



**The Purbeck School**  
Achieving Excellence Together



Original Name of Policy: New Name of Policy	Relationship Policy Relationship POLICY & PROCEDURES
Date first adopted:	12th June, 2013
How often to be reviewed:	Every Two Years
Reviewed	January 2021
Reviewed	January 2023
Reviewed	June 2025
Reviewed by	Mr Josh Mead

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### **1.1.0 - The Purbeck School Relationship Policy – Legislation & Guidance**

This policy is created in line with guidance from the Department for Education. It provides advice to headteachers and staff on developing the school's relationship policy and explains the powers members of staff have. The purpose of this document is to provide an overview of the powers and duties for staff. This policy & procedures document has been created in consultation with a staff & parent working party and also through consultation with the Student Leadership Team.

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

- Behaviour and discipline in schools January 2016
- Keeping children safe in education September 2021
- Below the radar: low level disruption in the country's classroom
- Behaviour in Schools (Independent Review)
- Searching, screening and confiscation at school January 2018
- Use of reasonable force July 2013
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Exclusion from maintained schools, academies and pupil referral units in England Sept, 2017

## **1.2.0 - The Purbeck School Relationship Policy – Our School Ethos**

### ***'Achieving excellence together'***

At The Purbeck School it is our profound belief that every student has the right to make progress, excel, and feel valued within a safe and secure environment. Irrespective of background, current academic progress or learning requirements we seek to develop a whole-school ethos built upon mutual respect and strong working relationships.

Purbeck School students are provided with the opportunities that enable them to be ready and equipped to successfully progress to the next phase of their lives. We believe in the power of learning to transform, and aim to develop grounded, confident, and responsible young people that understand and act on our school values of 'Kindness, Aspiration, and Perseverance'.

The Purbeck School believes that poor behaviour should never interfere with learning. As a school we have a responsibility to teach our students values and good character. We will do this by modelling the key values and characteristics to our students, rewarding desirable behaviour with praise and tangible rewards and also by ensuring that there are consistent and clear consequences for behaviour that does not represent our school ethos.

Students feel safe with clear boundaries and it is the job of the school to provide these. The school will be relentless in its expectations of the behaviour of our students and seek to work in partnership with students, parents and governors in reinforcing these standards and expectations.

### **1.2.1 Purbeck School Students**

Whilst students are with us at The Purbeck School, we believe that it is our responsibility to work with them to not only inspire and educate but to help shape and mould them into young adults who have the skills and learning competencies to succeed at university and in the wider world. Our principles below outline the day to day qualities we expect to see in our students and which we feel will help provide them with opportunities in the future. We are very proud of our students and seek opportunities to celebrate their successes.

### **1.2.2 The Purbeck Principles**

The 'Purbeck Principles' are a set of core values and qualities that all students and staff should rigorously strive for. These values and qualities are, without doubt, the cornerstones that will provide the foundations for the development of the students that attend The Purbeck School. Rather than being simple statements of intent, these Principles should be seen on a lesson by lesson basis around the school site and in the local community.



### **1.2.3 The Home School Agreement**

The Home School Agreement is a really important document which outlines the partnership between staff, students and parents. The Home School Agreement also sets out the role that each partner will play in ensuring students understand the behaviour expectations and standards at The Purbeck School. The Home School Agreement is signed by students and parents at the beginning of the year, in

order to remind us all of the importance of working collaboratively to help our students succeed. This can found in the appendix and is available [here](#).

### **1.2.4 Creating positive relationships**

All members of the school should be treated and treat others fairly, honestly and with kindness. The purpose of this relationship policy is to ensure that the conduct of all members of the school community is consistent with the values and ethos of the school. We recognise that strong and positive relationships between students/staff/parents are at the heart of student behaviour. We therefore strive to create a culture of positive behaviour for learning at The Purbeck School by:

<p><b>Putting relationships first</b></p>	<p>This requires a school ethos that promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. Everything we do is based on building positive attachments (mutually respectful relationships) with our students.</p>
<p><b>Maintaining clear boundaries and expectations around behaviour</b></p>	<p>Students need predictable, consistent, routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.</p>
<p><b>Restorative justice approaches</b></p>	<p>Restorative approaches enable those involved to convey the impact of the situation to those responsible and for those responsible to acknowledge this impact and take steps to put it right.</p>
<p><b>Taking a non-judgmental, curious and equitable</b></p>	<p>We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour. Students exhibiting behavioural difficulties may need to be regarded as vulnerable and should be provided with the support that they need. We acknowledge that behaviour can be a communication of an</p>

<b>attitude towards behaviour</b>	emotional need.
<b>Encouraging parental engagement.</b>	We value the relationships between parents and school and understand the importance of effective parental engagement in terms of attitudes resulting in improved attainment. We encourage parents to engage positively with the school through effective communication, parents' evenings, reports as well as parent council.
<b>Looking at each behaviour in context and committing to explaining our practices to students.</b>	We offer students reasons to work with us and encourage reflective dialogue and self-regulation.
<b>Treating students as individuals</b>	We ensure that the curriculum is appropriate and challenging for each student and that students experience quality first teaching.
<b>Running a comprehensive praise system</b>	We will ensure that this supports and reinforces positive behaviour.

### **1.3.0 -The Purbeck School Relationship Policy**

#### **1.3.1 An Overview of Responsibilities & Expectations**

All members of the school should be treated and treat others fairly, honestly and with respect. The purpose of this Relational Policy is to ensure that the conduct of all members of the school community is consistent with the values and ethos of the school. While a clear system of consequences is essential to support this, so too is an extensive system of rewards.

The Headteacher has a responsibility to set out measures in this policy which:

- Promote the ethos of the school.
- Promote outstanding behaviour, student responsibility and mutual respect;
- Prevent bullying;
- Ensure that students take a full and active part in learning;
- Regulate the conduct of students;
- Which as far as possible ensures the pastoral welfare of staff is not compromised.

