Packwood

Part of the Shrewsbury School Family

Behaviour, Support and Sanctions Policy Including EYFS

2026-2027

This policy can be made available in large print or other accessible format if required.

This policy will be reviewed on an annual basis.

Introduction

Packwood School seeks to provide a safe, caring and purposeful environment in which every pupil can flourish academically, socially and personally. The School believes that positive behaviour is fundamental to learning, wellbeing and the development of good character. We aim to foster a culture of mutual respect, kindness, responsibility and integrity, where pupils feel valued as individuals and understand their role within the wider community.

The School is committed to promoting high standards of behaviour through clear expectations, positive relationships and consistent practice. We recognise that pupils learn best when they feel safe, supported and respected, and that good behaviour is developed through guidance, encouragement, modelling and appropriate intervention.

This policy outlines the School's expectations for conduct and explains the systems of support, recognition and sanctions that are used to promote positive behaviour. It applies to all pupils, including those in the Early Years Foundation Stage, and should be read alongside the School's Safeguarding and Child Protection Policy, SEND Policy, Online Safety Policy and other relevant policies.

Aims of the Policy

The primary aim of this policy is to create an environment in which all pupils can learn effectively and develop positively. The School seeks to encourage self-discipline, resilience and personal responsibility while promoting respect for others and for the values of the School community.

We aim to establish clear and consistent expectations so that pupils understand what is expected of them and the consequences of their actions. Equally important is our commitment to recognising positive behaviour and providing support for pupils who may experience difficulties in meeting expectations.

The School recognises that behaviour and wellbeing are closely linked. Whilst pupils are expected to take responsibility for their actions, we also acknowledge that behaviour can sometimes be influenced by personal circumstances, emotional needs, special educational needs, disability or safeguarding concerns.

Our approach therefore combines accountability with support, ensuring that interventions are both fair and constructive.

Responsibilities

The promotion of positive behaviour is a shared responsibility involving pupils, staff, parents and governors.

Governors are responsible for overseeing the effectiveness of the School's behaviour arrangements and ensuring that the policy remains appropriate and compliant with current requirements.

The Headmaster has overall responsibility for the implementation of this policy and for ensuring that behaviour expectations are applied consistently across the School. The Headmaster is also responsible for decisions relating to serious disciplinary matters. The Deputy Head (Pastoral Care and Safeguarding, also the DSL) has day-to-day responsibility in applying the Behaviour Policy and in maintaining standards across the school.

All members of staff have a responsibility to model the standards of behaviour expected from pupils. Staff are expected to reinforce positive conduct, address inappropriate behaviour promptly and consistently, maintain accurate records where necessary and work collaboratively to support pupils who experience behavioural difficulties.

Parents play a vital role in promoting positive behaviour. The School values strong partnerships with families and expects parents to support the School's expectations, communicate openly with staff and work constructively with the School when concerns arise.

Pupils are expected to contribute positively to the life of the School by treating others with kindness and respect, following reasonable instructions, engaging positively with learning and taking responsibility for their actions.

Principles Underpinning Behaviour Management

The School believes that good behaviour is best achieved through a culture of high expectations, positive relationships and consistency. Pupils are more likely to make positive choices when expectations are clear, routines are predictable and adults provide effective guidance and support.

We recognise that behaviour is learned and therefore must be taught, reinforced and modelled. Positive conduct should be acknowledged and celebrated, while inappropriate behaviour should be addressed promptly and proportionately.

The School also recognises that some pupils may require additional support in order to meet behavioural expectations. Where appropriate, reasonable adjustments will be made for pupils with special educational needs or disabilities, and pastoral or safeguarding support will be provided alongside any disciplinary response.

The School's approach is founded on the principle that sanctions alone rarely secure long-term behavioural improvement. Effective behaviour management requires both accountability and support so that pupils are equipped to make better choices in the future.

Standards of Behaviour

Pupils are expected to demonstrate respect for themselves, for other people and for the School environment at all times. This is set out in the Packwood Way, a simplified code of conduct for all pupils to follow.

In their interactions with others, pupils should show kindness, courtesy and consideration. They should value difference, treat all members of the community fairly and refrain from behaviour that causes harm, distress or intimidation.

Within lessons and other learning activities, pupils are expected to arrive prepared, participate positively and allow others to learn without disruption. They should respond appropriately to guidance from staff and demonstrate a positive attitude towards their education.

