



**PARKSIDE MIDDLE SCHOOL
BEHAVIOUR FOR LEARNING AND POSITIVE
RELATIONSHIPS POLICY**

Dated: September 2024

Review date: September 2026

Headteacher.....

Chair of Governors.....



Parkside Middle School Behaviour for Learning and Positive Relationships Policy

Policy Scope

This policy is for all staff, pupils, parents/carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

This policy applies to all pupils of Parkside Middle School:

- When at school
- On the way to or from school
- While on any school activity
- Wearing the school uniform away from the school premises

Parents/Carers and pupils should be aware that there is an expectation that children behave respectfully and appropriately when in, and out of, school, especially when in their uniform.

Pupils need to be mindful of how they behave when in their uniform, ensuring that they do not impact on their reputation, or that of the school. The school reserves the right to take reasonable action because of inappropriate behaviour by any pupil when they are off site in school uniform or can be identified as a pupil of the school. This includes taking sanctions up to permanent exclusion against pupils who do not behave appropriately and bring the school into disrepute.

Mission Statement and Ethos

Parkside Middle School is always committed to the highest standards in protecting and safeguarding the welfare of the young people entrusted to its care to provide a safe and supportive environment, where there is an expectation that pupils behave responsibly, safely and respectfully.

At Parkside Middle School everyone has the right to be safe and happy and to learn without disruption. To ensure that these rights are protected, for all members of the school community, we have a responsibility to act with respect, courtesy and consideration towards each other at all times. This policy is designed to outline those procedures, which we aim to follow consistently throughout the school, to create a supportive learning environment in which all our learners can achieve to the best of their ability.

Aims

The school aims to promote positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, extremist, homophobic, transphobic, bi-phobic or potentially damaging to any group will not be tolerated. Whilst we accept that as adolescents our pupils may make mistakes, the premise behind this policy, and our behaviour management procedures, is that we all learn from mistakes and once sanctions are served, we move forwards positively together.

Our positive behaviour whole-school culture is created and upheld through:

- Our school mission and our Parkside Values and Parkside Standard
- Strong, visible leadership
- An inspiring and ambitious curriculum including Character Education
- An emphasis on Personal development
- Thrive Approach
- Strong Tutor Programme
- Strong Pastoral Support Programme
- Effective communication
- Clear policies

At Parkside Middle School we believe that a successful positive behaviour culture is successful when:

- There are clearly defined expected positive behaviours explicitly taught and widely understood.
- Pupils are supported to meet high standards of behaviour.
- Predictability and fairness is developed through consistency, leading to trust-based and positive relationships between pupils and staff.
- Everyone in the school feels part of the school community and that they have a role to play, from senior leaders to governors, pupils, parents and carers.

The aims of the Behaviour for Learning and Positive Relationships Policy is to teach pupils to choose responsible behaviour and in doing so raise self-esteem and consequently academic success.

At Parkside Middle School we want to encourage pupils to make the right choice when it comes to behaviour and their learning. Setting high, but reasonable expectations should inspire our pupils to always give their best. We believe that good behaviour is an integral part of the learning process. Every pupil has the right to work and develop in an atmosphere that promotes honesty, openness, respect, security, and trust. Positive relationships are valued within the school and the wider school community.

Our Behaviour for Learning and Positive Relationships Policy focuses on positive behaviour management, promoted and supported by:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling

- Whole school behaviour management plan which has three aspects: rules, recognition and consequences
- Breaktime and lunchtime provision (lunchtime clubs, structured and free choice playground games)
- Personalised programmes / support from outside agencies where necessary

At Parkside Middle School we aim to:

- Instill the values of kindness, resilience, respect, honesty and teamwork.
- Promote positive behaviour, attendance and punctuality.
- Encourage positive relationships based on mutual respect.
- Recognise and reward pupils who behave well and work hard.
- Promote self-control, responsibility and accountability for their behaviour.
- Provide a positive learning environment ensuring fairness for all.
- Offer an open atmosphere where children feel able to talk freely, regarding any aspect of bullying, or other problems or concerns.
- Promote a system that offers consistency and support for staff and pupils that enables comprehensive monitoring of pupil behaviour and attitudes to the school.
- Encourage a positive relationship with parents/carers to develop a shared approach to education.

We want all members of the school community to uphold the Parkside Middle School values. Our school motto is 'Embrace Opportunity. Nurture Success. Inspire Futures.' We are a school full of aspiration, energy and drive. We are committed and passionate about providing the highest quality of education and therefore improving the life chances of the pupils we serve.

The school's curriculum aims to:

- Spark imaginations - be inspired
- Push the horizon - be aspirational
- Seek to know about our world - be knowledgeable
- Live an extraordinary life - reach potential
- Nurture character – be individual
- Build foundations for the future - be the future

We have our 'Parkside Values' we should all embody for us to flourish in society - kindness, resilience, respect, honesty and teamwork.

Pupils are reminded regularly about the importance of these values and aims, which are published in their school handbook, issued at the start of each academic year.

All pupils have the right to learn, and all teachers have the right to teach.