The Governing Body has also authorised that students may be screened or searched, that staff may use school consequences in particular circumstances for students 'beyond the school gates' in accordance with the law and Government guidance in place at the time.

It is imperative that this policy is consistently applied, ensuring that there is an effective response to minor problems leaving more senior staff free to deal with more serious cases. The policy is reviewed every two years by the governors as a minimum. The latest version will always be available on the school website.

The standard of behaviour expected of all students is also included in the Purbeck Contract which parents will be asked to sign following their child's admission to school. The policy applies to all students Years 7 – 13 unless specifically directed otherwise.

### **1.3.2 Scope of the policy**

Implementation of the school relational policy is the responsibility of all paid staff.

Teachers have statutory authority to use consequences when students do not comply in an acceptable way, including failing to follow school rules, or failing to follow a reasonable instruction, or preventing others from learning, which occurs in school and, in some circumstances, outside of school. This includes when the student is taking part in any school-organised or school-related activity, travelling to or from school, wearing the school uniform or in some other way identifiable as a student at the school. It also applies to conduct that could have repercussions for the orderly running of the school, poses a threat to another student, a member of staff or a member of the public, or which could adversely affect the reputation of the school.

The power to apply consequences or rewards applies to all paid staff.

Staff have a specific legal power to impose detentions outside of school hours, to use reasonable force in specifically defined circumstances for the maintenance of good order, to consequence students for misbehaviour outside of school and to confiscate students' property.

All consequences must be proportionate and take account of the student's age, and special educational needs or disability (SEND), and any religious requirements affecting them.

Governing Bodies have a duty under Section 175 of the Education Act 2011 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

These duties must also have regard to the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs.

### **1.3.3 Headteacher**

The Headteacher has the overall responsibility of the behaviour and conduct of students within the school.

### **1.3.4 Assistant Headteacher**

The Assistant Headteacher leads, coordinates and supports the House Leaders, and the Inclusion and Pastoral team.

The Assistant Headteacher works closely with the designated safeguarding lead and develops the policies and practice regarding behaviour management.

The Assistant Headteacher oversees after school detentions and oversees the praise and positive behaviour systems.

### **1.3.5 House Leaders**

Every student at The Purbeck School will be placed into a House. They will then fall under the pastoral care of a House Leader. House Leaders lead and coordinate a team of tutors and also have overall responsibility for the behaviour and conduct of students in their House.

A student's House Leader is an important person in their school life. They will lead assemblies, visit tutor groups and speak with students regarding their progress in lessons, behaviour for learning and attitude towards school. They also ensure that their safety is safeguarded.

As a parent, you are welcome to contact your child's House Leader if you would like to gain a better idea of their progress in lessons and behaviour for learning.

### **1.3.6 Tutors**

All students are placed into a tutor group when they arrive at The Purbeck School. The tutor should be the first point of contact. Tutors will see students twice each day and will quickly build a positive working relationship with their tutees. This relationship is crucial in supporting every student throughout their time with us. Tutors are carefully selected to provide each student with the best possible pastoral care.

### **1.3.7 Learning mentors**

The Purbeck School Learning Mentors are a crucial part of 'The Nest' team. These members of staff are highly trained and have a wealth of experience in supporting students and caring for their welfare.

Students can sometimes be assigned to a Learning Mentor who will work with them on a specific area of their education. Learning Mentors will sometimes visit students in lessons to observe their behaviour and will support classroom teachers in ensuring outstanding behaviour for learning.

### **1.3.8 The Purbeck Principles linked to our expectations**

Our Core values are designed to interlink and underpin our relationship & behavioural expectations.

<b>Kindness</b>			
Staff will:	Pupils will:	Senior Leaders will:	Parents will:
<ul style="list-style-type: none"> <li>● Model respectful positive relationships.</li> <li>● Welcome pupils into lessons.</li> <li>● Speak calmly and fairly to all.</li> <li>● Use inclusive vocabulary.</li> <li>● Be tolerant of pupil's needs and ensure their needs are catered for.</li> <li>● Seek to understand the wider context of a pupil's life.</li> <li>● Teach social cues, where appropriate.</li> <li>● Challenge any derogatory/discriminatory language.</li> <li>● Be open and welcoming to parents and visitors.</li> <li>● To foster those positive relationships and engage in restorative conversations</li> </ul>	<ul style="list-style-type: none"> <li>● Speak calmly and fairly to all.</li> <li>● Through kindness, use language that is inclusive and non derogatory or discriminative.</li> <li>● Be welcoming and open to new pupils, parents and visitors.</li> <li>● Use social media with respect for all other users.</li> <li>● behave in accordance with the school ethos.</li> <li>● Understand that where behaviour falls short of the school ethos, appropriate consequences may be applied.</li> <li>● Appreciate the importance of the personal development curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate the expectations clearly to all staff, pupils and parents.</li> <li>● Reinforce expectations through the behaviour procedures and support staff - SOR.</li> <li>● Provide regular reminders and opportunities for teaching of the expectations.</li> <li>● Support staff to teach, model and enforce kindness through CPD.</li> <li>● Model kindness through visible consistency and respectful relationships with the school and wider community.</li> <li>● Use teaching to demonstrate respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Model respectful relationships through kindness, especially when working with the school.</li> <li>● Use language that is inclusive and challenge language which is not inclusive or is derogatory.</li> <li>● Encourage their children to try their best at all tasks.</li> <li>● Talk about members of the school community in a respectful and kind way.</li> <li>● Parents are expected to sign up to 'The Purbeck Contract' to support the school relationship policy.</li> </ul>