Pupils are also expected to show respect for the School environment, including buildings, resources and property. Careless or deliberate damage to property undermines the wellbeing of the community and will be treated seriously.

The School seeks to promote honesty, integrity and personal responsibility. Pupils should be truthful in their dealings with others, accept responsibility for mistakes and seek to make amends where appropriate.

Child-on-Child Abuse and Bullying Behaviour

Packwood School is committed to ensuring that all pupils feel safe and protected from harm. Behaviour that intentionally causes physical, emotional or psychological harm to another pupil is unacceptable and will be addressed promptly and effectively.

Bullying behaviour is regarded as a serious breach of this policy. Bullying may take many forms, including physical aggression, verbal abuse, emotional manipulation, social exclusion, discriminatory behaviour or online harassment. The School also recognises that sexual harassment, sexual violence and other forms of child-on-child abuse may occur between pupils and require both disciplinary and safeguarding responses.

All reports of bullying or harmful behaviour will be investigated carefully and fairly. The School will seek to support affected pupils while also addressing the needs and behaviour of those responsible. The response adopted will depend on the circumstances of the case, including the nature of the behaviour, its impact, any previous concerns and any safeguarding considerations.

Where behaviour raises safeguarding concerns, the Designated Safeguarding Lead will be involved and appropriate procedures will be followed in accordance with the School's safeguarding arrangements.

Equality, Inclusion and Discriminatory Behaviour

The School values diversity and seeks to create an inclusive environment in which all pupils are treated with dignity and respect.

Behaviour that is motivated by prejudice or discrimination is unacceptable. This includes behaviour related to race, ethnicity, religion or belief, disability, sex, sexual orientation or gender reassignment.

Discriminatory language, harassment, abuse or victimisation will be treated as a serious matter. Such behaviour not only conflicts with the values of the School but may also have significant consequences for the wellbeing of others. Incidents will be investigated thoroughly and appropriate action will be taken, taking account of both behaviour and safeguarding considerations.

Online Behaviour

The School expects pupils to maintain the same standards of behaviour online as they would in face-to-face interactions.

The development of technology has created many opportunities for learning and communication; however, it also carries risks. Pupils are expected to use digital technologies responsibly and respectfully. Online behaviour that harms others, damages relationships or undermines the wellbeing of members of the School community will be taken seriously.

Examples of unacceptable online behaviour include cyberbullying, harassment, exclusion from online groups, impersonation, sharing inappropriate content, misuse of social media and behaviour involving artificial intelligence that causes harm or distress to others.

Where online conduct affects members of the School community or raises safeguarding concerns, the School may take disciplinary action regardless of whether the behaviour occurred on school premises or using school equipment.

Behaviour Support

The School is committed to helping pupils develop the skills necessary to manage their behaviour successfully.

Where concerns arise, staff will seek to understand the reasons behind the behaviour and identify appropriate strategies to support improvement. Support may include pastoral mentoring, meetings with parents, behaviour monitoring arrangements, targeted intervention by senior staff, counselling support where available and referrals to external agencies where appropriate.

For some pupils, individual behaviour support plans may be developed to provide additional structure and guidance. Where special educational needs or disabilities contribute to behavioural difficulties, reasonable adjustments will be considered to ensure that support is fair and effective.

Following periods of suspension or significant behavioural incidents, reintegration meetings will normally be held to support a successful return to school and to promote future success.

Rewards and Recognition

The School places great importance on recognising positive behaviour and celebrating success.

Praise and encouragement play an essential role in reinforcing positive choices and promoting a culture of achievement. Recognition may take many forms, including verbal praise, written feedback, commendations, Greens, certificates, awards, leadership opportunities and communication with parents.

The School seeks to celebrate not only achievement but also effort, perseverance, kindness, service to others and personal improvement. In doing so, we aim to encourage pupils to develop positive habits and strong moral character.

Sanctions

Sanctions are intended to support learning, encourage reflection and maintain the standards expected within the School community. Any sanction applied will be proportionate to the behaviour concerned and will take account of relevant circumstances.

Minor breaches of expectations may be addressed through reminders, restorative conversations or opportunities for reflection. Where behaviour continues or is of a more serious nature, formal warnings, loss of privileges, detentions or increased monitoring may be applied.

Repeated or more significant concerns may result in senior staff involvement, behaviour contracts, behaviour support plans or other formal interventions. The purpose of these measures is not simply to punish inappropriate behaviour but also to help pupils understand the impact of their actions and make positive changes.

The School reserves the right to impose more serious sanctions where behaviour is particularly serious or where previous interventions have failed to secure improvement.

Discipline should be seen as an upholding of the school's standards and expectations of behaviour amongst the children, as laid out in the Packwood Code. This applies when the children are on the school premises and away from the school premises.

<u>Yellows</u>

When Yellows are given:

Yellows are issued for relatively minor offences (not unlike the yellow card of football referees). A Yellow acts as a warning about poor behaviour and records where a pupil has repeatedly got something wrong (for example, low-level disruption in class, repeatedly failing to bring the right equipment or running through the corridor). The Yellow is recorded on the school network and the Form Tutor and Deputy Heads are automatically informed.

It should be stressed that a Yellow is an option for recording a relatively minor or repeated lesser offence. It is often more appropriate for a member of staff to deal with the offending pupil verbally there and then e.g. pick up litter, tidy changing room, go to the back of the queue.

Consequences of a Yellow:

The Deputy Head (Pastoral Care and Safeguarding) monitors the awarding of yellows and will normally follow up with the pupil concerned. For matters relating to disrespect, rudeness or disruption to other pupils, the Deputy Head (Pastoral Care and Safeguarding) might decide to issue a break-time detention.

Where a child receives three yellows in a week, a breaktime detention will be served, organised by the Deputy Head.

In the event of a pupil receiving five yellows in a term, a meeting will be held with the parents and appropriate measures to be put in place.

Reds

When Reds are given:

Reds are issued for more serious, bad behaviour and repeated breaches of the Packwood Way, such as:

- deliberate unkindness
- rudeness, repeated disobedience or disrespect, including to people, property and possessions
- aggressive and / or physical behaviour

A red can only be given after discussion with the Deputy Head (Pastoral Care and Safeguarding), following discussion with the parties involved in order to ensure that a full picture of the situation is established. In the meantime, staff emphasize how serious the matter is being taken with the pupil and that the incident will be reviewed by Deputy Head (Pastoral Care and Safeguarding) as soon as possible.

For particularly serious breaches of conduct, including violence or significant physicality towards other pupils, the Head may follow the school's exclusion policy.

Consequences of a Red:

When a Senior pupil is given a Red they report to the Deputy Head (Pastoral Care and Safeguarding). They will then, as a sanction, must miss three break times. They will spend the time in one of the Deputy Head's office working, for example doing reflective writing on their poor behaviour. When a Junior pupil is given a Red an appropriate sanction is given by the Deputy Head such as accompanying a duty member of staff at break time. They will be asked to reflect on their action and the consequence of their action with their form teacher. Their parents will also be directly informed.

The Leadership Team review the record of Yellows and Reds each week, noting wider lessons learnt. This may involve Deputy Heads following up behavioural themes in assemblies, staff and/ or pupil training, or specific guidance given to tutors in form time.

Removal of Privileges

Another form of sanction is to withdraw privileges: e.g. off tuck, off TV, early bed. In these cases the Deputy Head (Pastoral Care and Safeguarding) should be consulted. For more serious offences a pupil may have to spend free time in their form room.

Searching, Screening and Confiscation

In order to maintain the safety and wellbeing of the School community, the School may conduct searches and confiscate items where it is reasonable and lawful to do so.

Prohibited items, dangerous substances, alcohol, drugs, tobacco products, vaping devices, stolen property and other inappropriate materials may be confiscated. Searches will always be conducted sensitively, proportionately and with due regard to the dignity and welfare of the pupil concerned.

Where necessary, safeguarding procedures will be followed and parents will be informed in accordance with School procedures.

Behaviour Beyond the School Site

The School expects pupils to uphold its values and standards beyond the school gates.

Behaviour that occurs outside school may still be addressed where it affects the welfare of pupils or staff, damages the reputation of the School, creates safeguarding concerns or has a negative impact on the School community. This includes behaviour taking place during educational visits, journeys to and from school and online interactions.

Where appropriate, the School may impose sanctions in response to such behaviour.

Serious Behaviour Incidents

Certain behaviours are regarded as particularly serious because of their impact on the safety, wellbeing and learning of others.

Examples include violence, threats of violence, serious bullying behaviour, discriminatory conduct, sexual harassment, possession of prohibited substances, significant dishonesty, malicious allegations, serious misuse of technology and deliberate actions that place others at risk.