These are underpinned by The Parkside Standard:

1. We will keep ourselves and each other safe.
2. We will work as a team always showing politeness, kindness and respect.
3. We will always try our best and take pride in everything we do.
4. We will be organised and fully prepared for the school day.
5. We will wear the correct uniform with pride.

Form tutors will discuss the Parkside Standard, giving examples of what this means and looks like in the classroom and in the school community to ensure a collective understanding.

All staff in school should remind the children of the Parkside Values and Standard regularly. They should be displayed in all classrooms. Assembly times and class discussion times should be used for reinforcement.

The Thrive Approach

At Parkside Middle School the Thrive approach is embedded which supports Restorative Justice. This approach promotes the following key principles:

- Focus on harm caused by the wrong-doer and actively seeking ways to repair that harm.
- Creating effective and constructive dialogue and communication.
- Promoting fairness, honesty and openness.
- Treating all participants respectfully.
- Providing a safe environment for all participants to engage, learn and gain a shared understanding.
- Learning to accept responsibility, reparation, reintegration, restoration and change.
- Promote active listening so that we can acknowledge the viewpoint of others.

Restorative processes have much in common with repair in that they aim to put things right and to restore relationships. At Parkside Middle School the people involved in conflict, bullying and relationship problems will be asked what happened, what was the impact and what they would like to happen to put things right.

Roles and Responsibilities

The Governing Body

The Governing Body will uphold the Behaviour for Learning and Positive Relationships Policy. It will ensure that this is communicated to pupils and parents/carers, is non-discriminatory and inclusive, and the expectations are clear. Governors will support the school in maintaining high standards of expected behaviour of pupils and staff.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on the grounds of protected characteristics. They will also ensure that the concerns of key stakeholders are listened to and appropriately addressed.

The Headteacher

The Headteacher has ultimate responsibility for promoting a positive culture for behaviour in the school (including to and from school and on educational visits, trips and activities) and will make the final decision on matters of behaviour.

It is the responsibility of the Headteacher to implement the school's Behaviour for Learning and Positive Relationships Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the Headteacher's responsibility to ensure the health, safety and welfare of all our school children.

The Headteacher, supported by the SLT, monitors the impact of policy to ensure high standards of behaviour are upheld and responds to serious breaches of the Behaviour for Learning and Positive Relationships Policy, and has the responsibility for giving fixed-term suspensions or exclusions.

The Senior Leadership Team

The SLT has responsibility for promoting a positive culture for behaviour in the school by implementing the school's Behaviour for Learning and Positive Relationships Policy consistently throughout the school through visible presence and support.

A member of SLT has responsibility for regularly reviewing and identifying patterns of behaviour.

This information is used by the Inclusion Team.

The Inclusion Team

The Inclusion Team has responsibility for promoting a positive culture for behaviour in the school by implementing the school's Behaviour for Learning and Positive Relationships Policy consistently throughout the school through visible presence and support.

The Inclusion Team will monitor the behaviour of Year groups, SEND, CLA/PCLA and DL, and liaise closely with form tutors, LSAs and parents/carers to ensure high standards are upheld and support is provided where needed.

Form Tutors

Form Tutors have the responsibility for promoting a positive culture for behaviour in the school by implementing the school's Behaviour for Learning and Positive Relationships Policy consistently throughout the school through visible presence and support.

The Form Tutor will monitor the behaviour of their form and liaise closely with subject teachers, LSAs and parents/carers to ensure high standards are upheld and support is provided where needed.

The Form Tutor will teach the Thrive approach in response to their forms Thrive screening to encourage them to develop self-control and develop secure positive relationships.

Form Tutors should be the first point of contact for all pupils if they have any concerns.

All Staff

All staff have the responsibility for promoting a positive culture for behaviour in the school by implementing the school's Behaviour for Learning and Positive Relationships Policy consistently throughout the school through visible presence and support.

All staff will monitor the behaviour of pupils under their supervision, liaising closely with form tutors, subject teachers, LSAs and parents/carers when relevant, to ensure high standards are upheld.

All staff will model the Parkside Values and Standard, set good examples and build positive relationships with all pupils.

All staff will have high expectations of the children in terms of behaviour and attitudes, and they strive to ensure that all children work to the best of their ability.

All staff should endeavour to build positive relationships with parents and carers by displaying a professional, respectful, courteous manner and by keeping parents/carers informed.

If staff reasonably suspect that a pupil is suffering or is likely to suffer significant harm, they should follow the procedure in the school's Safeguarding and Child Protection Policy.

The role of pupils

All pupils should take responsibility for promoting a positive culture of behaviour in the school by following the school's Parkside Standard and Parkside Values.

All pupils are responsible for allowing all teachers to teach and all pupils to learn.

The Parkside Standard and Parkside Values are displayed in every classroom and in the pupil handbook to support pupils in making positive behaviour choices.

All pupils will engage with the Thrive Curriculum which supports them in understanding the importance of positive behaviour and relationships.

All pupils will follow the school uniform policy.

Please read our Uniform Policy [here](#).

Parents and carers

We greatly value the role that parents/carers play, both in the life of the school and in their children's education. Working in partnership with the education we provide, is the importance of good behaviour both at home and school and we aim to foster a supportive home-school relationship.