# Perseverance

Staff will:	Pupils will:	Senior Leaders will:	Parents will:
<ul style="list-style-type: none"> <li>● Model perseverance when pupils are addressing others including giving appropriate responses.</li> <li>● Teach perseverance to pupils.</li> <li>● Be aware of individual pupil’s needs to support them in encouraging persevering skills.</li> <li>● Provide rewards to students who consistently persevere.</li> <li>● Make lessons relevant with an appropriate level of challenge allowing students time to develop perseverance.</li> <li>● Use feedback to encourage engagement and perseverance.</li> <li>● Encourage pupils to participate and persevere in extracurricular activities.</li> <li>● Model good attendance.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage positive self talk and rephrase statements from “This is too hard” to “This is hard currently, but I will keep trying”.</li> <li>● Through perseverance turn failures and mistakes into opportunities.</li> <li>● Persevere with aspects of school life in the community.</li> <li>● Be understanding of other individuals’ needs.</li> <li>● Respond to feedback where appropriate.</li> <li>● Participate in extracurricular activities such as clubs, school council, tours for visitors, shows, sports leader etc.</li> <li>● Persevere with school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate the expectation around perseverance and positive language to all staff, pupils and parents.</li> <li>● Reinforce expectations and support staff and students through behaviour procedures.</li> <li>● Provide regular reminders and opportunities for the teaching of perseverance.</li> <li>● Track pupil perseverance in extracurricular activities.</li> <li>● Celebrate student success.</li> <li>● Ensure there is an appropriate range of extracurricular activities on offer.</li> <li>● Monitor attendance and support leaders to support families where attendance is not as expected.</li> </ul>	<ul style="list-style-type: none"> <li>● Model perseverance with their children.</li> <li>● Encourage engagement and perseverance in learning.</li> <li>● Encourage engagement and perseverance in extracurricular activities, either during school time or outside of the school day.</li> <li>● Use staff feedback to understand how engaged their child is in school and how much they persevere on a daily basis.</li> <li>● Ensure perseverance through regular and punctual attendance at school.</li> <li>● Adopt triangular communication resulting in praise for perseverance when demonstrated.</li> </ul>

## Aspiration

Staff will:	Pupils will:	Senior Leaders will:	Parents will:
<ul style="list-style-type: none"> <li>● Be on time to lessons.</li> <li>● Be visible during transition.</li> <li>● Provide examples of equipment needed.</li> <li>● Model the behaviour they wish to see linked to kindness values.</li> <li>● Have learning ready for the students and through perseverance continuously challenge pupils to better themselves.</li> <li>● Reinforce classroom routines including entry and exit.</li> <li>● Reinforce expectations and standards through the school's behaviour procedures.</li> <li>● Encourage all pupils to try their best.</li> <li>● Celebrate success where students have demonstrated an ambition to achieve through aspiration.</li> </ul>	<ul style="list-style-type: none"> <li>● Aspire to be the best they can be on a daily basis.</li> <li>● Be on time for lessons.</li> <li>● Enter rooms quietly.</li> <li>● Have the necessary equipment.</li> <li>● Leave the room row by row in a tidy condition.</li> <li>● Respond to the level of peer interaction indicated by staff.</li> <li>● Attempt all tasks to the best of their ability.</li> <li>● Wear the school uniform correctly.</li> <li>● Understand that aspiration can look different for each individual student.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate the expectations clearly to all staff, pupils and parents.</li> <li>● Reinforce expectations through behaviour procedures.</li> <li>● Provide support for staff on request where students are not meeting aspirational expectations in lessons.</li> <li>● Provide regular reminders and opportunities for professional development, as well as teaching and expectations.</li> <li>● Support staff to teach, model and enforce the expectations through thorough CPD.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure their child has access to the correct equipment for school, either from home or in arrangement with the school.</li> <li>● Ensure their child is on time for school.</li> <li>● Follow the correct protocols in case of absence/lateness.</li> <li>● Support the school with the behaviour procedures inside and outside of school resulting in students becoming aspirational with an ambition to achieve.</li> <li>● Engage in communication with the school where aspirational, perseverance or kindness concerns are raised. Supply the correct uniform and uphold uniform standards.</li> </ul>

### **1.3.9 Expectations of the Governing Body**

The Governing Body will promote this policy and will support the school in maintaining high standards of behaviour to ensure that the school is well ordered and that all can learn in a positive environment. Governors will review this policy at least every 2 years.

### **1.4.0 Home learning**

Home learning supports our value of aspiration as we look to develop study habits and independent learning. Research shows that home learning benefits knowledge, self-discipline, attitudes to learning and problem-solving skills. All home learning tasks should enhance the curriculum.

<b>Home Learning</b>			
<b>Home Learning Set</b>	<b>Behaviour Observed</b>	<b>Action Taken</b>	<b>Impact on Student</b>
Years 10 – 11: Failure to complete home learning.	The student has failed to submit home learning by the agreed deadline.	Teachers offer a lunch time support session or an extended deadline for the work to be completed. Students will receive an after-school detention if they do not attend the lunch time session or if the extended deadline has not been met. Logged on SIMS.	An after-school detention will provide time and support for students to complete outstanding work so that gaps in knowledge and skills don't occur.
Years 7 – 9: Failure to complete online Maths home learning	The student has failed to submit their online Maths home learning by the agreed deadline.	Teachers offer an extended deadline for the work to be completed. Students will receive an after-school detention if the extended deadline has not been met. Logged on SIMS.	An after-school detention will provide time and support for students to complete outstanding work so that gaps in knowledge and skills don't occur.
Years 7 – 9: Failure to complete online English home learning	The student has failed to submit their completed reading by the agreed date.	English teacher will set detention to ensure that home learning is being completed for the following week.	Student will have completed the home learning for the following week and will not be set a subsequent detention.
Years 7 – 9: Failure to meet teacher's expectations regularly in subject Knowledge Organiser	The student has not evidenced independent revision at home. For example, Look/Cover/Write/Check,	Teachers will offer a lunch time support session or direct students to Study Plus, our after-school	Study Plus or an after-school detention will provide time and support to revise specific subjects.

quizzes.	flashcards, poster, mind-map.	homework club, to receive quizzing support. If a student doesn't evidence independent revision, they will receive a detention.	
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### **1.5.0 Pastoral Detention**

If a student fails to meet the 'Student Community Responsibilities' or fills their 'Principle Card' they will receive a 'Pastoral Detention'.

