**PCYM Behaviour Policy**

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| **Date Reviewed** | **Summer 2025** |
| **Date of next review** | **Summer 2026** |

**Introduction**

At PCYM we are dedicated to ensuring that our environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe environment where students feel included in every aspect of PCYM life and comfortable to voice their opinions.

This policy establishes the system we deploy when behaviour becomes unacceptable.

**Our policy is based on the belief that:**

* Good relationships and a strong rapport with students enable stronger understanding of the value of good behaviour.
* PCYM is a safe place for children where they will be listened to and challenges discussed openly.
* Staff have a collective responsibility to support all our children and that as a team we are more likely to create solutions and strategies that are effective.
* When things go wrong, students are an integral part of establishing a solution, so they are able to learn from the situation.

**Students**

PCYM expects all of its students to show respect to one another, to staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Students are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive.

At PCYM, students should focus on their lessons/sessions and personal practice/homework at home to the best of their ability at all times. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their teacher who will work with them to draw up a support plan.

At PCYM, students will:

* Attend all PCYM sessions (Minimum 80%)
* Attend all Concerts/Performances
* Be on time for PCYM and ALL sessions
* Sign in/out of PCYM and wear your lanyard at all times
* Bring your Instrument, Music Stand, Pencil, Music, Practice book EVERY week
* Be respectful, polite and considerate to other students and teachers.
* Walk around the building
* Keep the building clean/tidy and help to set up before and pack away after sessions
* Practice regularly
* Take part in sessions, always trying your hardest
* Speak to a teacher/member of staff if they are not happy or do not understand something.
* Not eat/drink in sessions (break time only)

**Teachers**

Teachers and support staff are integral to behaviour success through high quality teaching and learning that is carefully planned to meet the needs of each and every student.

Teachers need to establish consistent levels of acceptable behaviour with the support of parents and PCYM staff. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers need to recognise that effective conditions for learning (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

**Mental Health Awareness**

PCYM recognises the importance of strong Mental Health.

We understand that behaviour management can adversely affect mental health. Key to our approach is inclusive understanding and analysis of behaviour so that all stakeholders are involved and fully aware of what has happened and what the likely consequences could be.

We consider that open and transparent dialogue allows difficult conversations to take place and that this honesty enables all parties to manage the situation with respect to their own mental health.

**Behaviour Guidelines**

**Approaches to Reward good behaviour**

It is very important that praise and reward should be meaningful to children. Children will achieve more, be better motivated and behave better, when staff praise and reward their successes rather than focus on their failure. Key to all our reward systems is how the children are able to articulate why they have received a reward and what they are continuing to strive for.

These may include:

* Stickers
* Positive verbal and written comments
* Certificates
* Mentions/praise in whole PCYM sessions

**Approaches to deal with poor behaviour**

**Supporting Individual Pupils with Behavioural Difficulties**

Where children at PCYM have existing SEND need identified, they are usually working with a series of bespoke targets at school. We encourage parents to share information from school to allow us to best support the student in a consistent way. Where a behaviour issue is in need of addressing their SEND systems will be taken into account in terms of the approaches to resolution and the implementation of sanctions / consequences.

**Sanctions for low level behaviour concern**

Where behaviour is considered a low-level issue the use of sanctions can be applied. Pupils will always be listened to as we seek to understand the reason for any behaviour and through discussion, we will apply a sanction if appropriate. We aim for children to learn through this process to enable them to make better choices in the future.

Sanctions can comprise:

* sitting separately in class
* spending time in parallel class group

**Sanctions for high level behaviour concern**

Where a child’s behaviour is considered high level, PCYM will work to support the required improvement.

Through detailed investigation sanctions are discussed with all stakeholders to ensure that the planned action is commensurate with the behaviour issue. Consequences are therefore tailored to the situation, but the process follows these principles:

* Always include children in the discussions of behaviour and consequence so they are able to learn from the situation
* Provide clarity and consistency of suitable responses
* Minimise disruption to others especially teaching and learning time
* Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
* Allow early involvement of parents
* Do everything reasonably possible to avoid exclusion from PCYM

**Where injury has occurred**

* If behaviour results in physical or verbal abuse towards a teacher/adult an ‘Assault’ form should be completed.
* If physical intervention of any kind is required, then a record should be completed within 24 hours of the incident.
* Any other incident deemed ‘serious’ or resulting in injury should be recorded.
* Incidents of bullying and/or racism should be recorded

**Exclusion**

This is a sanction that will only be used if there is:

* A serious breach of the PCYM’s Behaviour Policy.
* The pupil continually behaves badly and fails to respect PCYM rules.
* If allowing the pupil to remain at PCYM would seriously inhibit other students.
* Serious actual, or threatened violence against another pupil or member of staff
* Sexual abuse or assault
* Drug offences
* Carrying an offensive weapon

**Head of centre’s role in exclusion**

The Head of Centre will:

* Act as lead officer & carry out an investigation to determine appropriate course of action.
* Discuss with the pupil what has happened and why it is of serious concern.
* Discuss the events that surround the incident with wider staff.
* Consider all the facts presented.

**Notifying Relevant Parties of an Exclusion**

On excluding a pupil, the Head of Centre must immediately notify parents of the exclusion and the reason for it.

**Searching, Screening and Confiscation**

Where necessary, searching, screening and confiscation will be used to safeguard a child/children at PCYM. PCYM adheres to ‘Searching, Screening and Confiscation: Advice for Schools (May 2018).