All parents/carers should:

- Take responsibility for supporting the school's Behaviour for Learning and Positive Relationships Policy.
- Recognise the need for clear expectations and support their child in following The Parkside Standard and Parkside Values.
- Ensure that their child is properly equipped and wearing the school uniform.
- Support the school systems for celebrating success by showing pride in the achievements of their child.
- Build and maintain positive relationships with school by displaying a respectful and courteous manner in all written and verbal communication to all members of the school community through following the school's Communication Policy.

Please read our Communications Policy [here](#).

Rewards

At Parkside we firmly believe in celebrating success in all areas of school life. We are proud that most of our pupils behave in an exemplary fashion and achieve their full potential. Pupils

respond favourably to positive reinforcements, such as praise, positive feedback, certificates and positions of responsibility.

Praise and rewards have a high profile within the school and pupils are recognised for a positive contribution to school life.

All pupils have the same opportunity to receive a wide variety of rewards. Achievement points can be collected for positive behaviour and attitudes, attendance, manners and academic achievement. These are recorded on Bromcom (our school database) and rewards are given to celebrate pupil successes. The school also uses the Teacher2Parents text messaging system, to send positive feedback to parents. Pupils are encouraged to celebrate and record their achievements in their individual handbook.

Heads of Year oversee and celebrate the successes of individuals and the Year Groups. They will also develop additional rewards experiences to be enjoyed throughout the year.

At Parkside we believe in a positive approach to behaviour for learning.

We enjoy and like to celebrate both academic success and positive behaviour.

We offer a wide range of rewards for our pupils.

REWARDS

Verbal praise

Achievement points

Note in handbook

Positive text / email

Vending machine token

Class prizes

Achievement point certificates

Reward trip

Recognition in assembly

Pride of Parkside Award

Sanctions

It is an important life lesson for all pupils to know and understand that actions do have consequences. Our aim is to consistently implement the staged approach to sanctions which are known, understood and agreed by all members of the school community.

Sanctions can discourage or prevent inappropriate behaviour. A sanction must be reasonable and proportionate to the circumstances and account must be taken of the pupil's age, pastoral needs, any special educational needs or disability they may have, and any religious requirements affecting them. Where the behaviour gives cause to suspect that the child is suffering, or is likely to suffer significant harm, staff are expected to follow the school's safeguarding policy.

Staff are reminded that sanctions should always be delivered calmly, with care and in a considerate manner. If pupils do not demonstrate our core values or make poor behaviour choices which do not meet our expectations behaviour points will be issued.

B CODE WARNING

Parents / carers informed through Bromcom

B's are tracked by Form Tutors/ Head of Year
B-Lack of essential equipment
B-Homework not completed on time
B-Out of hours incident
B-Uniform/jewellery etc

B1 CODE

Parents / carers informed through Bromcom.
Breaktime detention will be issued automatically.
Three B1s in a week will result in an after-school detention.

B1 - Repeated interruption of teaching and learning
B1 - Rudeness
B1 - Refusing a request
B1 - Name calling
B1 - Inappropriate language
B1 - Being unkind to others
B1- Dining hall misconduct
B1 - Persistent lateness
B1 - Inadequate work
B1 - Repeated lack of essential equipment
B1 - Homework repeatedly not completed on time
B1 - Out of hours incident where pupils are wearing the school uniform

B2 CODE

If you receive a B2 you will automatically receive an after-school detention until 4pm.

Phone call / meeting with parents/carers.

More than one B2 in a fortnight will result in a Friday SLT detention until 4.30pm.

B2 - Damage to property
B2 - Unsafe behaviour
B2 - Self exit
B2 - Theft
B2 - Lesson avoidance
B2 - Verbal confrontation
B2 - Defiance
B2 - Inappropriate use of mobile phone / technology
B2 - Chewing gum

B3 CODE

If you receive a B3 you will automatically spend a period of time in isolation as a minimum consequence. The Exclusions Policy may be applied.

B3 - Bullying
B3 - Physical aggression
B3 - Verbal aggression
B3 - Discrimination against protected characteristics with intent
B3 - Smoking / vaping / illicit substances
B3 - Child-on-child and inappropriate touching / harmful behaviour
B3 - Repeated B2 offences

Further sanctions will be imposed as outlined in the sanctions list (see Appendix 1).

To attend off-site activities, we expect all pupils to meet our behaviour expectations in school. Where behaviour records show that this is an area of concern, permission to participate in off-site activities will be withdrawn and this will be communicated to the pupil and their parent/carer.

Sanctions may apply in a range of different circumstances and apply both in school travelling to and from school (whether cycling, scooting, walking or public transport) and to all offsite events including residential trips, curriculum and enrichment visits and sports fixtures.

This also applies to behaviour whenever pupils are wearing school uniform or representing Parkside Middle School. It applies in any instance where behaviour could have repercussions for the orderly running of the school, could pose a threat to another student, member of the public or could adversely affect the reputation of the school. For example, if the school's reputation is brought into disrepute on social media, or by a pupil outside the school and reported by a pupil, parent/carer, member of the public or staff, this policy can be applied.

