom to monitor when detentions are set. Failure to attend the after-school detention will result in an IEC (internal Exclusion Centre) day, which includes a 25 minute after school detention. Staff responsible for marking the registers are responsible for the resetting and escalation of detentions.

It is the responsibility of the student to know when and if they have a detention. And take responsibility to know which events consequently received a detention.

### A note on late to school detentions:

Late to school detentions are to ensure students develop strong attendance and punctuality habits to prepare them for later life, but also to ensure they are ready and prepared for a day of learning. Whilst we are sympathetic to the occasional factor that might be

outside of a student's control (for example a broken down bus, road closure or significant home event), we will not accept habitual lateness due to travel methods.

## Behaviour Records

Pyrland School uses BromCom to record all behaviour information. All stakeholders have access to this via an online app or website.

Students and parents are encouraged to check this regularly to gain notifications of positive and negative behaviour.

Negative behaviour is logged in the following categories:

Failure to attend after school detention	Mobile phone seen or heard
Bullying	Inappropriate use social media/online technology
Unwanted physical contact	Out of Lesson Incident
Inappropriate conversation with a staff member	No PE kit
Disruption to learning	Possession of illicit materials
Missing essential equipment	Using racist language or behaving in a racist way
Student did not meet the expectations of Darwin	Refusing to hand over phone.
Failed Internal Exclusion	Refusal to follow instructions
Not met expectations in reintegration meeting.	Refusal to sit in seating plan
Failure to Attend Darwin	Failure to attend afterschool SLT detention
Physical Assault	Smoking or Vaping
Homework not submitted	Unacceptable language
Disrespectful, rude and inappropriate in discussion with staff.	Theft
Intimidatory/threatening behaviour	Refusing to attend lesson
Refusal to borrow PE kit and engage in PE	Incorrect uniform
Late to school	Unkindness of any type
Late to lesson	Unsafe behaviour
Little or no work attempted despite support being offered.	Vandalism/Damage
Failure to attend lunch detention	Walking out of lesson
Leaving school site without permission	

Positive behaviours are also recorded. Positive behaviour points are linked to our 'show me your best' framework.



## Appendix 8a: Referral to Darwin

If a student has failed to meet the expectations of good behaviour in a lesson and the teacher has moved through the behaviour guidance process (Least Invasive Action first, through to removal). Then a student will be sent to complete the lesson in the Darwin room.

The expectations are:

- The teacher logs the behaviour on BromCom
- The student is sent to the Darwin room with work to complete.
- The student will enter the Darwin room where the supervising teacher will ask them to sit quietly and complete a reflection sheet, and the work provided.
- The student will leave the Darwin room when the supervising teacher is satisfied that the work has been completed to a satisfactory standard. (this includes into breaktime)

## Appendix 8b IE (Internal Exclusion)

Internal Exclusion is the most serious consequence we have for student actions before we remove a child from the site.

An IE consequence runs from 8.50 am to 3:45pm. Students will remain in the IE for a full day. If a student requires food from the dining hall, they will be given the opportunity during Period 4. This includes the provision of Free School Meals.

The IE is fully staffed by senior staff members. Students will be expected to complete work set by their subject teachers, and the reflection booklet provided.

**An IE will be issued for:**

- Failing to adhere to the rules in Darwin. (Extraction Room)
- A Senior Member of staff being called to remove a student from a lesson for Level 3 (or above) behaviour.
- Truancy

Parents will be informed of an Internal Exclusion on the previous evening as parents play an important role in preparing students for the day.

If a student is placed in the IE during the school day, a member of staff will contact home as quickly as they are able.

Students will complete a reflection booklet and will then complete work set for them by the supervising teaching.

To support students through the day and avoid distractions students are expected to put their phone in their bag, which will be stored in the IE office.

Should a student fail to meet the expectations in IE a suspension will be the consequence and upon the students return they will be required to complete their session in IE before returning to lessons.

