



Positive Behaviour Policy

Document Control:

This document has been approved for operation within:	Pendle Vale College				
Status	Statutory				
Owner	Pendle Vale College				
Date effective from	September 2025	Date of next review	June 2026	Review period	Annually

Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Scope and Purpose.....	3
4. Roles and Responsibilities	4
5. Behaviour Principles.....	5
6. Recognition	5
7. Learning Habits	9
8. Classroom and social spaces	10
9. Student support	10
10. Reasonable adjustments	10
11. Searching and confiscation	11
12. Prohibited items	15
13. Physical restraint	16
14. Students conduct outside the school gates	16
15. Suspension and exclusion	16
16. Serious incident protocol	16
17. Bullying and harmful sexual behaviour.....	16
18. Sanctions.....	16
Appendix 1. Positive behaviour system WTD	17
Appendix 2: Suspension WTD	17

1. Aims

Pendle Vale College is committed to ensuring that our community live by our three values of:

Ambition: meaning that everyone can be the best that they can be - both students and staff.

Determination: means that everyone will work hard and not give up.

Respect: means that we recognise everyone is different, respect is mutual but not necessarily equal and we will support and teach children what respect looks like.

This policy aims to:

- have the highest expectations of student behaviour to maximise their opportunity to achieve.
- provide a consistent approach to behaviour management.
- ensure all students develop the good learning habits that they need to be successful in school and life.
- define what we consider to be unacceptable behaviour, including bullying.
- outline how students are expected to behave.
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- outline our system of rewards, sanctions and expectations.

2. Legislation and statutory requirements

This policy is underpinned by the following legislation and guidance.

Keeping children safe in education (KCSIE)

Working together to Safeguard children

Education act 2002

Equality act 2010 (revised 2018)

Behaviour and discipline in school (Jan 2016)

Suspension and permanent exclusion guidance

Behaviour in schools 2024

Use of reasonable force in schools 2013 (reviewed 2015)

Searching, screening and confiscation at school (Jan 2018)

Mobile phones in schools

Education and inspections act 2006

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Scope and Purpose

The behaviour policy strives to allow students and teachers to achieve the aim of allowing teachers to teach and students to learn whilst keeping strategy simple and remaining consistent around the college.

Pendle Vale College has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises.

As an organisation, we believe in certainty of sanction rather than necessarily severity of sanction and that descriptive verbal praise is a powerful way of developing happy and purposeful school.

We take a values-driven approach and emphasise students mastering the knowledge, understanding and skills to be academically and socially successful. To secure success, our students learn to be self-disciplined and make the right choices.

We have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits.

We ensure we have broad agreement on the reasonableness and proportionately of sanctions.

Pendle Vale College will:

- have the highest expectations of student behaviour to maximise their opportunity to achieve.
- ensure all students develop excellent learning habits that they need to be successful in school and in life.
- realise and celebrate the potential of all students through promoting independence, high self-esteem and enabling students to reach their full potential.
- create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- form an active partnership with parents and carers to support their children's learning.
- take a zero-tolerance approach to any form of bullying or harmful behaviour, particularly regarding weapons and drugs) and will work hard to create a positive and safe learning environment.

These aims are supported by regular and appropriate staff training; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities.

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

- Anti-Bullying
- Care and Control
- Child Protection and Safeguarding
- Equality
- Exclusion
- Professional Conduct

Time in our school is spent reinforcing a culture of high expectations and positivity to maintain good order and discipline that allows students to maximise their potential. At times, students may make the wrong choices and, when this happens, we will take a proportionate response.

4. Roles and Responsibilities

The list below makes clear the power and responsibility of the governing body, Headteacher and all staff to uphold a safe and secure environment in line with this policy:

4.1 The Governing Body

- The governing body scrutinises, approves and reviews the policy and associated principles; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of students.
- The governing body will monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Headteacher

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles.
- The Headteacher will also approve this policy.
- The Headteacher is responsible for ensuring the school follows the policy and that there are strong behaviour practices to support staff in managing behaviour, including the use of sanction and praise/reward.
- The Headteacher and staff have the power to use reasonable force and other physical contact to maintain and restore order (as stipulated in the Care and Control policy); although corporate punishment is entirely illegal.
- 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.
- The Headteacher and delegated staff have the power to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items (see below).
- The Headteacher and delegated staff have the power to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school and its staff.
- The Headteacher and delegated staff have the power to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the school.