Detentions

All school staff have the statutory power to put pupils in detention during school or after school. Schools are no longer required to provide notice for after-school detentions, but Parkside Middle School will always try to give parents/carers notice of after school detentions the day before they happen. In exceptional circumstances, pupils may be kept for detention the same day after consulting parents/carers.

During a detention, the pupil will be supported to consider their behaviour choices, reflect on the specific event and actions and consider positive choices in the future.

Internal Exclusion Procedure

Internal exclusions can result from behaviour that falls into the Level 3 category or for persistent defiance of school rules. Parents/Carers of pupils placed on Internal Exclusion will be notified this will happen.

During Internal Exclusion, a pupil will be required to complete work set for them outside their normal lessons, which will be checked at the end of each period to ensure it is completed to an acceptable standard.

During Internal Exclusion break and lunch times will be different from the rest of the school and the end of the day exit time may be later.

Internal Exclusion has been designed to send a clear message to the pupil that certain behaviours will not be accepted. The Internal Exclusion period allows time for the pupil to reflect on their behaviour via the completion of a personal reflection sheet completed during Internal Exclusion. It can result in a meeting with a parent/carer at the end of the Internal Exclusion.

Suspension and Permanent Exclusion

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For most pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management

have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Suspensions and permanent exclusion are normally only used when all other levels of our sanctions have been exhausted, but on occasions, must be deployed as an immediate response to a serious breach of policy.

When suspensions or permanent exclusions are used as a sanction, our procedures are followed with fairness and accuracy. We are particularly mindful of the requirements of the Equality Act and the SEND Code of Practice when considering the suspension of any of our SEND pupils. A meeting with a parent/carer and pupil should follow a suspension to discuss reflections from the incident which led to the suspension and to consider any support needs to help the pupil return to school and to meet the expected standards of behaviour.

Please read our Exclusions Policy [here](#).

Supporting Pupils

We use a number of strategies to support pupils to make the right choices in school to ensure that they adhere to our expectations around behaviour. However, we do accept that young people make mistakes and this is an inevitable part of growing up.

Strategies for supporting pupils might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- communication with parents/carers;
- enquiries into circumstances outside of school, including at home, conducted by the form tutor, Head of Year or member of the Inclusion or safeguarding team;
- internal interventions eg. Thrive
- external intervention eg. Respect Programme
- engaging with other agencies such as the School Nurse, Early Help or Alternative Provision providers and other outreach services.

All interventions are often part of a wider approach involving the pupil's well-being and mental health.

Alternative Provision

At Parkside Middle School we recognise that Alternative Provision is educational provision for pupils who are unable to access mainstream education for several different reasons, or who are unsuited to the mainstream provision on offer.

We acknowledge there is a need to ensure the school curriculum is inclusive and accessible, providing opportunities for pupils to succeed. Additionally, we appreciate the need to offer the type of provision that allows some pupils to achieve their potential outside of what is accessible

within each school. To facilitate this individual learning pathway, we will look to work with local providers to help pupils who have struggles to reach their potential and succeed in a school-based environment. Some of our pupils need flexible, individual curriculums, and occasionally (when relevant), timetables to meet the needs outlined in their EHCP (Education Health and Care Plan).

One size does not fit all. At Parkside Middle School we will aim to offer support that fits the educational, social, emotional, and personal development needs of all children. We recognise that children have a range of social, emotional, and mental health needs, and many have co-existing diagnoses and therefore, may engage Alternative Providers to support and enhance our provision for these pupils.

Pupils will be referred to an alternative provision because this provision is more appropriate for them than what the school can provide. The school may arrange alternative provision for pupils for several reasons including, but not limited to, the following:

- The pupil's strengths are not being developed through the national curriculum. Alternative provision recognises that pupils have different strengths and weaknesses, and that mainstream education is not suitable for some. The emphasis on vocational education, that some alternative provisions offer, may be more attractive and suitable for some pupils;
- the pupil has had one or more fixed-term exclusions and is at risk of a permanent exclusion from the school. Alternative provision is seen as a desirable alternative to a permanent exclusion for the pupil and encourages their continued inclusion in education;
- to ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience that will benefit them later in life;
- to further personalise the curriculum for some pupils, where there is a need;
- to meet the needs of pupils who struggle to access the academic and social demands of onsite education expectations, with a commitment to reintegration back into mainstream based on agreed individualised timeframes between the school and the AP provider;
- to negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access;
- to meet the child's EHCP obligations;
- to provide a greater degree of flexibility in what and how pupils learn, increasing a pupil's motivation; and
- to give pupils a level of independence and encouragement to take responsibility for themselves.

The LA will be responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded from school; this alternative provision will begin no later than the sixth school day of exclusion.
- Where a pupil who is permanently excluded has an EHC plan, the LA may review the plan or reassess the pupil's needs, in conjunction with their parents, with a view to identify a new placement.

- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness.

Mental Health and Well-Being

We are committed to working with pupils to ensure that their mental health and well-being is monitored, addressed and supported. Mental well-being is supported through our Thrive Approach and will be covered in assemblies and PSHE, as well as being closely monitored by all staff. Parkside Middle School has a qualified Senior Mental Health Lead and we are a Trauma Informed School.

Any incidents that cause distress to others and / or can be deemed to have an impact on a pupil's mental well-being, will be addressed in accordance with policy.