A Pastoral detention is a lunchtime detention held by a member of the pastoral team / nest.

A lunchtime slip is sent by the nest throughout the day (before lunchtime) to remind the student that they have a lunchtime detention as they can collect their lunch (if needed) before attending their lunchtime detention, which begins at 13:20.

### **1.5.1 After School Detention**

If during a lesson a verbal warning or a level 1 reset has not worked in ensuring the student takes responsibility for their actions then an after school detention will be given – then a level 2 reset will be issued resulting in an after school detention.

After school detentions start at 3.10pm and finish 4.10pm.

The member of staff will contact home to explain why the after school detention was given and explain that if they miss the detention, the student will be placed into reflection until 4.10.

An after school detention may also be issued by the pastoral team for other incidents.

**Arranging transport home is the responsibility of the parent/carer.**

### **1.5.2 Senior Leadership Team ('SLT') Detention - 4.40pm**

If a child fails to attend an after school detention for home learning, or has to be removed from an after school detention, the option is there for them to be placed in an SLT detention with a member of the senior leadership team. An SLT detention can also be issued by the pastoral team for serious incidents.

SLT detentions can also be given for unsocial, anti-social and dangerous behaviour.

SLT detentions take place every day from 3.10 pm until 4.40pm.

**A late bus is not available at 4.40 and the arranging of transport home is the responsibility of the parent/carer.**

### **1.5.3 Headteacher's Detention - 5.00pm**

The Headteacher's detention is the most serious detention. It takes place every Friday and runs from 3.10pm until 5.00pm. A headteacher's detention can be issued by the pastoral team. A headteacher's detention can also be issued if a student does not attend the SLT 4.40pm detention for home learning and the HOD will contact home.

### **1.5.4 Reflection and 4.10 pm**

If a student fails to attend the headteacher's detention they will automatically be placed into a full day's reflection and be required to attend 4.10 detention the same day. Failure to attend reflection for the full day will result in a suspension from school.

### **1.5.5 - RFL Reset**

If a student's behaviour does not improve despite a graduated response from staff then a verbal warning (VW) will be issued. A VW is not logged on SIMS.

If a student's behaviour does not improve despite the verbal warning, then **Support on Request** (SOR) is logged. A member of staff on SOR will arrive at the lesson. The member of staff will then arrive to support the staff member as well as the student. A decision will then be made by whoever is on SOR and the member of staff as to whether the student has another opportunity to correct behaviour in the classroom. In the majority of circumstances a level 1 reset will be issued and the student will remain in the classroom after being reset; however, for more serious disruption, or if there is continued disruption to a lesson following a level 1 reset, a level 2 reset will be issued and the student will be removed from the lesson. Following a level 2 reset the student will then attend the next lesson. If the student receives a level 2 reset, the subject teacher will contact home to inform parents of the behaviour in the classroom, and an after school detention will be issued the following day.

If a student is disrupting multiple lessons during a school day or there is a serious breach of the school rules such as truancy or sharing cubicles then they may be placed in reflection for the rest of that school day and / or the following day.

If a student receives more than 3 behaviour points in the same day they will spend the next day in reflection (until 4.10pm). Where possible, parents will then be contacted by the tutor/house leader/member of the senior leadership team to inform them of the decision.

1.) Graduated Response to behaviour including behaviour management strategies.

2.) Verbal Warning

3.) Reset (Level 1 or Level 2)

L1 Reset results in the student being reintegrated in the lesson.  
L2 Reset results in the student going to a reset room  
L2 Reset results in an after school detention the next day.

4.) 3 behaviour points in the same day can result in being in reflection for the rest of that day.  
3 behaviour points will result in a day in reflection.

### **1.5.6 Reflection**

The process for a student being placed in the reflection room due to lesson disruption is explained in 1.5.5. Students may also be placed in reflection for not following community expectations, the decision to place a student in reflection will be made by House Leaders/SLT. Students' behaviour in reflection will be monitored and further persistent disruption may result in repeat reflection or suspension.

Repeated referrals to reflection will lead to an assessment by a member of the Pastoral Team. This may lead to a Personal Inclusion Plan (PIP). Parents/carers will be kept informed throughout this process.

Whilst in reflection students are expected to complete a reflection sheet, work hard and in silence as well as receive pastoral support. When in reflection students must receive a '6' - meeting expectations for every lesson. If they do not do this it will result in repeat days or possible suspension.

The reflection room has a classroom set up with one desk per student. There is adult supervision at all times to provide help and guidance.

Work will be provided for the student for the rest of the day which is accessible for their current level of attainment.

If a student is in reflection they will still receive breaks. Students will be taken to the canteen at break time and lunchtime where they can also eat their packed lunch as well as have access to the restaurant.

### **1.5.7 Suspensions and Permanent Exclusions**

There are certain incidents that the school takes a 'Zero Tolerance' approach to and these could lead to a suspension or permanent exclusion, these include (this is not an exhaustive list):

- Students who physically attack another student or member of staff.
- Students who swear directly at or are verbally abusive to a member of staff.
- Students who bring drugs or alcohol into (or with intent to consume within) school.
- Students who do not enter or stay in reflection.
- Students who consistently fail to follow the reasonable requests of staff.

The school takes suspensions and permanent exclusions of a student very seriously and uses it only when . all other options have been exhausted. Students who receive a suspension could be placed on our PIP Level 1-4, to reflect the severity of their behavioural record.

Students on a PIP Level 4 are at risk of permanent exclusion. Under normal circumstances each suspension raises a student's PIP Level, however a very serious incident may lead to a student moving straight to a Level 4. Student PIP levels are regularly reviewed by the Senior Pastoral Lead and House Leaders. If it is felt that a student has changed their behaviour to such an extent for a sustained amount of time then they will be moved down a stage.