4.3 Staff

- All staff will implement the behaviour policy consistently; model positive behaviour; provide a personalised approach to the specific behavioural needs of students; record behaviour incidents on Bromcom; provide closure through restorative interaction with students.
- All staff have the right to confiscate any property that is not allowed in school and to search lockers, if necessary.
- Staff have the power to use reasonable force and other physical contact to maintain and restore order (as stipulated in the Care and Control policy).
- Delegated staff have the power to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items (see below).

- Delegated staff have the power to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school and its staff.
- Delegated staff have the power to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the school.
- School has the power to impose detentions outside of school hours, without parental consent. However, we always inform families when a detention is to occur outside of the usual working day.

4.4 Families

- Families are expected to: support their child in adhering to the expectations outlined below; inform the school of any changes in circumstances that may affect their child's behaviour; discuss any behavioural concerns with the class teacher promptly.

4.5 Students

- Students are expected to: allow learning to take place; respond to and respect decisions made by teachers or other adults about the lesson organisation; accept and respect the authority of adults in school; move quietly and calmly around the school; treat the school buildings and school property with respect; wear the correct uniform at all times; conduct themselves in a sensible, courteous manner at all times and refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Students are expected to bring the following to school: 2 Pens; 2 Pencils; Ruler; Rubber; Reading book; Calculator (please see the Family Handbook for the exact model); Specialist subject equipment (e.g., geometry equipment for mathematics).

Pendle Vale works actively within local partnerships (Local Authority Partnership, Pupil placement, managed moves, 6th day provision, Fair access) to improve the standard of behaviour across the district.

5. Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to students.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The governing board also emphasises that students who take part in violence, threatening behaviour or acts that are dangerous, or criminal will not be tolerated in any circumstances and will be at risk of permanent exclusion.

6. Recognition

Rewards System

6a. Objectives

The primary objectives of the rewards system are:

- **To motivate students** to achieve their best in both academic and non-academic areas, in line with the value of **Ambition**.
- **To recognise and celebrate** students' contributions and achievements in a fair and consistent manner, reflecting **Determination**.
- **To create an inclusive environment** where all students are given opportunities to be recognised for their positive behaviours and efforts, demonstrating **Respect** for the diversity of all students.

6b. Key Principles

- **Inclusivity:** All students, regardless of background or ability, should have equal access to rewards and recognition, upholding **Respect** for everyone's unique contributions.
- **Non-Punitive Approach:** Rewards will not be used to punish students who do not meet specific criteria but will instead focus on positive reinforcement and motivation, encouraging **Determination** to overcome challenges.
- **Student Voice:** The rewards system will involve student input, ensuring diverse reward types that reflect the varied interests and contributions of the student body, fostering an environment of **Respect**.
- **Consistency and Fairness:** The system will be applied consistently across all year groups, ensuring all students have the opportunity to be recognised for their **Ambition** and achievements.
- **Accessibility:** Rewards should be designed to avoid financial burden on families, ensuring that students do not miss out due to external factors, demonstrating **Respect** for the different circumstances students face.