Please read our Mental Health and Wellbeing Policy [here](#).

Reasonable Adjustments and SEND pupils

Every pupil at Parkside Middle School must adhere to our Behaviour for Learning and Positive Relationships Policy. We aim to establish a positive behaviour culture which will create a calm environment which will benefit pupils with SEND, enabling them to learn. We recognise that this may be more difficult for some pupils with SEND needs and reasonable adjustments to this behaviour policy will be considered, and may be made, to take into account any SEND need and to help a child to meet the school expectations.

The purpose of any sanction is for a pupil to learn and to alter their future behaviour and reasonable adjustments may be needed to fulfill this aim. A key principle for us is to help all pupils to know and understand the important life lesson that actions do have consequences. If a pupil with SEND is displaying poor behaviour and this is not related to their SEND need, or the behaviour is related to the SEND need and strategies or reasonable adjustments have been used and the pupil does not respond and rectify their behaviour and/or this behaviour is repeated, then the pupil should expect to be sanctioned in line with all other pupils.

Positive Handling and Restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any student (including him or herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The school fully supports the Worcestershire County Council Education Guidance on the Use of Positive Handling Strategies to Control or Restrain Pupils. All members of staff are fully aware of the regulations regarding the use of force to control or restrain pupils. Staff only intervene physically to restrain pupils in order to prevent injury or if a pupil is in danger of hurting him / herself. All staff who restrain pupils have been fully trained in 'Positive Handling'.

The actions taken will be in line with government guidelines on the restraint of children. It may be appropriate to have a Pastoral Support Plan in place. All are logged in the 'Bound and Numbered' book which is monitored by the Senior Deputy Headteacher and the nominated Safeguarding Governor.

Use of Reasonable Force

All members of school staff have the legal power to use reasonable force to maintain good order and discipline in the school.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another student, or to stop a fight;
- restrain a pupil at risk of harming themselves through physical outbursts.
- Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items as designated in the Searching, Screening and Confiscation advice from the DfE 2018:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage

Force cannot be used to search for items banned under the school rules not listed above.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. *'This power can also apply to people whom the Headteacher has temporarily put in charge of students such as volunteers or parents/carers accompanying students on a school organised visit'* (DfE Use of Reasonable Force Advice for Headteachers - 2013).

Up-to-date records are kept of any incidents where restraint is used and parents/carers will be informed of such incidents (this is considered good practice but is not a legal requirement and the school may decide not to do this if appropriate).

Response to specific behaviours

Mobile Phones

Mobile Phones are not permitted to be used in school by pupils. They must be handed in to their form tutor during morning registration, or if late, to the school office.

Children must not contact anyone during the school day from a mobile phone. This includes contact with parents and carers. Should parents/carers need to be contacted, this must be done with permission from a staff member from a school phone.

If seen or heard, they will be confiscated and returned at the end of the day on the first occasion. On a second occasion, a parent / carer will be asked to collect the phone.

For non-compliance, this will be seen as defiance and not upholding the Parkside Values and Parkside Standard. Sanctions will be enforced in line with this policy.

The school does not accept responsibility for any loss or damage to mobile phones.

Online Behaviour

At Parkside Middle School we focus on the knowledge and behaviours that help our pupils to navigate the online world safely and confidently regardless of the app, platform or device they are on.

We are clear with pupils that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. We will continue to educate our pupils about appropriate ways to act online and to make them aware of the risks.

We will offer advice regarding the reporting of inappropriate or unkind behaviour to appropriate agencies and when we are made aware of inappropriate online behaviour we will follow the Safeguarding and Child Protection Policy, speaking to the Designated Safeguarding Lead (or Deputy DSL) when an incident raises a safeguarding concern.

In cases where we suspect a pupil of criminal behaviour online, we will make an initial assessment of whether an incident should be reported to the police and follow up accordingly.

There is a separate policy in relation to online safety and Parkside Middle School has a robust approach to promoting safety through the curriculum.

Please read our Online Safety Policy [here](#).

Bullying

All members of our school are entitled to work and learn free from the fear of abuse, harassment, or threats; everyone should feel safe at school. Pupils are regularly told that if they are being bullied, or if they see someone else being bullied or if they think someone is being bullied, they must tell an adult they trust.

Please read our Anti Bullying Policy [here](#).

Child on Child Abuse

We recognise that pupils are also vulnerable to physical, sexual and emotional abuse by their peers or siblings.

This includes (but is not restricted to):

- bullying (including cyber bullying)
- gender-based violence/ sexual assaults
- sexting
- "Debugging" and "Upskirting"

- Inappropriate touch

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will not be tolerated or passed off as 'part of growing up'.

Please read our Child on Child Abuse Policy [here](#).

Harmful Sexual Behaviours

The school does assume that sexual harassment, online sexual abuse and sexual violence do happen in the community, and potentially in the school, even when there are no specific incidents reported. Our relationships, sex and health education curriculum (and wider curriculum) specifically address sexual harassment, online abuse and sexual violence as well as safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both on-line and offline.

We make it clear that any harmful sexual behaviour will not be tolerated, and sanctions will be applied as appropriate.

Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Drugs or other illegal substances

The possession of drugs either for personal use or for supply to others is a very serious disciplinary offence. The police may be informed and if, after considering the evidence and circumstances, the Headteacher judges that the continued presence of the individual/s involved threatens the key objective of this policy, permanent exclusion would result.

A pupil whose behaviour is atypical and gives a clear indication that he / she is under the influence of drugs or alcohol, will be removed from lessons by a senior member of staff. Parents/Carers will be contacted, and the situation explained to them. Advice will be available for parents/carers who wish to follow up the school's suspicions. They will be asked to come and collect the pupil because of the unacceptable behaviour.

When managing drug and drug related incidents, the first concern will be for the health and safety of all involved, followed by the pastoral concerns of the pupil.

Vaping is not permitted on the school site.

Safeguarding from extremism and radicalisation

Parkside Middle School has responded to the guidance published by the DfE (Learning together to be Safe - June 2011) and the Home Office Prevent Strategy on ensuring that our children are kept safe from extremism and radicalisation.

We have taken the following measures to ensure that our children are kept safe:

- We teach a broad and balanced curriculum which promotes spiritual, moral, social and cultural development and prepares them for the opportunities, responsibilities and experiences of life.
- We raise awareness by providing a PSHE curriculum including the delivery of e-safety/online safety and 'preventing extremism and radicalisation' theatre workshops that challenge the extremist narratives.
- We implement effective anti-bullying policies.
- We draw upon the experiences and skills of West Mercia Police to raise staff awareness on key issues around extremism and radicalisation.
- We monitor pupil relationships closely both in lessons and unstructured time and quickly intervene with pupils at risk of being isolated.

Appendix 1 The table of stages

Intervention (Pupil moves straight to this stage)	Stage	Responsibility	Sanctions for being on a behaviour stage	Communication	What the Form Teacher does to support good behaviour	How to move off each stage.
	Pre-Stages	Subject Teacher and Form Teacher	Classroom management and behaviour for learning strategies. Reasonable adjustments made for identified needs.	Bromcom	Follow up achievement points/calls Record in Bromcom	N/A
Change or continuing minor behaviour/attitude concerns	Stage A Uncorrected poor behaviour and attitude in class.	Form Teacher If Subject Teacher is concerned, they should raise with Form Teacher	Form teacher/pupil/parent conversation. Achievement Points / Behaviour Points	Log on Bromcom (Stage A) This will inform parents / carers.	Records Incident in Bromcom	Stage expires (five school days) If no improvement in behaviour seen, move to Stage B.
A significant rise in B1's over multiple subjects over a short period of time. Or stage A not successful	Stage B B1's occurring in multiple subjects or at break/lunch times. Repeated poor behaviour, resulting in regular or rise in B1.	Form Teacher to issue stage after liaison with Head of Year. SENDCO informed	Removal from representing school in events (Sport/Trips/Drama etc) Detentions in line with Behaviour for Learning and Positive Relationships policy.	Meeting with Form Teacher & Parent / carer Ten-day behaviour log (Green Sheet) to be signed daily at home	Records Incident in Bromcom Contact parents / carers, end of week to review.	Meet agreed targets (under 10 crosses per week) for a minimum of ten school days returns to Stage A. Above 15 crosses move up to the next stage.
Serious breach of the school's behaviour policy Or stage B not successful	Stage C Continued incidents resulting in B1's or more than 15 times on a Stage B report.	Subject Teacher Form Teacher Head of Year Pastoral Manager Assistant Headteacher SENDCO	Removal from extra-curricular activities Meeting with Head of Year Break/Lunchtime time detentions	Ten-day behaviour log (Yellow Sheet) To be signed at home and by Form Teacher, Head of Year, Pastoral Manager at Break and Lunch	Records Incident in Bromcom Contact Head of Year or Pastoral Manager weekly to review	Meet agreed targets (under 10 crosses per week) for a minimum of ten school days, return to stage B if needed for 10 days. Above 15 crosses move up to the next stage.
Repeated breach of the school's behaviour policy Or stage C not successful	Stage D More incidents within ten days of stage C, or another serious incident	Subject Teacher Form Teacher Head of Year Pastoral Managers SLT/Assistant Headteacher SENDCO	Isolation, Parents meet with Assistant Headteacher and Senior Deputy Headteacher	Behaviour Contract Ten-day behaviour log (Red sheet) Potential Part-Time Suspension	Review weekly meeting with Assistant Head Teacher and Senior Deputy Headteacher	No Removals or incidents for ten school days. Return to stage C Under 10 crosses move to week 2 or after week to Stage C.

Appendix 2 – School Sanctions

The sanctions below are intended as a guideline and will be issued by staff as appropriate.

B	Parents/Carers informed of the B Code via Bromcom
	B's are tracked by Form Tutors/Head of Year
	B - Lack of essential equipment
	B – Homework not completed on time
	B - Out of hours incident
	B – Incorrect Uniform/Jewellery etc.
	All B Codes result in a conversation with Form Tutor/Head of Year and guidance given. Pupils will be given a reminder of the school's expectations.