All decisions regarding behavioural consequences are based on the balance of probability.

### **1.5.8 Reasonable Force**

Reasonable force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent injury. All members of school staff have a legal power to use reasonable force. On the rare occasion that a staff member uses reasonable force or restrains a student, this is logged through confide.

## **1.6.0 Supporting students to take responsibility for their own behaviour**

### **1.6.1 Personal Inclusion Plans (Level 1, 2, 3 and 4)**

In order to support those students who are regularly being placed into After School Detentions; reflection; or have received suspensions, Pastoral leaders will work closely with parents and students to create a Personal Inclusion Plan (PIP).

Students may be placed on a PIP at one of four levels depending on the severity of their behaviour. These documents are reviewed approximately every six weeks (or earlier) and include a parent meeting at both the start and end of the plan. This is important as it ensures that all stakeholders understand the partnership and the targets being set.

### **1.6.2 Referral to External Agencies**

It may sometimes be the case that a student is referred to an external agency. This may be due to the requirement for specialist skills and experience, which cannot be found within school or at the request of a parent or carer. The Purbeck School maintains close working relationships, with a number of external agencies.

### **1.7.0 Mobile Phones**

At The Purbeck School, we are aware of the importance of students using mobile phones and other electronic devices to keep in contact with parents and carers. However, **mobile phones must be switched off and out of sight once students arrive on the school site**. Mobile phones may only then be used at the end of the school day.

Should parents and carers need to get in touch with their child then communication must take place via the school office. If a student needs to contact home they must do so via 'Reception'.

All students must adhere to the expectations laid out in our E safety policy; substantial research indicates that mobile phones (in particular when used to access social media) can have a detrimental impact on young people's mental health.

Should a student be found using an electronic device (this includes earphones/AirPods ):

- On the first occasion the item will be confiscated and only returned to the student at the end of the day.
- On the second occasion the item will be confiscated and parents/carers will have to collect the device.

- On the third occasion the item will be confiscated and an individual plan/contract created with the student regarding their device.
- Students who fail to hand over their phone initially will often have an opportunity to hand it over to a second member of staff or receive a consequence.
- Students who repeatedly offend by being on their phone will be placed on a phone contract and they must hand their phone in at the beginning of the day.
- Due to their age, year 7 students are not permitted to have internet enabled phones with social media apps. Upon confiscation, parents will be asked to collect their device from reception.

**Students bring in their devices at their own risk.**

**The school takes no responsibility for the loss or damage to devices students choose to bring onto the school site.**

### **1.7.1 Banned Items**

The school reserves the right to confiscate any item if it is deemed inappropriate (see appendix on confiscation of inappropriate items). Banned items include: -

- Internet enabled mobile phones in year 7
- Air Pods
- Hooded tops
- High caffeine energy / sugary drinks
- Aerosol cans
- Smoking paraphernalia
- Vapes
- Illegal drugs

- Any article that could be deemed to be used to commit an offence

The school has the right to search for and confiscate any item it deems inappropriate (see appendix on 'Confiscation of inappropriate items').

### **1.7.2 Buses**

The school's relationship policy applies to all students traveling to and from school on the buses. Failure to adhere to our expectations could lead to consequences, including warnings or a temporary / permanent bus ban.

### **1.8.0 Appendices: Appendix A: Education Act 2011**

### **1.9.0 Appendix B: Physical Education Appendix**

Forgetting PE Kit:

The first time this happens, a note is placed on the Principle Card. Students are then provided with a spare clean kit. If a student refuses, a '2' is entered in the register. This pattern then continues until a student brings in their PE kit. This will reset at the start of each new half term.

Student Lesson Responsibilities:

Some of the 'Student Lesson Responsibilities' will obviously be more difficult to expect of students in a practical environment. The PE Department will work with the Senior Pastoral Lead to ensure that these are applied in a consistent and fair manner within a PE setting.

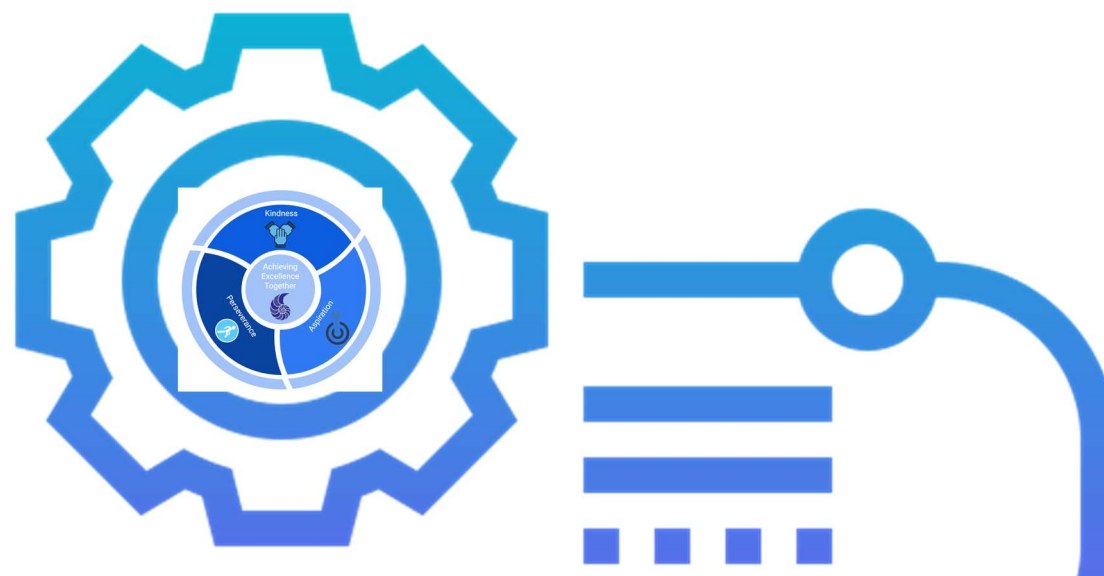
Reset calls: This will work in exactly the same way as the rest of the school.