## Appendix 9 : Suspension Referral Process

**There are two kinds of suspension:**

- Suspension
- Permanent exclusion

**Reasons for suspension:**

A suspension is a serious consequence for a breach or breaches of the school's Behaviour Policy. Suspensions will/ can be issued for Level Four behaviours.

**Types of Suspension:**

### **Suspension**

The Headteacher, or delegated members of the Senior leadership team (which will be a Deputy Headteacher), may exclude a pupil for up to 45 days in a single academic year.

The Suspension should be regarded as a consequence.

Work will be set during a suspension, this will be accessed on Google Classroom. The school will provide paper copies of work on request of the parent/guardian

From the sixth consecutive day of Suspension the pupil will be educated off-site.

Suspensions should not be extended or converted into a permanent exclusion however may be considered where further evidence has come to light.

Parents/guardians and the pupil will be expected to attend an in person formal reintegration meeting before returning to the Academy. During this meeting, a plan will be agreed to support the pupil's return to school.

A pupil who is suspended, may trigger a Staged Disciplinary Support Plan in order to reintegrate into the school and be supported to address any factors influencing behaviour.

Students who are on a Staged Disciplinary Support Plan will receive an appropriate number of days linked to the stage of the plan.

### **Permanent Exclusion**

In line with The School Standards and Framework Act (1998) and DCFS Guidance on Exclusions (September 2008), the decision to suspend or permanently exclude a student will be taken only:

- In response to serious breaches of discipline such as bringing the school into disrepute, abuse of staff, physical violence between students or being in possession of illegal items. (Please note that all students involved in physical disputes will be dealt with equally where physical contact is made).
- Once a range of strategies have been tried and failed
- If allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school

## Managing Students' Behaviour during their Transition to Pyrland School

Pyrland School receives students from a number of primary schools in Year 7. To support the transition of students during Autumn Term of Year 7, any student's first serious breach of the school's Behaviour Policy will be held as an IE, instead of issuing a formal suspension. Students will serve their isolation by attending the School's IE. We will proactively look at how we can work with the child and their family to ensure they are better able to meet future expectations, however there may be occasions where an incident is so serious that a suspension is warranted.

Suspensions are normally applied as follows:

Suspension Stage	Examples of Use	Length	Follow-Up actions to support readmission
<b>Year 7 Transition Stage</b>	Term One Year 7 Internal Isolation	Usually one/two days	Meeting with Key stage pastoral lead
<b>Stage One</b>	Used to sanction for Level Three type behaviours	Usually, one or two days	Reintegration meeting with Key stage pastoral lead Letter sent home to summarise the meeting Period of Monitoring by Pastoral Coordinator/Achievement Leaders OR commencement of Disciplinary Stage Contact home following first and fifth day after return
<b>Stage Two</b>	Used for those who are responsible for significant acts of indiscipline (Level Three-Four) or for individuals who have already been issued with a Stage Two suspension for similar actions/behaviours	Normally two to five days	Reintegration meeting with Key stage pastoral lead Letter sent home to summarise the meeting Period of Monitoring by Achievement Leader/ Commencement or graduation of Disciplinary Stage Support Plan. Contact home following first and fifth day after return
<b>Stage Three</b>	Used for those who are responsible for a significant act of indiscipline (Level Three-Four) or for students who have already been issued a Stage Three for similar actions and behaviours.	Normally three to five days	Reintegration meeting with Senior Leadership (DHT/HT) with the Key stage pastoral lead. Letter sent home to summarise the meeting Disciplinary Stage Support Plan graduated or initiated Contact home following first and fifth day after return
<b>Stage Four Permanent Exclusion</b>	Used in response to a serious one-off breach or persistent breaches of the school's Behaviour Policy (Level Four) where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others.	Immediate & permanent	No readmission Parents are informed School informs Local Authority with 24 hours of decision From the sixth day onwards, the LEA is responsible for the student's education All Permanent Exclusions are subject to LA and DfE guidelines

In all cases of suspensions, regular reviews of a student's progress and behaviour are carried out by the head of year and the parents/carers will be informed of any concerns.