B1	Parents/Carers informed of the B1 via Bromcom.	
	1 x B1 results in a breaktime detention	
	3 x B1 codes in a week will result in an afterschool detention	
	Repeated interruption of teaching and learning	B1 - Removal from classroom Breaktime detention
	Rudeness	B1 - Breaktime detention
	Refusing a request	B1 - Breaktime detention
	Name calling	B1 - Breaktime detention Restorative conversation
	Inappropriate language	B1 - Breaktime detention
	Being unkind to others	B1 - Breaktime detention Restorative conversation
	Repeated failure to complete homework	B1 - Breaktime detention Pupil may be asked to attend homework club
	Dining Hall Misconduct	B1 - Breaktime detention Pupil may be redirected to alternative space to eat their lunch
	Persistent Lateness	B1 - Breaktime detention Pupil may be asked to make up the time after school/break or lunchtime
	Inadequate work	B1 - Breaktime detention Pupil may be asked to complete work during break/lunchtime
Repeated lack of essential equipment	B1 - Breaktime detention	
Out of hours incident where pupils are wearing the school uniform	B1 - Breaktime detention Referral to other agencies as required e.g. police referral/Get Safe Team	

B2	Parents/Carers informed of the B2 via Bromcom	
	1 B2 is an after-school detention until 4pm	
	More than 1 B2 code in a fortnight will result in after school Friday SLT detention until 4:30pm	
	Damage to property	Damage costs will be billed to parents/carers For graffiti, students will also be required to pay the cost of any damage caused and may complete Community Service.
	Unsafe behaviour	Possible referral to outside agency e.g. Family Front Door/Get Safe Team
	Self-exit	
	Theft	Items stolen will be returned or replaced at cost to parents/carers Restorative Justice work
	Lesson avoidance	
	Verbal confrontation	Restorative Justice work
	Defiance	Restorative Justice work
Inappropriate use of mobile phone/technology	Device confiscated Restorative Justice work	
Chewing gum		

B3	B3 – Parents/Carers informed of the B3 via Bromcom	
	Isolation/Internal suspension	
	The Suspension and Exclusions Policy may be applied	
	Bullying	Referral to Bullying Policy
	Physical aggression	
	Verbal aggression	
	Discrimination against Protected Characteristics with intent	Possible referral to outside agencies for support
	Smoking/Vaping/Illicit substances	Confiscation of banned substance Possible referral to police
	Child-on-Child abuse incidents/Inappropriate touching/Harmful behaviours including Sexual harmful behaviours/violence	Possible referral to Family Front Door (Children's Services)
Repeated B2 offences		

A serious breach of the policy could result in a suspension, to be decided by the Headteacher.	
Any serious breach of behaviour could result in permanent exclusion from school.	
Possession/supply of illegal substances /alcohol/dangerous items	Confiscation of banned substance Possible referral to police
Pre-meditated physical or verbal aggression towards others	Possible referral to police
Intentional damage to school property	Damage costs will be billed to parents/carers For graffiti, students will also be required to pay the cost of any damage caused and may complete Community Service.
Sexual harassment	Possible referral to police and Family Front Door (Children's Services)
Repeated bullying/racist/homophobic/transphobic/ sexist or ableist comments/ comments about religion / belief	Possible referral to police and Family Front Door (Children's Services)
Verbal abuse/swearing at staff	
Malicious allegations/actions against staff	Referral to LADO
Repeat of any of the above	
For misuse of phones/device/social network sites, access to school network may be withdrawn.	
This is not an exhaustive list.	

Appendix 3 - Confiscation of inappropriate items

Confiscated Items

All school staff have the right to confiscate, retain or dispose of pupil's property if it is not allowed in school and is seen or found because of a 'with consent' search where reasonable to do so.

Staff also have the right to confiscate prohibited items found as a result of a search 'without consent'.

Please refer to Appendix 4 for the school guidance relating to searching in school.

Prohibited items include: weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, any article that has been or could be used to commit an offence or cause harm and any item banned by the school rules. Items will be confiscated if they are:

- a threat to others;
- likely to disturb learning e.g. a pupil is using items like a personal music player in a lesson;
- against the uniform rules e.g. a pupil is wearing a non-regulation top or jewellery;
- a threat to health and safety;
- illegal e.g. where a weapon or racist material is used;
- undermining the ethos of this school e.g. in possession of material in paper form or via the internet which might cause tension between one community and another or one pupil and another;
- not allowed in school such as mobile phones after 8.30am and before 3pm.

Confiscated items will be handed to a member of staff in Reception. All valuable items will be labelled and stored in a secure place.

Those items kept for more than a school day will be given to reception where a record will be kept of the items confiscated.

If the item is banned by school or could cause harm or the pupil continues to bring in or use the item(s) then further sanctions will be applied. This will include parents/carers having to collect confiscated items in person. Items which will not be returned include inappropriate messages, vapes, cigarette lighters, cigarettes or items which are unlawful or are of a hazardous nature. A letter will be sent to parents stating that the items have been destroyed in accordance with protocols set out by the police / youth offending and specialist agencies along with any action the school intends to take.