**1.10.0 Appendix C: Links with the 'Relationship Policy' can be found in** The Home School Agreement/ Social Networking Policy/

Anti-Bullying Policy/ Attendance Policy/ Uniform Policy/ Keeping Children Safe in Education.

# The Purbeck School

## Relationship Procedures



## **2 The Purbeck School Relationship Procedures**

### **2.1.0 - Student Lesson Responsibilities**

These are the responsibilities that we expect all students to adhere to during lesson time. **To show Kindness, Aspiration and**

**Perseverance in the classroom students must: -**

**1. Arrive on time**, line up outside the classroom, with the right equipment, until greeted by a member of staff who will welcome you into the room.

**2. Demonstrate positive body language** throughout the entirety of the lesson

- Sit up and face the front
- Track the speaker
- Demonstrate a positive attitude to learning

**3. Take an active part in the lesson**

- Ask and answer appropriate questions
- Listen to others
- Complete work with pride, following The Purbeck School Template

**4. Follow instructions at all times**

**The Purbeck School Template – Expectations for classroom work books**

- I will always put the date on the left-hand side of a page
- I will always underline titles neatly with a ruler
- I will always ensure that my work book is kept neat and tidy

# Purbeck Principles

*'Classroom Entry'*

Staff will stand at the doorway of the classroom greeting students, demonstrating kindness, and positively reinforcing expectations.

## 1 Meet and Greet

Through relationship building, positive starts are encouraged where a promotion of the learning environment is enforced.

Through aspiration a do now task signals the start of the lesson often linked to retrieval.

## 2 'Do Now'

Kindness, aspiration and perseverance is to be celebrated throughout the lesson, for example awarding house points.

Staff will log lateness and change the code entered on the register.

## 3 Friction Free Starts

Staff will then find out the reasoning at a time which does not disrupt others.



Achieving Excellence Together



# Purbeck Principles

'A Relational Approach to Challenging Behaviour'

## 1 Non Verbal / Verbal Cue

Staff are to take a graduated response to the first instance of off task behaviour



## 2 Verbal Warning

Challenge off task/poor behaviour directly when/if it continues.



## 3 SOR

Repetitive negative behaviour continues and support on request is logged.

- These are not warnings, simply supportive strategies to engage the student; such as:-

- A look/nod towards the student that is off task.

- Staff where possible to move within the room, stand next to the student who is off task.

- Staff where possible place their hand on the table to prompt the student to start work.

- Staff where possible to Crouch down to the student's level and speak to the student, encouraging them to start working. Examples of this 'Is everything ok?' 'Is there a problem?' 'Come on, you can give this a go'

- Staff to use specific SEND interventions identified on individual learning profiles.

- Allow the student time to respond to the strategy used so they can correct.

- Challenge the behaviour directly, set specific targets e.g. Come on you haven't started yet, you need to complete 2 questions in the next 3 minutes.

- Students need time to respond and process the information given to them, do not react immediately to negative behaviours.

- For example eye rolling, tutting – address this once the student is compliant, this needs to be done in a positive way.

- Strategies are used ahead of the next consequence. Do not write student names on the board negatively. Only praise in public.

- Walk away from the student so they can correct behaviour & understand consequences.

- Explain why the SOR is being issued. Staff may choose to speak to the student outside of the lesson.

- If a L1R is agreed, positively encourage the student to understand that they have another chance to remain in the lesson.

- Explain that if behaviour continues a L2 reset is actioned & the student is removed.

- Where deemed appropriate a L2 reset can be actioned without a L1 reset issued.

- 3 points across 2 lessons will result in a student spending a day in reflection



### 'Kindness'

These are not logged warnings, simply supportive strategies to engage the student.



### 'Aspiration'

A verbal warning is now issued to address behaviour.



### 'Perseverance'

SOR is called, a L1 reset or L2 reset is applied & behaviour is logged.

### **2.2.0 - How behaviour is recorded in lessons at the Purbeck School**

At The Purbeck School, classroom teachers monitor behaviour for each lesson. This will involve logging behaviour. By doing this, students, parents and pastoral leaders receive detailed feedback regarding every student on a lesson by lesson basis.

The approach allows teachers and parents to highlight areas of the curriculum which are strengths and areas for development for each individual student. Whilst formal reports are provided to parents at regular intervals during the year, this approach provides pastoral leaders with detailed information regarding behaviour and performance in subject areas and over a period of time.

If a student is awarded a '7' score, this means that their behaviour and attitude to learning goes above and beyond the standard reasonably expected of our students.

Those students who have met the expectations laid out in the 'Student Lesson Responsibilities' will receive a '6' score in the register.

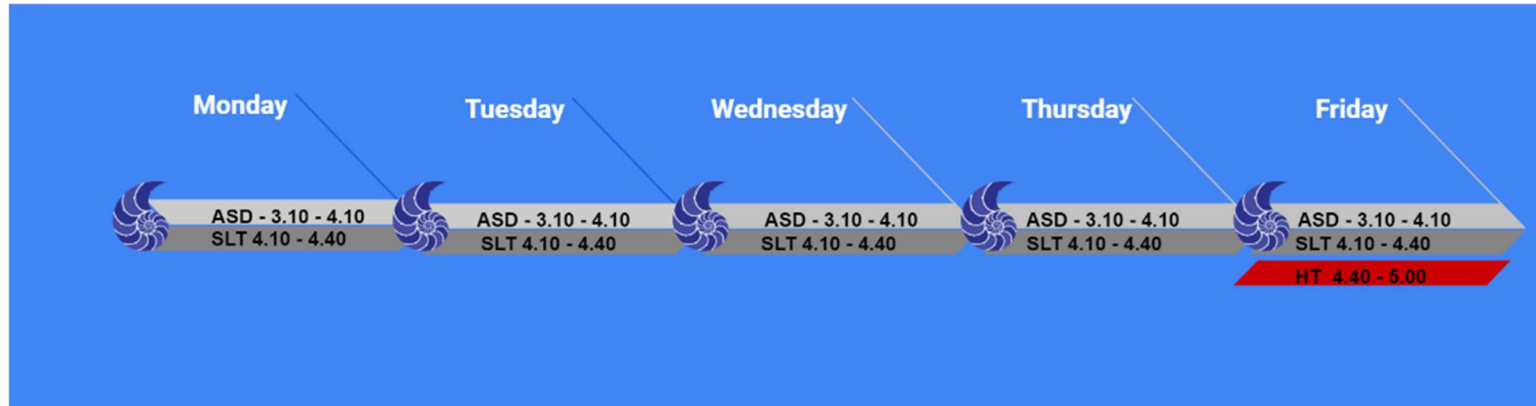
If following the verbal warning, behaviour does not improve, staff will log SOR using the SOR sheet. If a student is then taken to L2 reset, a 2 is inputted on the register, the behaviour is logged. *Highlight name - behaviour management - behaviour - type - Comments - Status - Logged - Action Taken - L2 Reset - Detention - Detention Type - After School Detention - Search - Following Date - Save.* The subject teacher will call home that day to inform of the after school detention the following day.

If a student receives a L2 in one lesson and a L1 in another lesson (or equivalent) then further communication will be made by the pastoral team.

A clear guide to the different 'scores' can be found on the following page.

Score	Definition	Behaviour Observed	Impact on Teacher	Impact on Student	Impact on Parent
6	Met expectations	The student has met the expectations laid out in the 'Student Lesson Responsibilities' guide.	Teacher will record a '6' in the register for that student and for that lesson.	See details outlined in the 'Praise system' section of this policy.	Parents are informed that their child continues to meet expectations within the lesson.
7	Exceeded expectations	The student has exceeded expectations within a lesson.	Teacher will record a '7' and a comment in the register for that student and for that lesson.	See details outlined in the 'Praise system' section of this policy.	Parents are informed that their child continues to exceed expectations within the lesson.
VW - Not Logged	Verbal Warning	A student despite kindness and supportive strategies has not followed their 'Student lesson responsibilities'.	The student is informed by the teacher in line with the Purbeck principles and a graduated response is used.	The student is expected to modify their behaviour and meet expectations.	Parents will not be notified through the SIMS Parent app of the verbal warning for that lesson.
1 (if student stays in the lesson- L1 Reset) 2 (L2 Reset & taken to the reset room) 3(Reflection room)	SOR	Despite a verbal warning a student is still not meeting expectations within the classroom & SOR is called. SOR will support to keep the student in the classroom or take to reset.	SOR Button is used. If a student is taken to a L2 reset, the teacher will record a '2' in the register. The teacher will log the behaviour, issue the detention and contact home.	If a student remains in the lesson they must meet expectations and a '1' is recorded. If a student is taken to reset, they will stay there until the end of that lesson before attending the next lesson. 3 points = Reflection. The student will attend the ASD the next day.	Following reset Parents will be contacted regarding the next day detention until 4.10.  <b>The arranging of transport home for the student is the responsibility of the parent/carer.</b>

## 2.2.1 Detention Procedures



1. After School Detention is issued for the next day. Parents are notified.
2. If a student does not attend the afterschool detention for behaviour they are placed in reflection. Parents are notified.
3. Failure to attend a 4.10 for home learning will result in having to attend a 4.40. Parents are notified.
4. Failure to attend a 4.40 for home learning will result in a headteachers detention. Parents are notified.
5. Failure to attend a headteachers detention will result in reflection. Parents will be notified.

### 2.2.2 Principle Card - Kindness & Uniform

**Purbeck and Proud**

Name \_\_\_\_\_ TG \_\_\_\_\_ House \_\_\_\_\_

KINDNESS				UNIFORM			
Signed	X	✓	Signed	Signed	X	✓	Signed

Cards handed in when 3 Kindness columns or  
3 Uniform columns are complete

**AUTUMN 1**

Each half term students are presented with a foldable principle card which features a uniform table and a kindness table. The back of the card reminds students of the school ethos.

Students who show acts of kindness around the school site and gain 3 signatures will receive house points, to be entered for a draw and be part of the non school uniform day competition.

If students are not kind around our community or do not take pride in uniform, then staff will positively approach a student to individually explain the reasoning for signing the card & remind students of why we should be proud to be Purbeck. If a student displays defiance (such as walking away without responding; use of abusive language; refusal to hand over a card) this will result in

an escalated consequence.

If a student gains three negative signatures, this card will be collected and a lunch time detention issued.

A student with 2 negative signatures can make up for their mistakes by gaining three signatures around either kindness or wearing uniform with pride.

### **2.2.3 The Purbeck Contract - The achieving Excellence Together Agreement**

The Purbeck Contract - The 'Achieving Excellence Together' Commitment

We understand that this commitment to achieving excellence together will require us to have the very highest expectations of our child. We understand that the success of our child at The Purbeck School is based on a partnership between the parents and the staff that exists to create the best possible education for our pupils. If our child, and everyone associated with our child, strives to achieve excellence in every aspect of their education, the result will be a happy, safe and successful individual who will be well-placed to contribute to our community.

The Purbeck School will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching and model good examples of mutual respect
- students have the best possible education by providing a suitable curriculum and individual support
- we set challenging targets for students to aspire to and review them regularly
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we set regular home learning which is promptly and helpfully marked
- we contact home to praise and reward student successes
- we contact home if there are concerns about students' behaviour, effort or attendance
- we contact home immediately if students are to be detained after the end of the school day
- we provide a wide variety of extra-curricular activities, work experience, trips and residential visits

Parents /Carers will ensure that:

- your child attends every day, arriving before 8.40am, unless they are ill
- your child does not take extended family trips or holidays during term-time and schedules routine doctors and dentist's

appointments when school is not in session

- your child wears the correct uniform, brings a reading book and has the correct learning equipment needed for the day, including PE kit and cooking ingredients when necessary
- you support the schools' policies and regulations on behaviour, home learning and uniform
- you provide your child with a healthy breakfast before leaving for school
- you provide a suitable environment for your child to work at home
- your child has enough sleep each night and you monitor their access to electronic devices at night
- your child completes their home learning on time and to the highest standard
- you attend parents' evenings to discuss your child's progress, and any other meetings arranged with your support
- your contact details are up-to-date and you let reception know if your contact details change
- you support your child in participating in extra-curricular activities, work experience, trips and residential visits
- you pay for the replacement of any equipment or books your child loses or further damages to the property
- you treat Purbeck School staff with respect and courtesy, both in school and during telephone/email conversations

Students will ensure that they:

- work hard and expect to learn in every lesson and additional activity
- adhere to our student lesson responsibilities at all times
- adhere to our school community responsibilities at all times
- behave responsibly at school, when travelling to and from school and within our local community
- complete all home learning to the highest standard and hand it in on time
- treat all adults and students with respect
- do not undermine the safety of others
- take an active part in school life including clubs, teams, trips and residential visits

### **2.3.0 - Celebrating Positive Behaviour**

Students at The Purbeck School demonstrate many positive characteristics each and every day. Our Praise and Reward policy aims to highlight these positive characteristics and reward students who demonstrate them.

Students can expect to earn achievement points in lesson by displaying any of the nine positive learning behaviours. These behaviours are identified with distinctive lesson praise statements and these statements provide teachers with more opportunity to celebrate the excellent learning characteristics of The Purbeck School students as well as continuing to promote our school principles.

Students also earn community house points when they positively contribute to the school as a whole. In addition to assisting staff members, helping new students settle in and filling up their Purbeck and Proud cards, students will also earn community house points for attendance, punctuality and by meeting lesson expectations.

Our Praise and Reward policy will allow all students to receive praise and ensure that they are suitably rewarded for their hard work and effort.

To help better communicate the students' achievements, the Arbor parent app will enable any achievement point or community house point earned by a student to appear on a parent/carers phone lock screen (notifications need to be turned on in the Arbor parent app settings).

The information below includes more detail on the lesson praise descriptors, the community house points and the reward thresholds.

<b><u>Reward</u></b>	<b><u>Description</u></b>
House Points	Students earn house points for behaviour in lesson that exemplifies the Purbeck Principles of Kindness, Aspiration and Perseverance. House points are awarded by Teachers within lesson. A more detailed description of how students earn house points can be found below.
Community House Points	Students earn house points when they positively contribute to the school as a whole. Community house points reward students who are punctual, attend school each day and meet all lesson expectations. A more detailed description of how students earn community house points can be found below.

Super 7	Students who go above and beyond expectations in lesson can earn a Super 7. This achievement is awarded by a teacher and is a celebration of a student's fantastic contribution to their own or others' learning. Students who earn a Super 7 will receive a wristband, hot chocolate, queue jump and positive communication home and are placed into a prize draw each week.
Kindness Cards	Each student is given a Kindness Card. This card is used to reward students when they are kind or aspirant outside of lessons. School staff will mark the card if the student demonstrates a positive attitude in some way. Every filled card allows the student to earn 5 Community House points and the student is entered into a weekly prize draw. The house with the most signed card earns non school uniform days
Celebration Assemblies	Celebrations assemblies take place each half term and are delivered by each House Leader. They are an opportunity to reflect on the successes of the previous half term and share in everyone's achievements.
Celebration of Success Evenings	These evenings are held annually and students are awarded for their achievements throughout the year. Prizes and awarded by subjects, staff and school governors to students who have exemplified the Purbeck principles of Kindness, Aspiration and Perseverance.
Celebrating Praise during Tutor time	Students have an opportunity within the weekly tutor programme to reflect on their successes and share in their achievements. This includes tutee of the week and house leaders nominations for tutor group of the half term

Club Zer0	At the end of each term, students who still have zero behaviour points will be able to access an exclusive club called Club Zer0 this could include watching a film or free entry to the annual school show.
Headteachers High Fives	A student can earn a headteacher's high five which is awarded by the teacher. This includes 5 house points and a chocolate bar from the headteacher each week.
End of term celebration event	Invite only: For top 30-50 students across the school. · Pizza and Film party · Inflatable swimming fun · Dorset waterpark trip

The Purbeck School prioritises the importance of relationships and celebrates ***Pro-social behaviour.***

It is defined as behaviour which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society. Examples of prosocial behaviour can be:

- helping others with tasks
- attending school regularly and on time
- lending equipment
- listening carefully to the teacher and following instructions
- welcoming visitors
- completing all work to the best of ability
- being respectful in all interactions with pupils, staff and visitors
- arriving at and leaving assembly quietly
- respecting school facilities and property
- walking sensibly and with purpose around our school site and between lessons
- keeping to designated areas at break and lunchtime
- keeping table and area neat and tidy
- wearing uniform correctly
- completing homework
- following school's internet use agreement
- being supportive of pupils and staff
- seeking help and support from staff in difficult situations.
- being prepared with the correct equipment:
  - a pencil case with pen, pencil, highlighter, whiteboard pen, rubber, pencil sharpener, ruler, glue stick, purple pen, coloured pencils and pens;
  - correct PE kit;
  - subject exercise books (no graffiti on the outside cover or inside).

Our Behaviour and Relationship curriculum explains how we teach behaviour and is underpinned by our Behaviour and Relationship Curriculum. This is available [here](#)