It is worth noting that:

- Any stage may be used at any time and may be repeated a number of times if appropriate.
- This policy operates in conjunction with the SEN Code of Practice.
- Parents of students who are to be suspended will be informed by letter and whenever possible by telephone as well as informed of their right to make representation to the school governors.
- Other than a permanent exclusion, no student may be suspended for more than 45 days in one Academic Year.

- For any suspension of one to five days, the school has the responsibility to ensure that work is set and reviewed.
- For any suspension over five days, the school has a responsibility to ensure that work is set and marked for the first five days. Parents are responsible for working with the school to ensure that their child attends the provision set from the sixth day.

### **Review of Suspensions**

The Headteacher will review every student's suspension record three times each Academic Year. Students who receive no further suspensions or serious incidents during this period may be reverted back to Stage One. In this way, it is possible to remove all levels of suspensions over time with sustained good behaviour.

## Appendix 10 Disciplinary Stages

When a pupil's behaviour becomes a serious cause for concern the school will use the following disciplinary stages to let the pupil, staff, parents and governors know of its concern.

Placing a pupil on a disciplinary stage is therefore not a consequence in itself, but expresses the seriousness of the school's concern.


The stages form part of the ladder of response where there are challenging behaviours that make a child or young person at risk of suspension or exclusion.

The intention of the system is to promote good behaviour by providing pupils with the chance to improve on their behaviour and consistent good behaviour will result in "stages" being removed.

The process supports a graduated response, and allows students the opportunity to reflect on, and improve their behaviour and choices.

Our support plan follows the principles of ADPR (assess, plan, do and review) to provide a framework for analysing the factors that might be influencing behaviours, so that the approaches used can be based on this assessment.

The support plan is appropriate for those who have been identified as having special educational needs and/or a disability (SEND) and also appropriate for those who have not been identified as having SEND.

		Name	Persons responsible	Typical Length of Suspension
Stage 1		Positive Report Tutor	Tutor	1 – 2
Stage 2		Positive Report PST	Tutor Pastoral Team	2 -3
Stage 3		Positive Report Head of Year	Pastoral Team Head of Year	3-5
Stage 4		Senior Leadership Report	Associate Assistant HT	4- 5
Stage 5		Pastoral Support Plan	Deputy Headteacher Headteacher	
Permanent Exclusion				

## Stage 1

**Used where universal systems, structures and consequences are not modifying behaviour or internal isolation has proved insufficient, or for a significant misdemeanour.**

Used when a pupil is displaying poor behaviour choices, and this has been identified through the collection of negative behaviour points in BromCom, the student is in receipt of a number of Behaviour for Learning detentions or has been issued an internal exclusion.

A plan will be written for the student following the APDR process, including clear specific and sensible targets to tackle the behaviours of concern. This will be implemented over a minimum of a two-week period but may be longer if it is appropriate to do so. This will not exceed six weeks.

Parents will be contacted at the beginning and the end of the tracking period for feedback. Contact may also be made during the period to discuss progress.

## Stage 2

**Used when the student has not been successful in improving their behaviour following Stage One, or if the behaviour is at the level where the student is in danger of suspension. This stage will be accompanied by a meeting between the school and parents.**

The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a minimum of a two-week period.

The completion of Stage Two will be a minimum of two weeks. However, this may continue for as long as they deem appropriate to support the student's behaviour. This will not exceed six weeks.

Parents will be expected to attend a minimum of two meetings as part of this process. It may be necessary to have several meetings during this stage in order to support the young person.

## Stage 3

**Used for those who are responsible for a significant act of indiscipline, when a pupil's behaviour has significantly deteriorated or has failed earlier stages of the graduated response. The Headteacher will usually consider the need for a short suspension at this stage.**

Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting, a summary of the key themes from Stages One and Two will be discussed alongside an analysis of the common issues and areas of success. The meeting will last one hour.

The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a minimum of a two week period.

Parents will be contacted on a regular basis to update on progress. They will also be asked to attend a meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.

The completion of Stage Three will be a minimum of two weeks. However, this may continue for as long as deemed appropriate to support the student's behaviour. This will not exceed four weeks.