6c. Rewards Structure

The rewards system will recognise achievements at several key intervals throughout the school year. These include:

1. **Daily**
Immediate recognition for positive behaviour and achievement, including small, daily rewards such as praise, certificates, or stickers. This encourages students to demonstrate **Ambition** every day.
2. **Verbal recognition**
Around the school, and in lessons, staff members use positive language and reinforcement to signal to students that they are. We want students to be motivated by intrinsic value of achievement; however, we are committed to acknowledging demonstrating good learning habits. Staff call home regularly; this is an opportunity to provide family with positive information.
3. **Positive events on Bromcom**
Every day all staff can recognise students who demonstrate our core values with positive comments. These positives are recorded against students' names on Bromcom and can be viewed immediately by families through the MCAS (my child at school) app.
4. **HOY star of the week**
Each week, the HOY for each year group picks two students as stars of the week and calls home for them. They also log 10 positives with this phone call.
5. **Awards evening**
The top positive event receiver in each year group and subject specific acknowledgments are awarded to students each year.
6. **Headteacher's breakfast**
Each week, the pastoral teams nominate students for demonstration of our values, these students are invited to breakfast with the Headteacher before their lessons start.

7. Annual Rewards Day

Students who demonstrate our three values are invited to attend a reward day.

8. Star of the term certificates

Staff select students who have consistently demonstrated our core values over the term.

9. Pastoral Days

Every student participates in Pastoral days. This offers all students a wider experience whilst engaging in activities that enhance relationships throughout the school.

10. Week

Celebration of consistent effort, participation, and contributions. Weekly rewards may include certificates, recognition in assemblies, or small prizes. These will highlight **Determination** and dedication to personal growth.

11. Half-Term

Recognition of sustained performance or effort over a short period. This could include a special certificate, additional privileges, or access to an enrichment activity, demonstrating perseverance and **Ambition**. Larger, more prestigious rewards for significant academic or personal achievements, such as trophies, special certificates, or tickets to events. These rewards will celebrate the **Determination** to excel in various aspects of school life.

6d. Opportunities for Reward-Based Experiences

In addition to traditional rewards, students who consistently meet behavioural and academic criteria will be given access to exclusive enrichment activities. These experiences are designed to encourage personal growth and enhance students' extracurricular engagement, fostering qualities such as **Ambition**, **Determination**, and **Respect**:

- **Educational Trips:** Special trips, such as to historical or cultural destinations (e.g., Berlin trip), will be offered as a reward to students who meet criteria. These trips align with our value of **Ambition** to learn and explore new perspectives.
- **Sports Coaching:** Students may access specialised coaching sessions in various sports, such as cricket or football, where their **Determination** and teamwork are recognised.
- **Cultural and Creative Workshops:** Opportunities to participate in workshops such as batik art, drumming, photography, or henna artistry, tailored to students' creative interests, will highlight the value of **Respect** for diverse cultures and talents.

6e. Subject-Specific Rewards

Each academic department will provide tailored rewards specific to their subject area. These rewards will encourage students to excel and deepen their interest in particular fields, demonstrating **Ambition** to improve in their chosen subjects:

7. Learning Habits

We have high expectations and expect all students to live by our 6 learning habits 100% of the time. Pendle Vale College learning habits provide a framework to ensure our core values of respect, determination and ambition are embedded within our daily practice and routines. All members of staff are expected to actively promote and model the 'Pendle Vale Learning Habits'.

Learning Habits 1: Homework and deadlines

Students who wish to be successful in school and in later life are always expected to complete work outside school or work. Homework must be done on time; completing work outside of lessons is very important to consolidate and master learning. Retrieval practice embedded in homework tasks allows students to ensure knowledge is committed to long term memory. It also helps students to develop their organisation skills and it shows that they are hard working.

Learning Habit 2: On-task behaviour

Students should demonstrate behaviour that is on task all the time in lessons. Successful students are those that concentrate hard on their learning and avoid distractions at all times. This also allows those around them to focus and ensure all can be as successful as possible. Students must remain on task so teachers can teach and students can learn. Please see the 5 step 'on-task' guide.

Learning Habit 3: Punctuality and Attendance

In order to learn as much as possible, students must be present in lessons on time. When a student is not present or late, learning is missed and success for that student is less likely. All students should aim to be on time to school every day.

Meetings with the attendance team are arranged for students failing to meet the school's attendance targets.

Learning Habit 4: No answering back

Students are expected to demonstrate our core value of respect at all times. It is not acceptable for students to answer back to members of staff.