When responding to serious incidents, the School will consider the nature of the behaviour, its impact on others, any previous concerns, safeguarding implications and any mitigating factors. Each case will be considered individually and decisions will be made in a fair and proportionate manner.

Recording, Monitoring and Review

The School maintains appropriate records of behaviour incidents and interventions. Such records assist staff in identifying patterns, monitoring the effectiveness of support strategies and ensuring that concerns are managed consistently.

Behaviour information may also be considered alongside safeguarding, attendance and pastoral information to ensure that vulnerable pupils receive appropriate support.

Suspension and Permanent Exclusion

In exceptional circumstances, the Headmaster may determine that suspension or permanent exclusion is necessary.

These measures will normally be reserved for cases involving serious misconduct, significant risk to others or persistent breaches of expectations despite substantial support and intervention.

Before reaching a decision, the School will consider all relevant circumstances, including the seriousness of the behaviour, any safeguarding considerations, the pupil's history and the support that has already been provided.

The welfare and safety of the wider school community will always remain a primary consideration.

Early Years Foundation Stage

Within the Early Years Foundation Stage, behaviour expectations are tailored to children's age and stage of development. Staff focus on helping children to learn positive behaviours through encouragement, guidance, modelling and routine.

Children are supported in developing emotional literacy, self-regulation and positive relationships. Staff work closely with parents to ensure consistency between home and school and to address emerging concerns at an early stage.

The welfare, safety and developmental needs of each child remain at the heart of all decision-making.

Monitoring and Review of the Policy

This policy will be reviewed annually by the Headmaster and Governing Body, or sooner if required by changes in legislation, statutory guidance or the needs of the School.

Through regular review, the School seeks to ensure that its behaviour arrangements remain effective, fair and consistent with its values, promoting an environment in which every pupil can thrive.

Appendix: The Packwood Way – policy for the promotion of good behaviour

This document, as found in the Staff Handbook and the New Teachers Information Booklet outlines how the staff are encouraged to promote good behaviour amongst the children.

The Packwood Way

- Treat others as you would be treated
- Forgive
- Share
- Be respectful
- Be honest and live with integrity
- Be kind and helpful
- Be a responsible member of the community
- Do your best to be your best

The premise behind these principles is that children can <u>choose</u> how to react to the situations that they face. They should choose to react in a way that is in accordance with 'The Packwood Way' and not by showing 'anger, victim mentality, martyrdom, sulking, obstructive, superior, bullying or revenge'. They should be encouraged to exercise self-discipline. 'You can't be held responsible for your feelings, but you can be held accountable for your behaviour.' You should do the right thing 'as a matter of principle'.

In order that The Packwood Way becomes a habit of behaviour, it needs to be at the forefront of everybody's minds. So, as a staff, we need to:

<u>Say it</u>

- Assemblies
  The Head of Packwood and Head of TPR will co-ordinate assemblies on the Packwood Values and Big Tree Attributes. The Packwood Way will be incorporated into these.

- PSHE lessons and Tutor Time (Form Time in particular)
  Form Tutors may focus upon the principle of that week/fortnight, or a particular principle that is topical for some reason, as the theme for Tutor Time.

- Other gatherings (e.g. Sixes Meetings, Boarders/Day Pupil meetings)
  Again, the opportunity may arise to make a salient point by reference to The Packwood Way.

<u>Publish it</u>

- Posters are placed around the school listing the school values of Tenacity, Respect and Humility and the Big Tree Attributes.

- The Packwood Way is incorporated into the booklets 'The Packwood Code' and 'Information for New Children'
- It is also incorporated in 'Information for New Parents'.

Model it

- We, as a staff body, should strive to conduct ourselves according to the eight principles at all times, so that we are setting an appropriate example.

Inspire it

- Through the lecture programme and on other occasions we invite to Packwood individuals who have achieved great things in their lives and who are inspirational examples of living according to the principles of The Packwood Way.

In Assemblies, we talk about notable individuals who may inspire the children to follow their example.

Give praise to it
Staff should praise children for behaving according to The Packwood Way and use the actual word e.g. "you are a helpful boy/girl", "you're good at sharing, aren't you?" It is important that we all spend all day long catching children doing things right and praising them for it. Children should get attention and reward for conducting themselves in The Packwood Way.