## Stage 4

**Used for those who have carried out an act that has put the health and safety of themselves or others at significant risk, for those who have carried out an act of serious breach of this policy. Stage Four is also used for students who have already been issued and have failed earlier stages of the graduated response or who have already been issued with a Stage Three Suspension and repeat the similar undesired behaviour or actions and are displaying on-going defiance.**

Parents and students will be expected to attend a collaborative meeting bringing in other relevant persons and external agencies as required. During the meeting a summary of the key themes from Stages One to Three (if appropriate) will be discussed alongside an analysis of the common issues and areas of success. The meeting will last one hour.

Parents will be contacted on a regular basis to update on progress. They will also be asked to attend a meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.

The completion of Stage Three will be a minimum of two weeks. However, this may continue for as long as deemed appropriate to support the student's behaviour. This will not exceed four weeks.

## Stage 5

**Used when failure to successfully complete the Stage 4 targets will result in a student being placed on a Pastoral Support programme. This will last six school weeks.**

A collaborative meeting will be held led by a member of staff and bringing in relevant others such as the family/CYP (where appropriate) /other school staff, external agencies as required.

During the meeting a plan will be put in place, setting the lead person responsible for overseeing that actions are completed. The plan will follow the ADPR process, along with check ins to assess whether actions are taking place and the impact of these. It may be necessary to communicate with external agencies at this point.

The student will be given three targets linked to areas of improvement and a plan will be put in place using the ADPR approach. This will be implemented over a weekly period for the duration of the plan. Targets may be changed and adapted to support the student to be successful.

Parents will be contacted on a weekly basis to update on progress. They will also be asked to attend a midpoint review meeting, followed by a further meeting at the end of the period to review whether or not the plan has been successful. All persons attending the initial meeting will be asked to attend. The meeting should last no longer than one hour and be held face to face.

The completion of Stage Five will be a minimum of three weeks and maximum of six weeks.

## Stage 6

**Permanent exclusion will be used when there is a serious incident which leads to the safety of other children being put at risk and/or when there is persistent, continuous misbehaviour which puts the pupil beyond the care and control of the school and prejudices the education and/or safety of other children.**

The Headteacher's decision to permanently exclude will be considered by a panel of three Governors. At this meeting the child and their parents/guardians will hear the school's case for Suspension and be able to put their case forward. If the panel agrees to uphold the Headteacher's decision there is a right of review before an Independent Review Panel.

## Clarifications

A student may progress through each of the disciplinary stages if they are unable to demonstrate sustained improved behaviour through the supportive structures outlined in this policy.

The school has the right to escalate a child through the stages to reflect the seriousness of the behaviour displayed.

The reintegration process requires a meeting with parent and child to discuss the behaviours that have broken the behaviour policy. A child may return to school once a suspension period has ended however until the meeting with parent has occurred, they will be placed into IE.

Should a child fail a reintegration meeting a further suspension will be applied and new meeting arranged.

Where a child has been suspended for failing IE they will be required to re sit the session upon their return.

## **Targets**

Each disciplinary stage will require three targets to be set. These will be

- Exclusively focused on the student's behaviour and ensuring it meets the Academy expectations.
- Specific, clear and achievable.
- Targets will be focused on the actions and steps that students should take to act in a positive manner.
- Targets should be taken from the menu provided and adapted as required to meet the needs of the pupil.

Targets will be reviewed on a daily basis by the person monitoring the student.

A student may be viewed as "successfully" completing a report only if the following criteria have been met:

- A student has demonstrated they have met the targets set in the vast majority of cases (a staff member may set a numerical target to achieve over the week)
- There are no other behaviours that are a significant concern





## Appendix 11 Uniform

Pyrland School uniform is integral to our approach. Pupils should wear their uniform with pride, signifying that they are ready to learn. Our uniform approach promotes inclusivity and supports our purposeful learning environment. It is one of the outward signs by which the local community recognises and makes judgments about the pupils. It is important for pupils and the school that the way pupils present themselves is positive and acceptable and supports a well ordered and smart establishment. It is expected that all pupils will come to Pyrland School every day in the correct uniform as we want our students to take pride and belong to the school. The support of parents in ensuring this is expected. These items listed form the regulation School uniform and must be worn on a daily basis.



**Blazers** (Black) with the school logo must be worn around the school site at all times including break times. Students can remove these when seated with permission from a teacher.

**School jumper:** School grey jumper with purple trim – available from the Uniform Shop.  
Jumpers are not compulsory. However, non-uniform jumpers are not acceptable.  
Hoodies and sweatshirts are not acceptable

**Shirt/blouse:** white, buttoned up to neck. Any vests or t-shirts worn under the shirt must be plain white and without a logo. They should not be visible.

**School Tie:** striped purple tie with silver stripes.

**Skirts:** should be black and between 5cm above the knee and 7cm below. They should be suitable. No stretchy material. Skirts should be worn with plain black or neutral tights, or ankle or knee length socks.

**Trousers:** School trousers should be plain black. No faded trousers, denim or denim look, chinos, joggers, leggings or hipsters should be worn. Trousers should be full length reaching down to the shoe

**Tailored Shorts:** black, knee length tailored shorts

**Socks:** Socks should be plain black with no visible logo and cover the ankle, not short trainer socks

**Shoes:** flat black leather (or leather style) formal school shoes, not suede or other fabrics, not boots. The wearing of trainers or shoes that resemble or have similar features are not allowed. Typical styles of shoes are- oxford, derby, brogue or loafer. Please be advised that stores will often provide misleading or incorrect guidance regarding footwear.

**Make up:** Only discrete and natural looking makeup is permitted. Natural looking makeup may include a pale shade of eye shadow, black or brown mascara and foundation the same colour as the student's natural skin tone. Glitter makeup, bold and unnatural eyeliner, false eyelashes and lipstick are not permitted.

Nail extensions, long nails and/or nail varnish are not permitted

**Hair:** No extreme haircuts or colours are permitted. Hair should be natural looking. More than one colour is not acceptable. Streaks of colour within the hair that are not the student's natural hair colour are not acceptable. Mohican and undercut styles are not acceptable

**Jewellery/Badges:** One studded earring only is permitted in each earlobe. Other sorts of earrings, of any colour, including 'spacers, bars, or spikes' are not permitted. All other body piercings are not acceptable and cannot be covered by a plaster. This includes nose studs, tongue bars and piercings at the top of the ear. One simple ring, no large stones or sovereigns are permitted. Necklaces and bracelets should not be worn; with the exception of one charity band which must be removed for PE.

**Coats-** students should wear a sensible, warm and waterproof coat during the winter months. Hoodies or other fabric garments are not permitted. Hoods should only be worn during wet weather and taken down during all other times. Coats do not replace the need to wear a blazer. Coats should always be worn on top of blazers.

Only official Pyrland School badges can be worn on the lapel of the blazer. Pyrland School badges are encouraged to be worn with pride.

Where a student fails to meet this expectation, they will be directed to Student Support where contact with the parents or carers will be made. If possible, it is expected that parents/carers rectify the uniform immediately by bringing the correct item of clothing onto the school site. If they are unable to do this, Student Support will, as far as is possible, loan an alternative item to the student.

Students who persistently arrive onsite dressed inappropriately will complete an IE day and parents will be contacted.

If a student refuses to accept a loan item, they will be isolated until the uniform can be rectified. The uniform policy is clear, and it is our expectation that students take responsibility for ensuring they meet it.

Should a family require support to ensure the student has all items of uniform required, the Student Support Team will be able to support the student. The school will ensure that any familial financial limitations do not cause the student to be unable to meet the uniform standards.

The Headteacher has the final decision on whether a student's uniform complies with this policy.



## Appendix 12 Further Key Information

### Attendance and Punctuality

It is the expectation of Pyrland School that all students attend every school day, unless there is an authorised reason for absence.

Attendance is directly correlated to student achievement and regular attendance ensures a student is able to engage successfully as part of the Academy community.

If a student is late for a lesson, the student will be awarded a negative point on BromCom. If a student continues to be late for lessons during the day on the third occasion they will be placed into IE to prevent any further disruption to learning and the accumulation of any more detentions.

A student late for school will receive a 15 minute detention on the same day, these are set centrally following the tutor's completion of the register. Tutors will be notified of this and will make a phone call home to discuss this after the second occurrence of lateness in close succession. This will normally run on a half termly basis.

A student late for lessons will receive an after-school detention, to be issued by the teacher.

**A note about truancy:** Students who do not attend lesson will be classed as truants and place themselves outside of our care and control. Where a student is not where they are supposed to be when they are supposed to be there, they will be placed into IE for the duration of a full school day. This is so that we can be sure they are under our care and control. Parents will be contacted by a member of the pastoral support team or a Head of year if this happens.

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### Equipment (Ready to Learn)

Students are expected to have the following equipment which is checked each and every morning as part of morning registration, and the STARS process every lesson

- Sensible School Bag or backpack. Students must not bring satchels/large handbags where they are unable to carry books and equipment.
- Timetable
- Black/blue, red and green pens
- Pencil
- Ruler
- Rubber
- Calculator
- Full PE kit (on timetabled days only)

Tutors carry out daily equipment checks as part of 'standing starts' to ensure students have the correct equipment for learning.

Tutors have additional supplies to provide students with key equipment as part of their work to remove barriers to learning. Tutors are asked to contact parents if there is a concern about equipment or organisation.

If a student does not have appropriate equipment for a lesson, the teacher will take steps to loan equipment where appropriate but will ensure a negative behaviour point is assigned and this is sanctioned as appropriate.



### **Social Times (Breaktime and Lunch)**

Students have allocated areas to use during social times. They should remain in these areas but are welcome to visit the dining hall or toilets on the ground floor, as required.

Grass areas are used as social spaces when the weather permits. (Usually from April to the end of September).

To protect them for use for sporting activities, grass areas during winter months are out of bounds as instructed by the Headteacher.

During wet weather, students should find an appropriate shelter or indoor space within the year group zone. They will be directed and supported by members of staff to these spaces.

Areas that are out of bounds are areas beyond the edge of the field into the wooded area, classrooms/corridors (unless going to the toilet or attending an activity supervised by a member of staff).

The Academy holds the same high expectations of all students during the more unstructured social times as it does during lesson time. Defiant or anti-social behaviour will be dealt with in accordance with the Behaviour Policy. The school holds clear expectations of student behaviour whilst in the Refectory/ dining hall.

Failure to meet these expectations will result in consequences, and a potential period of restricted access to the dining hall seating area.

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### **Mobile Devices/Earphones/Electronic Devices**

Students should not use earphones, mobile phones or other electronic devices whilst on school grounds. These must be kept in bags at all times.

The Academy operates a “Not seen and Not heard” policy.

If a student breaches this they will be required to hand the device to a member of staff. The device will be stored until the end of the day.

Should a student refuse to hand over the device they will then be placed into IE for a period the equivalent to one school day.

Students are not permitted to use their device to record audio or take photographs or video of other students or members of staff without their permission. Any instances where students are found filming other students or teaching staff without their permission will be treated as a significant misdemeanour and action taken accordingly. Incidents where students upload material, for public viewing, illicitly filmed at Pyrland School will be treated as a significant act of indiscipline and action taken accordingly.

If parents have an emergency and need to contact their child, then they should do this by phoning or emailing the school reception. The school is then responsible for passing the message to the pupil. Similarly, if a pupil needs to contact home, then they can do so by going to Reception before school, during morning break, lunchtime or after school.

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### **Out of the Classroom and Toilet Visits**

Unless there are exceptional circumstances (or upon staff request) students should be in the classroom.

If, in an exceptional circumstance, they are required to leave the classroom, the student should be carrying a note or pass. A teacher will direct the student to the nearest toilet and provide a sensible time limit.

Adequate time to use the toilet is provided at break and lunchtime. Students are expected to be in the habit of using the toilet at convenient times. This is a life skill.