Learning Habit 5: Perfect uniform

Students take pride in being part of Pendle Vale College. Students are professional and smart in their appearance. Students are expected to come to school in perfect uniform every day. This demonstrates their readiness to learn and removes any element of inequality amongst students in the school. This also prepares students for the uniforms or dress codes that they will have to adhere to in their work in later life.

Learning Habit 6: Full equipment

In order to access all lessons successfully, students must be fully equipped. Students are expected to bring all necessary equipment to school every day. A set list of equipment is checked in tutor time every Monday afternoon/every period 1 lesson – do we have a equipment slide for every period 1 lesson??

Equipment slide in school – do we need one ?

Students are expected to bring in the following to school:

- Black pens
- Green and red pen
- Pencil
- Rubber
- Sharpener
- Ruler
- Compass
- Protractor
- Reading book
- Knowledge organiser
- Student planner

8 Classrooms/Social spaces

Classrooms are characterised by staff who are/will:

- have a seating plan decided by the class teacher and adhered to by students
- expected to welcome students at the door
- always decide where students sit in a classroom and have home and away seating plans where supportive to learning

- expected to fully plan lessons and differentiate activities where appropriate
- expected, always, to consistently follow the published reward and sanction system
- give first attention to best conduct
- deliver sanctions calmly and without undue emotion ensuring that they both minimise embarrassment for the student and avoid arguing with the student
- build self-esteem and resilience of students when the opportunity arises
- catch students being good and praise them for positive behaviour
- undertake, daily, positive communication with families
- ensure that there is a 'follow-up' from the initial issue which is appropriate to the situation
- Record the incident on Bromcom MIS, the college's Data Management System
- Utilise wider support where necessary; the school pastoral system, Emotional Wellbeing Team, School Engagement Team, SEND department, Safeguarding team, external agencies

Social spaces will be characterised by staff who:

- are expected, always, to consistently follow the published reward and sanction system
- give first attention to best conduct
- deliver sanctions calmly and without undue emotion ensuring that they both minimise embarrassment for the student and avoid arguing with the student
- build self-esteem and resilience of students when the opportunity arises
- catch students being good and praise them for positive behaviour
- undertake daily, positive communication with families by letter, praise postcard, phone call, face to face, text, e-mail, MCAS.
- Maintain ultimate ownership by ensuring that there is always a 'follow-up' from the initial disciplinary issue which is appropriate to the situation
- Record the incident on Bromcom MIS, the college's Data Management System
- Utilise wider support where necessary, the school pastoral system, SEN department, Safeguarding team, and external agencies

9. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Reasonable adjustments

An essential first step to responding to students who are underachieving and who may have SEN, additional needs and/or disabilities is high quality first teaching, differentiated to meet individual needs. As a staff we address behaviour in a calm, controlled and planned manner, in line with the college ethos, policies and profiles/plans. The 'wrap-around care' of our 'reasonable adjustments' must happen for every student requiring this.

Staff should help co-author the individual profiles and attend student profile meetings that provide a collaborative approach to meeting needs.

10. Searching and Confiscation

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe. Any prohibited items found in students' possession will be confiscated. These items may not be returned to students.

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. The Headteacher authorises staff to have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in paragraph 31 of the DfE guidance or any other item that the school identifies as an item which may be searched for. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

School will have the statutory power to search for: knives and weapons; alcohol; illegal drugs; stolen items; 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 property of any person (including the student); tobacco and cigarette papers; fireworks; pornographic images. These items are specifically listed as prohibited in section 7 of this policy. The associated sanctions related to prohibited items are outlined in section 11 of this policy.

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

Under common law, school staff have the power to search a student for any item if the pupil agrees. The member of staff will ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising these powers, school will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability. School staff will consider using CCTV footage to decide whether to conduct a search for an item.

The Headteacher has authorised all senior leaders (Deputy Heads and Assistant Heads); all pastoral leaders (Heads of Year and Assistant Heads of Year); and the SENCo to conduct searches for all of the listed prohibited items.

The Headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy) and ensures that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

The designated safeguarding lead (or deputy) is informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed and staff members involve the

designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) always considers the circumstances of the student who has been searched to assess the incident against potential wider safeguarding concerns.

Searches are carried out in an appropriate location, where possible, this is away from other students. Searches only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Searches are conducted by staff of the same sex as the student being searched and is always done in the presence of another member of staff. There is a limited exception to this: a member of staff can search a student of the opposite sex and/or without a witness present only if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff. In the event that a member of staff conducts a search without a witness, they immediately report this to another member of staff, and ensure a record of the search is kept.

The school will search all students who are under suspicion of taking, carrying or dealing illicit substances. A refusal to be searched or not staying where directed and leaving the area of supervision under these specific circumstances will be assumed to be an admission of guilt.

A member of staff may search a student's outer clothing, pockets, possessions, bags or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the student has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees. Schools can make it a condition of having the locker or space that the student agrees to have these searched. If the student withdraws their agreement to search, a search may be conducted both for the prohibited items listed which a search can be made.

A student's possession is only searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

Strip searches are not permitted to be carried out by any school staff. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for student wellbeing at all times.

Whether or not any items have been found as a result of any search, schools follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education where they have a concern. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff follows the guidance set out in the DfE guidance on confiscation. If a student is found to be in possession of a prohibited item, then the staff member will alert the designated safeguarding lead (or deputy) and the student will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Any search by a member of staff for a prohibited item and all searches conducted by police officers are recorded in the school's safeguarding reporting system, including whether or not an item is found. School will record: the date, time and location of the search; which student was searched; who conducted the search, and any other adults or students present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken as a consequence of the search.

Parents will always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. School will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening helps provide reassurance to students, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on student behaviour and its duties as employers in relation to the safety of staff, students and visitors enables them to impose a requirement that students undergo screening. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all students for weapons before they enter the school premises.

Where a student has a disability, school makes a reasonable adjustment to any screening process that may be required.

12. Prohibited Items

Some items are not permitted, such as fizzy drinks, energy drinks, chewing gum, mobile phones and jewellery (other than one plain watch and one plain pair of stud earrings). If seen, they will be confiscated and will only be returned to parents at the end of each term.

Mobile phones should not be seen or heard while students are on site. If parents want their child to bring a phone to school for safety reasons, they should be switched off before school and kept in bags (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone, it will be confiscated and will be kept until a parent / carer collects it. If students fail to have the correct equipment, they will receive a recorded event on the same day.

The following items are specifically prohibited:

- Knives and weapons (including any article that is likely to be used to commit an offence, cause or threaten personal injury or damage property)
- alcohol
- illegal drugs (including legal drugs that have controlled and restricted sales to young people)
- stolen items
- tobacco and cigarette papers, e-cigs, vaping pens, vaping liquids and oils and associated paraphernalia
- pornographic images (printed or digital)

Pendle Vale operates a Zero Tolerance approach to the possession of prohibited items.

In the case of anything illegal, the items will be reported to and handed to the police. The Headteacher can authorise the use of force to conduct search without consent for illegal items or those which may cause or threaten to cause offence or harm (e.g., pornography, knives).

Pendle Vale has the power to use its internal isolation rooms as a disciplinary sanction and often as a way of avoiding fixed-term exclusion. Pendle Vale will ensure that time spent in isolation is used as constructively as possible and that students are allowed to eat, drink and use the toilet appropriately.

13. Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

14. Students' conduct outside the school gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'.

In response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly. Conduct outside the school premises, including online conduct, that schools might sanction students whose misbehaviour is:

- Taking part in any school-organised or school-related activity
- Travelling to and or from school
- Wearing the school uniform
- In some other way identifiable as a student at the school

- Misbehaviour at any time, whether the conditions above apply, that:
 - a) Could have repercussions for the orderly running of the school
 - b) Poses a threat to another student or member of the public
 - c) Could adversely affect the reputation of the school

In response to criminal behaviour the school will report this to the police or if it is brought to the schools' attention by the police fully cooperate with them.