Appendix 4 - Guidance for searches Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

The school is not required to have formal written consent from the pupil to search for a prohibited item – it is enough for the member of staff to ask the pupil to turn out their pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree. Staff have the power of confiscation of these items (Section 91 Education and Inspection Act 2006) under three conditions:

1. The confiscation is reasonable and proportionate
2. Confiscation is carried out by a paid member of staff authorised by the Headteacher
3. Confiscation took place on the school premises or elsewhere while the pupil was in the control of the school (e.g., a school trip) If a pupil refuses to consent to a search, the school also has power to sanction the pupil according to the school's Behaviour for Learning and Positive Relationships Policy.

Pupils may be requested to repair or replace damaged property or tidy the school and its immediate area. "Making the punishment fit the crime" is seen as fair and equitable. Pupils will be expected to pay for any damage and final amounts should be agreed with the School Business Manager in consultation with BAM FM and the Finance Team. The Business Manager is responsible for the collection of the payment and keeping a central record of such accounts and provide a receipt confirming monies have been received.

Where pupils are requested to make good the damage, they must be fully supervised.

If there are reasonable grounds to suspect that a pupil or pupils have banned/prohibited items with them in school then staff are permitted to conduct a search.

At Parkside Middle School, we have some recommended guidance in place to keep staff and pupils safe:

Searching with consent from the pupil

- Ascertain whether you have reasonable grounds to suspect that a pupil has a banned/prohibited item in their possession (e.g. suspicious footage on CCTV; reports or suspicions about a pupil having a prohibited item; strong smells of drugs etc);
- Banned items are: knives, matches, lighters, cigarettes, chewing or bubble gum, radios/speakers, vaping equipment, fireworks, weapons of any sort, stink bombs alcohol, drugs or legal highs, aerosol cans, pornographic material

- Do not conduct a search on your own (a senior member of staff, or a member of the safeguarding team (DSL/DDSL) should be involved when conducting a search);
- The person leading the search should be the same sex as the child being searched, where possible;
- Find a private area, away from other pupils, in which to conduct the search;
- Explain to the pupil who you are and why you would like them to consent to a search;
- Ask if they have anything in their bag or in their possession that might be classed as prohibited;
- Ask for their consent for you to search their property
- Pupils can only be required to remove 'outer clothing'. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing includes coat/jacket, hats, shoes, boots, gloves and scarves (this excludes scarves and turbans worn for religious reasons which pupils should not be asked to remove).
- Be respectful and considerate about items of a personal nature (such as sanitary items) which may be seen during a search.
- No member of staff is permitted to conduct an intimate search and if there is a risk that may require this, than the DSL and/or Headteacher should be contacted immediately for advice and support and the police may be contacted as intimate searches can only be carried out by the police. There must be an appropriate adult in any search alongside the police.

Searching without consent from the pupil

- If a pupil does not give consent, only a member of staff designated by the Headteacher are allowed to continue with the searching of a pupil. If neither member of staff has been designated by the Headteacher then you will need to keep the pupil with you and locate an authorised member of staff to continue the process. Authorised staff are members of the SLT, the DSL and DDSs, any other staff member who receives authorisation from the Headteachers such as a trip leader.
- If a pupil does not give consent for a search and you are out of the country, pupil safeguarding will be your determining factor in deciding whether or not to carry out your search. If there is deemed to be a risk to the health and safety of the pupil and/or other pupils, then a search following the above guidelines should be conducted.
- The power to search without consent permits a personal search involving the removal of outer clothing and searching of pockets.

Reasonable force can be used to search in certain circumstances for the following prohibited items:

- alcohol
- illegal drugs
- stolen items
- vapes
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage.

Force cannot be used to search for items banned under the school rules which are not listed above. The school is not required to inform parents before a search takes place or to seek their consent. The school will inform parents where alcohol, illegal drugs or harmful substances are found but there is no legal requirement to do so. If police involvement happens then a request would be made by the school that an appropriate adult be appointed for the young person. After the search has been carried out, although there is no legal requirement to do so, we will:

- Inform parents/carers about the search, reasons for it and outcome
- A written record should be uploaded for My Concern
- Carry out storage/disposal actions as stated in the main policy if any items are confiscated.

Relevant Policies:

- Parkside Standards and Values Rewards
- Table Behaviour Table of Stages
- Assertive Discipline Strategies
- Protected Characteristics
- Behaviour Report Achievement Points
- Behaviour Codes

Policy Links:

This document should be read in conjunction with:

[Safeguarding and Child Protection Policy](#)

[Anti-Bullying Policy](#)

[Uniform Policy](#)

[Communications Policy](#)

[Exclusions Policy](#)

[Mental Health and Wellbeing Policy](#)

[Online Safety Policy](#)

[Child on Child Abuse Policy](#)

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

- Keeping Children Safe In Education – 2024
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- The Education Act 2011
- The Education and Inspection Act 2006, Section 89.
- The Human Rights Act 1998
- The Equality Act 2010

- Special Educational Needs and Disability (SEND) code of practice.
- Behaviour in Schools – Advice for Headteachers and School Staff February 2024
- Screening, Searching and Confiscation – Advice for Schools – July 2022
- Use of Reasonable Force in schools – July 2013
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – Guidance September 2023
- Behaviour and Discipline in Schools – DfE Guidance January 2016

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