Children and adults without diagnosed medical needs should not use the toilet during lesson times. Students with a specific need will be supported by the pastoral support and/ or SEND team in order to access the facilities as needed.

If there are circumstances which may require a child to need the toilet more frequently or at unexpected moments, parents are advised to contact the child's tutor or the pastoral support team. We will endeavour to provide support to children in such circumstances.

All visits to the toilet are logged on BromCom by teachers and staff. This is intended to help support students and make sure that barriers to learning are removed.

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### **Malicious Allegations against Staff by Students**

In line with the Child Protection Policy, the Headteacher will investigate all allegations made against a member of staff by a student. Any concerns regarding the safety of a student will be balanced appropriately against the needs of the staff member to be treated fairly. If the accusation made against a member of staff by a student is found to be malicious, their actions will be considered to be a significant misdemeanour and an exclusion will be issued, in line with this Policy. For an innocent person to be subject to a period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career.

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### **Prevention of Bullying**

The strict behaviour expectations in place at Pyrland School are used to ensure that all students are free from bullying in our School. The School's Anti-Bullying Policy clarifies the strategies used to prevent bullying and how the school will take action if there are suspected incidents of bullying.

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### **Teachers' Powers**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have the power to impose detention outside school hours.

Teachers can confiscate students' property.

### **Conduct outside of school**

Pupils are expected to uphold the same high standards when representing the school away from the school site. This includes travelling to and from school and when participating in school trips, visits and sports fixtures. The systems of rewards and sanctions may be applied as appropriate in relation to conduct outside of school.

Where behaviour has caused concern or a student has demonstrated that they may not be able to behave appropriately, students may be banned from representing the school on extra-curricular fixtures or trips until their behaviour improves.



In addition, the school will follow its Behaviour Policy where a pupil's conduct outside of school puts other pupils within the school at risk or makes them feel unsafe. The school will work with the police if there are any serious incidents that take place outside school that affect the wellbeing and behaviour of pupils when in school, to determine suitable sanctions.

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## **Misuse of Social Media**

Students must not access or use social media platforms whilst on school site, either through school IT equipment or through their personal devices.

The school does not hold any legal responsibility to act if there is an incident of poor behaviour on social media or online. However, the school will support as far as possible with the reporting of, and investigation into, any incidents of poor behaviour, or bullying using social media. This will include reporting these incidents to the appropriate authorities, including the Police and CEOP.

It is the responsibility of the parent or carer to ensure that their child is using age appropriate platforms and sites. If the behaviour on social media or online contravenes our Behaviour Policy, the school has the right to act to ensure the safety and wellbeing of all members of its community.

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## **SEND**

We consistently promote an inclusive culture with high standards of behaviour and provide support to ensure that all students can achieve. Our procedures and processes consider the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

All staff are provided with information and training to support the needs of all pupils as part of quality first teaching.

Our expectations create a calm and purposeful environment which benefits all pupils, including those with SEND. We use the graduated approach of assess, plan, deliver and review (APDR) to ensure the appropriate support is provided.

Staff at Pyrland School receive frequent training for managing, identifying, supporting and de-escalating behaviours. Staff have clear and consistent behaviour expectations for all children, including those with SEND. However, we aim to consider the unique needs of each individual pupil and provide appropriate support to help them meet these expectations.

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## **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process, this can be accessed through the CPD / Twilight sessions, briefings and or faculty meetings.

Training is planned and delivered in response to specific needs of staff as well as in response to specific challenges or trends.

Our new staff receive additional training, mentoring and support as part of their induction.



## Banned Items

The school follows the DfE Guidance on Banned Items, which can be found here: ([DFE: Behaviour in schools](#))

As per the DfE Guidelines, banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products (including vapes)
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules. For Pyrland School these include:
  - Fizzy drinks and energy drinks. (Sparkling/ Flavoured Water is permitted)
  - False nail extensions and/or false eyelashes.
  - Any product containing nicotine
  - Permanent marker pens or correction fluid.
  - Any item which could be considered or is unofficially known as a 'legal high'.