15. Suspension and permanent exclusion (see policy)

Pendle Vale works tremendously hard to avoid fixed (short term) exclusions (suspension) and permanent exclusions. At times, however, it can be necessary to address a more serious matter. Pendle Vale complies with the law and communicates with families as clearly as possible. At times, we may use short term placements in other schools to avoid a suspension. If this is to happen, Pendle Vale will make clear the arrangements clear. Pendle Vale works with other local schools to facilitate managed moves as an alternative to permanent exclusion.

A suspension will be issued for seriously poor behaviour (see appendix). Families will be notified of the circumstances and a meeting will be arranged with a member of the Senior Leadership Team. The length of the fixed term exclusion will be determined by the severity of the incident which could occurred inside or outside of the academy. Students will be issued work to complete. A reintegration meeting will be held following the exclusion to determine the reintegration package which will offer appropriate challenge and support. Students will not be allowed back into the school until this meeting has taken place.

16. Serious incident protocol

When a serious incident has occurred, full fact-finding will be undertaken. This will involve taking accounts from students and staff and checking CCTV where needed. Families will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during a fact-finding process. When we have completed our fact-finding, parents will be asked to attend school to discuss the incident, outcome and possible ways of resolving the situation.

17. Bullying and Harmful Sexual Behaviour

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Targeted

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Pendle Vale recognises that harmful sexual behaviour occurs between young people. Alongside robust processes to tackle unwanted and undesirable behaviours, school provides a comprehensive package of education through personal development and seeks to work with the support of students, staff and families to create a safe and secure environment where the rights and dignity of all are positively recognised and respected.

Pendle Vale operates a Zero Tolerance approach to any form of bullying.

Every staff member at Pendle Vale will listen to any student (or family) who feels that they are being subjected to bullying behaviour. This member of staff will either directly support the student or will immediately pass these concerns to a member of staff who is better placed to resolve these concerns.

All issues of bullying will be formally recorded using CPOMS in order to ensure that all interested parties are informed.

A wide-ranging teaching and pastoral support network of staff are available to support any individual who has been subject to bullying behaviour. These staff will reassure the victim of bullying that any retaliation against those reporting true incidents is expressly prohibited at Pendle Vale and subject to need will provide a variety of supportive interventions.

Equally, any student who engages in bullying behaviour will be appropriately sanctioned, educated and supported to stop their bullying behaviour.

Any student who knowingly reports false incidents will receive appropriate sanction and support.

18.Sanctions

11.1

When a student disrupts learning or behaves inappropriately within the school, there are consequences for those actions. School also reserves the right to sanction students for behaviours away from school that may cause harm, or injury to students attending school, or the good discipline and reputation of the school.

The level of sanction relates very much to the specifics of the incident. It is essential, however, that all staff are consistent and follow through the sanctions and are fair to students.

1	Failure to meet college expectations Recorded Event	Failure to meet college expectations includes: ▪ Off task behaviour (follow the 3-step guidance) ▪ Incorrect uniform/appearance ▪ Lack of/incorrect equipment ▪ Answering back ▪ Late to Lesson ▪ Not completing homework Staff member records event and engages in restorative conversation and contacts home. AHOY/HOY discusses issues and strategies for improvement with student and will contact home.
2	RESET	Persistent poor behaviour or serious poor behaviour including, but not limited to: ▪ Refusing to comply with instructions ▪ Internal truancy ▪ Harmful or abusive behaviour ▪ Sexual harassment ▪ Bullying ▪ Homophobic or Transphobic comments or behaviour ▪ Racism ▪ Dangerous or threatening behaviour Form teacher /classroom teacher discusses with student issues and strategies for improvement. AHOY/HOY/SLT link discusses with student issues and strategies for improvement and will contact home.

		SEN/Safeguarding will be involved as appropriate.
7	Placement	Persistent poor behaviour (as outlined in steps 1-6) or serious poor behaviour including, but not limited to: - Threatening body language towards staff - Verbal abuse of staff - Theft - Smoking (Inc. vaping and e-cigs) SEN/Safeguarding will be involved as appropriate HOY/SLT link discusses with student issues and strategies for improvement and will contact home. Saturday intervention programme focusing on behaviour triggers and preventative strategies Bespoke behavioural support Targeted behavioural support provided by external partners
8	Suspension	Persistent poor behaviour or serious poor behaviour including, but not limited to: - Threatening body language towards staff - Verbal abuse of staff - Theft - Fighting - Defiance of senior staff - Wilfully undermining the security of the school - Bullying, including but not limited to sexual, homophobic, racist harassment and the possession of inappropriate images or media - Bringing the school into disrepute Suspensions have a fixed, graduated pathway (regardless of the disciplinary issue) which is only amended at the discretion of the Headteacher based on context and circumstance. See suspension WTD Appendix Students can be placed on a pastoral support plan – see wave document
9	Permanent Exclusion	Persistent breach of the school's behaviour policy, or a serious one-off breach of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of students or others in the school. Including, but not limited to: - Fighting - Bringing an illegal item into school - Bringing a prohibited item into school - Threatening to bring an illegal / prohibited item into school - Defiance of senior staff - Wilfully undermining the security of the school - Bullying, including but not limited to sexual, homophobic, racist harassment and including sharing inappropriate images or media

		▪ Threatening a member of staff ▪ Possession / use / dealing of drugs or of items that are carry age restrictions enshrined in law ▪ Bringing the school into disrepute
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Where deemed appropriate, Pendle Vale may also use the following sanctions:

- Limiting / directing access to Period 6 sessions and interventions
- Limiting access to extra-curricular sessions
- Removal of IT rights (e.g., email and internet school access)
- Confiscation of item/s
- Restorative conversations for up to 10 minutes after school without informing families
- Not allowing students to attend reward events
- Removal of unstructured time e.g., break time
- Extended detentions
- Seeking the families support to directing the student to an alternative provision / managed move

Pendle Vale has a legal power to put students under the age of 18 in detention. Parental consent is not required for detentions. Parents are always informed via My Child At School if this is to take place. Staff must act reasonably and should ensure reasonable time for the student to eat, drink and use the toilet. Pendle Vale staff will not issue a detention out of school hours where they know that doing so would compromise a student's safety. Staff issuing the detention will consider: whether the detention is likely to put the student at risk; whether the student has caring responsibilities; whether parents ought to be informed (in many cases this will be necessary and done via My Child At School); whether a change / suitable travel arrangement can be made for the students (it is the parents' responsibility to fulfil these and inconvenience to the family will not be recognised as a reason to defer the detention).

The Headteacher reserves the right to apply a greater or lesser consequence to reflect the severity of the behaviour displayed, or the reasonable adjustment required by the student.

At Pendle Vale, we have high expectations of all our students. We are committed to creating a safe and purposeful environment for students and staff. We believe that when a young person demonstrates poor behaviour we should isolate, educate, and reintegrate. Reasonable and supportive adjustments are made for students with SEN needs. The table above outlines the minimum sanction for types of misbehaviour. Professional judgement will always be used on a case-by-case basis, but the below chart outlines default practices.

Pendle Vale will always report matters to the Police where we have reason or concern regarding the legality of a student's actions.

The decision to put a student in isolation will be taken by the senior leadership team and could include the above - or anything which is deemed to have fallen short of our expectations – including undermining members of staff, unkindness to others or persistent behaviour which is contradictory to our values of ambition, determination and respect.

The decision to apply a fixed term external exclusion (suspension) is taken by the Headteacher where behaviour is deemed severe. Students may be externally excluded (suspended) if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the school.

Where student behaviour is persistent, we will look to work with families and the student to put support in place in the form of a behaviour plan or pastoral support plan to create individualised strategies to help that student get back on track.

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy