

PENWORTHAM GIRLS' HIGH SCHOOL

BEHAVIOUR POLICY

(October 2021)

Updated Annually

Next review: Autumn 2022

THE MISSION

**To prepare
Articulate, Questioning, Tolerant and Independent Women
for the future.**

pgh *Success*

Our Aim, Mission and Core Values

PGHSuccess:

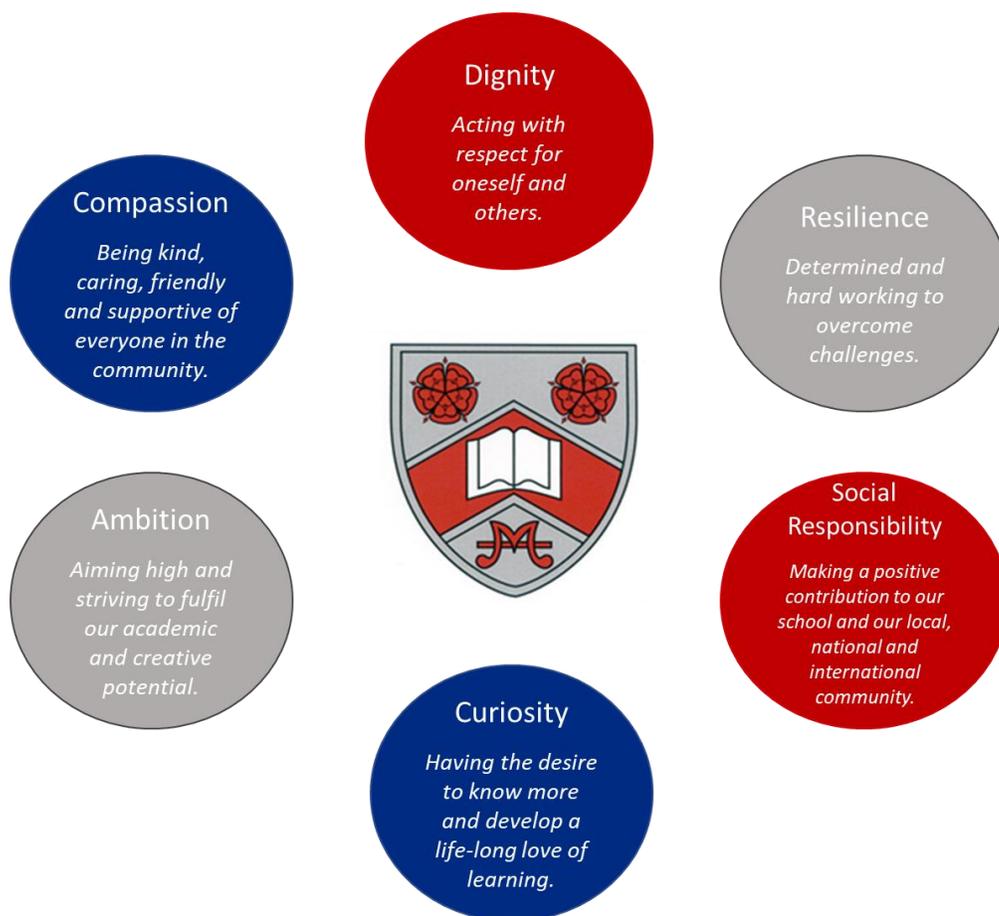
It is our aim to make all our students a PGHSuccess. A pupil becomes a PGHSuccess when they have the knowledge, skills, and personal attributes required to achieve their ambitions; academically, creatively and socially.

Our Mission is:

To help our students to achieve their version of PGHSuccess, we have set ourselves the mission of *'preparing articulate, questioning, tolerant and independent women for the future'*, as we believe that these qualities are central to success in modern society.

Our Core Values:

To achieve our mission statement, our policies and actions are guided by six core values. These core values.



Related Policies and documentation:

- a) Alternative Provision Policy
- b) Anti-bullying policy
- c) Health and Safety Policy
- d) Behaviour for Learning Policy
- e) The PGHS Excellent Lesson
- f) Safeguarding / Child protection Policy
- g) SEN/Inclusive Learning Policy
- h) Home-School Agreement
- i) Sanctions Procedures Overview
- j) CPOM Recording Guidance
- k) Behaviour Flow Chart
- l) Behaviour Overview

1.0 Policy Rationale

An ordered and calm atmosphere is essential to the well-being, security and achievement of all our pupils.

Good behaviour must be taught. This is the responsibility of all our staff.

A positive culture of praise, encouragement and support is likely to ensure the most effective environment in which to promote strong school relationships and enhance pupil motivation, progress and achievement.

Poor behaviour must be challenged. Sanctions, fairly and consistently applied, are essential to the fulfilment of the school's mission.

NB: This behaviour policy applies to incidents which occur on the school's premises, on any school organised or related activity, on travel to or from school, and in certain circumstances to the actions of pupils out of school (including online).

Section 89 (5) of the Education and Inspections Act 2006 states;

(5) The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

2.0 Roles and Responsibilities

2.1 Governors

- The Governing body will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review (on an annual basis).
- It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.
- Governors will support the school in maintaining high standards of behaviour.

2.2 Head Teacher and Senior Leadership Team (SLT)

- Responsible for the implementation and day to day management of the policy and procedures.
- Annual publicising of the Behaviour Policy to all parents.
- Guidance of all behaviour roles to form a key component of staff Induction
- Annual guidance and training is provided for all staff to ensure consistency of procedures
- Continual Professional Development (CPD) is provided when staff needs are identified as part of Performance Management.

2.3 Staff with responsibilities for behaviour

- All staff including teachers, and support staff, are responsible for maintaining order at all times, ensuring that all pupils act in a cooperative manner, showing respect for themselves and others.
- To ensure that the Behaviour Policy and related procedures are appropriate, fairly and consistently applied.
- Mutual support amongst all staff in the implementation of the policy, ensuring a high-quality learning environment in which students develop self-discipline and personal responsibility.
- All staff to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability, sexuality or other protected characteristics.
- Ensure that the concerns of pupils are listened to and appropriately addressed.

2.4 Parents and Carers

- Parents and carers will take responsibility for the behaviour of their child both inside and outside the school.
- They will be encouraged to work in partnership with the school in maintaining high standards of behaviour.
- They will have the opportunity to raise with the school any issues arising from the operation of the policy.

2.5 Pupils

- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.
- Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

3.0 Beyond the school gates

All teachers have a statutory authority to discipline pupils for misbehaviour. This includes the power to discipline pupils when they are not at school or in the charge of a member of staff. This could be because of incidents witnessed by a member of staff or reported to the school.

We believe that there is a need for regulating off-site behaviour for the following reasons:

- To maintain good order as pupils travel to and from school, education visits or other placements such as work experience or college courses.
- To secure behaviour that does not threaten the health and safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To provide protection to individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

Examples of out-of-school scenarios where school sanctions may be imposed:

- Sanctions will apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school; including inappropriate behaviour on both school and public buses.
- Sanctions will apply if misbehaviour takes place on an educational visit, sports event, work experience placement, or whilst the pupil is taking part in a further education course as part of a school programme.
- Sanctions will apply if a pupil harasses, intimidates, upsets or stalks another pupil or member of staff on site whilst off the premises, including through the use of online social networking sites. If appropriate, the incident will also be reported to the police.

The school will act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures used to regulate the behaviour of pupils when off-site. The school will consider carefully the evidence provided to ensure any sanction is reasonable and justified.

When considering whether a school sanction is appropriate, the school will assess whether the behaviour in question may have an impact on the orderly running of the school, e.g., does the behaviour pose a threat to another pupil or member of staff? The school will also consider the extent to which the reputation of the school may have been affected (i.e., was the pupil wearing school uniform?)

NB: It is not the responsibility of school to 'police' pupil behaviour at all times. Where a pupil's out of school conduct does not impact on school life, sanctions are unlikely to be applied. Additionally, in some circumstances, the out-of-school incident may be more appropriately addressed by another organisation, e.g. in the case of prolonged online bullying it may be more suitable for the police to take action.

4.0 The use of restraint and reasonable force

Parent(s)/carer(s) need to be aware that under section 93 of the Education and Inspections Act 2006, the law allows adults authorised by the Head teacher to use such force as is **reasonable** to prevent a pupil:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline

Force may be used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a pupil to prevent violence or injury. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used needs to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. Use of force is never justifiable to prevent trivial misbehaviour.

Staff are required to follow our Code of Conduct 'For Working With Young People' (Appendix 4): as a general principle staff will not make physical contact with pupils; the only exception being where it is essential to restrain a pupil to avoid injury to self or others. This applies on school premises, or where a member of staff has lawful control or charge of pupils, e.g., on an educational visit.

5.0 Rewards

Penwortham Girls' High School believes that high standards of pupil behaviour are achieved through a combination of worthy praise / recognition for when a student gets it right as well as the consistent application of sanctions when they fail to meet expected standards.

An ethos of encouragement, including the celebrating and rewarding of positive behaviours and attainment is central to the success of our school.

Key rewards are recorded on Class Charts by form tutors and teachers. They are analysed termly by Pastoral leaders as part of the Governors' Behaviour Report. A range of our key rewards are outlined below:

5.1 Head's Breakfast

Staff can nominate pupils who they believe deserve special recognition for something they have done, either inside or outside of school. In the past pupils have been nominated for:

- Demonstrating characteristics, we associate with success (e.g., one of our school values or other positive character traits / behaviours)
- Exceptional achievement/progress
- Charity/Community work
- Good deeds both in and outside of school

Each week, approximately 12 pupils are chosen to attend Heads' Breakfast. Heads' Breakfast is held during Form Time. Refreshments are provided. A list of those who attend is communicated to the whole school via the Student Bulletin and is included in our weekly newsletter.

5.2 Headteacher's Commendation

Staff can put a pupil's work forward for a Commendation from the Headteacher if they consider it to be of exceptional quality / reflective of outstanding effort and commitment. The work is displayed in the School Foyer (usually for two weeks) and each pupil is given an opportunity to meet the Headteacher and receives a certificate of commendation.

A list of those who receive commendations is communicated to the whole school community through Form Tutors and the weekly School Newsletter.

5.3 Medals

Medals recognise and reward positive behaviours rather than attainment (see below). Students can be retrospectively awarded a medal for demonstrating a specific positive behaviour. The positive behaviours we wish to encourage are based upon the PGHS values.

Medals are awarded using Class Charts.

Form tutors are required to record when a student meets the Bronze, Silver, Gold, Ward and Ramsdale's All-Rounder Award totals on Class Charts. The number of students achieving each level within a cohort will be monitored and analysed in the termly Governors' Behaviour Report. Reaching specific rewards is a key component of the PGHS Passport to Success.

Students are required to self-reflect once a term on their greatest achievement.

Medal Examples:

- Class Coach – Awarded to students who support a struggling classmate.
- Terminology Titan – Awarded to students who make excellent use of subject specific terms.
- Resilience Warrior – Awarded to students who overcome a setback or persevere when struggling

5.4 Passport to Success

The Passport programme acknowledges pupil achievement both in and out of the classroom, as well as promoting / maintaining an overall ethos of success. The Passport to Success links to the medal system, which rewards effort and attainment in class, with attendance, community involvement, charity work and hobbies / interests pursued outside of school. Each year, students have the opportunity to complete the Passport and are recognised annually for their achievements.

6.0 Sanctions

Our guiding mantra is PERSISTENT – INSISTENT - CONSISTENT

Penwortham Girls' High School believes that poor pupil behaviour should never be allowed to limit learning / hinder progress, threaten the safety of any individuals, or undermine, intimidate, or purposefully upset another pupil and/or member of staff.

Examples of **poor behaviour in the classroom** would include:

- Disruption to learning (chattiness, shouting out, uniform infringement, poor punctuality, classwork issue, using a mobile phone, disorganised, off-task behaviour)
- Disrespectful or threatening behaviour (rudeness towards peers or staff, defiance, aggression)
- Wilful damage
- Breaching the Acceptable Use Agreement (Information and Communication Technologies) e.g. inappropriate use of the internet, taking photos or messaging.

Many of the above examples of poor behaviour can also take place beyond the classroom, for example, during social times or educational visits. Other examples of **poor behaviour beyond the classroom** would include:

- Unsafe behaviour - smoking cigarettes or e-cigarettes, drinking alcohol or consumption of illegal substances, possession of prohibited items e.g. weapons, lighters, aerosols, e-cigarettes, illegal substances.
- Theft

All the above Incidents of poor behaviour are recorded on Class Charts. They are analysed termly by Pastoral leaders as part of the Governors' Behaviour Report.

To enable staff to provide a more detailed description of the specific incident and due to the often sensitive nature of some types of incident , these categories of poor behaviour are recorded on CPOMS:

- Bullying (including racist, cyber, peer-on-peer abuse, homophobia, transphobia)
- Illicit Substances

To maintain high standards of pupil behaviour, when necessary, we impose clear, consistent and appropriate sanctions. Sanctions are recorded and issued using Class Charts.

All staff at Penwortham Girls' High School have the authority to sanction pupils for unacceptable behaviour. Sanctions include:

- A verbal reprimand (e.g., challenging a pupil's unacceptable manner or attitude)
- Setting extra work or work to be re-done to a satisfactory standard
- Setting written tasks as punishments, such as copying or answering questions

- Department/Faculty Detention – at the teacher’s convenience (misbehaviour inside the classroom e.g., disorganised, class work or homework issue, chatty, shouting out, off-task)
- Breaktime Detention – Daily 10.10 to 10.30am (concerns outside the classroom e.g. uniform, punctuality, disorganised)
- After School Detention – Friday: 3.20 to 4.00pm (serious/repeated poor behaviour e.g. rudeness to pupils or staff)
- SLT Detention – Friday: 3.20 to 4.30pm (pupil removed from a lesson or serious misbehaviour e.g. aggression, defiance, unsafe behaviour)
- Social Time Isolation – Pupil withdrawn from school population at break and lunchtime (serious misbehaviour e.g. aggression, defiance, unsafe behaviour)
- Isolation – Pupils withdrawn from lessons (repeated classroom incidents / frequent and serious misbehaviour)
- Head Teachers’ Detention – by arrangement - 3.20 to 5.00pm - (extreme misbehaviour / serious defiance)

NB: In some circumstances, the detentions outlined above may become accumulated, e.g., if a student is issued with two after school detentions in a single week, the detention duration will be doubled (e.g., 3.20 to 4.30pm).

7.0 Managing Behaviour

When tackling poor behaviour **in the classroom**, all teachers must use the following stepped approach:

7.1 Informal actions: Usual strategies from the teacher toolkit; e.g. directed commands, a quiet word or a stare. If the informal actions fail to bring about the expected level of behaviour then the class teacher should initiate formal actions:

7.2 Formal Actions:

All staff follow this three-step approach to managing pupil misbehaviour in the classroom, when it occurs:

WARN the pupil formally that they could be removed

MOVE the pupil to another seat

REMOVE the pupil by requesting SLT support

It is the responsibility of the class teacher to record any formal actions taken on Class Charts. In the case of a Remove, the class teacher should add notes about the behaviour of the student that prompted the action. This account should be completed at the first appropriate opportunity and be sufficiently detailed.

7.3 Heads of Year and members of the Senior Leadership Team may also:

- Require pupils to complete a School Values Reflection Task

- Require pupils to complete an appropriate ‘restorative justice’ task e.g. the creation of a leaflet outlining the health risks associated with smoking
- Require pupils to complete School-based community service tasks e.g., litter-picking at breaks and lunchtimes, tidying classrooms, clearing the dining hall, or removing graffiti from desks.
- Withhold privileges e.g., participation in non-uniform days, school trips, concerts, special events.
- Impose regular uniform/planner checks during form times, breaks and lunchtimes
- Place pupils on a monitoring card/Pastoral Support Programme/Behaviour Contract
- Impose a temporary placement in the Haven.
- Arrange a respite placement with a partner school
- Propose a Managed Transfer to another school

7.4 Detentions

All staff should issue detentions in accordance with the recommended tariffs on Class Charts. A staged series of detentions are held to reflect the severity of the misbehaviour. A pupil who fails to attend an issued detention moves up the tiered system. The detention system is administered by the Pastoral Support Worker / member of SLT.

Parents are informed of all after school detentions and are given at least twenty-four hours’ notice. Letters are sent home for all Removes, SLT Detentions, Heads’ Detention and Isolations, confirming the date and time of the sanction, as well as outlining the reason why the sanction has been imposed. All detentions logged on Class Charts can be viewed by parents via the Class Charts Parent App.

Pupils in Detention (Departmental, Lunchtime or After School) must attend punctually and comply with the following rules. Failure to behave appropriately at a detention will result in the student being issued a second detention or being escalated to the next level of sanction.

Students should:

- wait sensibly outside the detention room
- sit where instructed by the teacher
- carry out written tasks as instructed by the teacher
- obey all instructions without comment
- make no attempt to communicate (by verbal or non-verbal means)
- cause no noise or disturbance

7.5 Removes

Pupils who cause serious disruption to lessons can be removed from the classroom by a member of the Senior Leadership Team, normally for the remainder of that lesson. The member of SLT who has removed the pupil will take the pupil to complete their work in isolation (usually in the Staff Corridor). The member of SLT will also notify the PSW of the incident to begin the process of issuing a sanction and contacting parents/carers. *NB: It is the class teacher’s responsibility to add a description of the behaviours which led to the Remove on Class Charts.*

7.6 Isolation

This is reserved for pupils who commit a severe breach of the code of conduct or persistently fail to follow school rules or respond to lesser sanctions. Pupils spend an appropriate period of time in a location isolated from their peers, under the supervision of the student's Head of Year, a member of SLT or the Headteacher. Pupils complete independent work provided by their teachers. Failure to behave appropriately whilst in isolation can result in the sanction period being extended, or some circumstances the issuing of a short-term exclusion.

In line with *DfE guidance 'Positive environments where children can flourish', October 2021* we will ensure that:

- The use of isolation is 'reasonable and proportionate'
- It is in the best interests of the child and other pupils
- Careful consideration is given to the pupil's individual needs e.g. health and safety considerations, any Special Educational Needs e.g. ADHD, and any safeguarding or welfare requirements

A discussion must take place between the appropriate Head of Year and SLT to ensure that these considerations have been discussed, before a student is placed in isolation).

The use of isolation should not result in an 'escalating scenario that leads to disciplinary measures for the child.'

7.7 The Haven

Pupils who persistently fail to behave appropriately, and where the sanction above have been imposed to minimal, or no, effect, may be temporary re-timetabled to The Haven. The assumption made is that the pupil's behaviour has an underlying cause that needs to be addressed through intensive pastoral support that the Haven can provide. The timing and duration of the placement will reflect the pupil's previous behaviour as well as their attitude towards work and staff whilst in the Haven. Most behaviour-related Haven placements will be less than two weeks in duration. The school's Haven facility runs separately to the rest of the school. Pupils in the Haven will work independently, or in small groups, covering content like that being taught in their normal lessons. Whilst in the Haven, individuals will receive pastoral support from our PSW, such as counselling and anger management interventions.

7.8 Respite Placements

Where previous sanctions have proved ineffective, the school may impose a temporary respite placement at another school (usually 1 or 2 weeks in duration). Respite placements are supported by a letter of direction to the parent/carer as per *DfE Guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England 2012 (Part 3, para 14)'*. Failure to attend a Respite Placement as directed, could result in a fixed term or permanent exclusion.

7.9 Managed Transfers

In extreme circumstances, i.e., when a pupil is close to being permanently excluded, the school may propose a Managed Transfer. Working with the local authority's Pupil Access Team, a temporary trial period (12 school weeks) may be agreed with a local secondary school. Managed Transfers become permanent if the 12-week period proves a success. However, poor behaviour, at any point during the trial period, can result in the placement being immediately cancelled.

NB: Partner schools are under no obligation to offer a Managed Transfer placement. Neither the pupil nor their parents/carers have an input into which school provides the Managed Transfer placement.

7.10 Pastoral Support Plans (recorded on Edukey)

Pastoral Support Plans (PSPs) are used as a strategy for managing and improving pupil behaviour. The triggers for a PSP may include:

- Several Removes from more than one subject.
- Regular warnings / seat moves across a range of teachers / subjects.
- Frequent break / lunchtime / out-of-school incidents
- Weak / deteriorating ATL scores on a termly report
- Several detentions or negative behaviour points recorded on Class Charts

If a student's behaviour fails to improve after being placed on a PSP, further removes or serious incidents will result in the student being isolated. Regular poor behaviour could result in a temporary Respite or Inclusion placement being arranged. Severe misbehaviour during the PSP review period could lead to the issuing of a fixed term exclusion.

7.11 Behaviour Contracts

If the actions implemented through a student's PSP fail to result in an improvement in behaviour, then a Behaviour Contract will be agreed with the pupil and their parents. This document will set behaviour related SMART targets and clearly outline the consequences of further misbehaviour. If this action fails, then a Governors Behaviour panel will be convened, and the individual could face permanent exclusion.

8.0 Suspension and Exclusion

Suspension or exclusion from school will only be used in exceptional circumstances. Both suspension and permanent exclusions are used as sanctions by the school. NB: The Head teacher has the authority to exclude a pupil who is not on the school site at the time of the misdemeanour.

8.1 Suspension (formerly Fixed Term Exclusion)

A Head teacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any exclusion, it is the parent(s)/carer(s) responsibility to provide care and supervision for their child. After the 5th day the school must make provision for the pupil.

Pupils who have been suspended will receive work to complete and return to the school for review. The offences listed below may lead to suspension (or in exceptional circumstances, they may lead to permanent exclusion):

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent or general disruptive behaviour
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Other instances of extremely serious misbehaviour

Depending on the nature of the offence, the Police may also be notified.

8.2 Permanent Exclusion

On rare occasions, the Head teacher may permanently exclude a pupil from school. The pupil's parents will always be fully involved and given the opportunity to make representations. The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered:

1) The final step in a concerted process to deal with ongoing disciplinary offences, such as persistent defiance, bullying or aggressive behaviour. In these cases a wide range of other strategies, including fixed-term exclusions, will have been used without success. It is an acknowledgement that all available strategies have been exhausted.

2) In exceptional circumstances it may be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual, or threatened, violence against another student or member of staff
- Sexual abuse or assault
- Carrying a weapon
- Trading of illegal substances / drugs or drugs related paraphernalia
- Arson
- Malicious allegations against staff

NB: These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

8.3 Exclusion Procedures

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines:

'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017)

'Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak' (September 2021)

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

8.31 Investigating incidents

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Designated Person for Child Protection as appropriate. In situations where other services need to be informed, the Headteacher, or designate, will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the headteacher as soon as possible. If it is not possible then the staff member should refer it to a member of the Senior Leadership Team of the appropriate Head of Year. The headteacher or her designate will decide the nature of the investigation required, usually including conducting an initial interview with the pupil(s) concerned to produce a statement relating to the matter.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgements are made concerning the matter. Once an investigation for a serious offence begins it may be necessary for the pupil(s) concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation should be conducted away from the public gaze.

When a pupil is interviewed, she should be made aware of the matter being investigated at the start of the interview. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the pupil concerned.

8.32 Searches and confiscation

Under Section 2 of the Education Act 2011, schools have the duty to search, and to confiscate any items which they believe pose a danger or threat to their pupils, or any other person on school premises. This does not require consent, but wherever possible this will be sought. If a pupil refuses to cooperate, a search can only be carried out if she is reasonably suspected of having a prohibited item(s):

- Knives or weapons
- An item likely to have been used to commit a criminal offence or to cause injury to a person or damage to property
- Alcohol
- A controlled drug
- Tobacco and smoking-related products including e-cigarettes
- Stolen property
- Pornographic images
- Other inappropriate items deemed to present unacceptable risk

Searching will be conducted by a senior member of the pastoral team (RAC or SLT). Lockers may be searched at any time, without consent, and not in the pupil's presence. Where possible, searches should be completed in pairs. If a search involves checking worn items, this aspect of the search will be conducted by a member of staff of the same gender as the pupil, and in the presence of another adult. Searches will be conducted in such a manner as to minimise embarrassment or distress.

NB: Refusal to comply with a search request will, of itself, be a disciplinary matter.

It is not necessary to inform parents before or after a search takes place, or to seek their consent to search their child. However, when objects are confiscated, parents will be contacted. Where appropriate, the police may be called to deal with any search.

9.0 Mobile Phones

Although as a school we acknowledge that most pupils have mobile phones with them, they should not be seen on the school site at any time. The only exception is that they may be used in the school reception area after 3:20pm to contact parents regarding travel arrangements **with the permission of a member of staff**. Phones should be kept in their bags, turned off. Students seen with a mobile phone by any member of staff will have it confiscated and passed on to a member of SLT. The phone will be returned to the student at the end of the school day and they will be issued with an SLT Detention.

Section 2 of the 2011 Education Act sets out provisions relating to mobile phones and other electronic devices. In the event that school staff feel that a mobile phone may have been used inappropriately, the RAC or a member of SLT may choose to examine the data and files stored on the device. Malicious or

inappropriate material may be downloaded, saved as evidence and passed on to the Police where necessary.

10.0 Considering individual student needs

We believe that all staff in our school need to take account of the individual needs and circumstances of the students when implementing behaviour policies. Good practice would be to keep instructions short and clarify understanding by asking the students to repeat them.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for students with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding students who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy.

11.0 Complaints

If you are unhappy with the way your child is being treated, or any of our actions or lack of action, please feel able to tell us your concern, we know it can be difficult to question what a school is doing, but if you do not tell us what is worrying you, we cannot explain our actions or put things right. Our support and respect for you and your child will not lessen in any way. If you have already told us about a concern but are not satisfied with how we have responded, you may wish to make a formal complaint. We have a complaints procedure which will tell you exactly what will happen and how long it should all take.

For details of our complaints procedures please contact the Heads PA at 01772 743399 (ext 2010) or email headspa@penworthamgirls.lancs.sch.uk.

Policy Reviewed / Updated	Committee
May 2017	Staffing
January 2019	Staffing
September 2019	Curriculum and Standards
October 2020	Curriculum and Standards
October 2021	Curriculum and Standards

APPENDIX 1

THE SCHOOL RULES AND ROUTINES

PRINCIPLE

To maintain an ordered and calm atmosphere, everyone must act in a reasonable manner, showing respect for self and others.

- 1 Pupils entering onto the school premises before 8.40am in the morning should wait in their designated year group area or in the Dining Room (Breakfast Club) until the movement bell rings at 8:45am.
- 2 Pupils should be in their form rooms by 8.50am daily. Registers are taken at 8.50am and at 1.20pm. Pupils arriving after these times will be marked as Late. Pupils who arrive after 9.30am will need to bring a letter stating the reason.
- 3 Pupils should be punctual to all lessons and ensure that they arrive adequately equipped. Visits to lockers should be confined to before registration, break and lunchtime. Pupils should not be lingering on corridors or in cloakrooms when they should be elsewhere.
- 4 In moving around the school pupils should walk on the left, following the one-way system when directed to do so. All movement should be orderly and quiet. Shouting or running is not acceptable on corridors at anytime.
- 5 Correct uniform must be worn at all times.
- 6 Coats must not be worn in class or around the school unless pupils are on their way to the Annexe in inclement weather. Coats should be kept in lockers or bags at all other times.
- 7 Pupils cannot leave the school site without permission. Pupils who need to leave school during the day must take a letter to Reception. Once permission has been given the pupil must sign out. If a pupil returns, she should sign in on return.
- 8 Pupils who feel unwell during the day must notify their class teacher in the first instance. The member of staff will request for a member of SLT to accompany the student to Reception; students CANNOT self-report to Reception. If sickness occurs at break or lunchtime the pupil should report directly to Reception. If a member of SLT decides that the pupil needs to go home, we will contact parents. PUPILS SHOULD NOT CONTACT THEIR PARENTS ABOUT ILLNESS OR DISTRESS.
- 9 Food and drink should not be consumed on corridors or in the classrooms unless special permission has been given. Students can have a bottle of water with them during the day.
- 10 Electronic devices (including mobile phones and SMART watches) will be confiscated if seen at any time on the school premises. It is the pupil's responsibility to ensure that devices are turned off and stored securely in their locker. Confiscated devices will be returned at the end of the school day.

- 11 The following items are not permitted in school; cigarettes, vaping products, lighters / matches, alcohol, illegal substances, over-the-counter medications, knives, aerosols, liquid paper, chewing gum and laser pens. If these items are found, they will be confiscated and destroyed unless collected by a parent / carer.
- 12 The selling of items on the school premises is not allowed without prior permission from the Head Teacher.

APPENDIX 2 - CODE OF CONDUCT FOR WORKING WITH YOUNG PEOPLE

It is not possible, nor is it appropriate to lay down hard and fast rules to cover all circumstances and in general this Code will serve to confirm what has always been good practice.

1. RELATIONSHIPS (See Appendix 3: Professional Conduct at PGHS)

All relationships with pupils should be appropriate to age and gender. There should be a professional distance maintained at all times and over familiar comments should not be used or tolerated.

2. COMMUNICATION

With the widening use of technology all staff should take great care to ensure that any communication with pupils, by whatever method, is professional and transparent.

Emails and phones

Staff should use only the secure email to communicate with regard to work or pastoral issues. Staff should not share their personal email address, home or mobile number with a child unless this is agreed by Senior Management and the child's parent(s)/carer(s). Email, calls or text communications outside these protocols may lead to disciplinary investigations.

Social Networking Sites

Members of staff should not establish or seek to establish social contact with pupils via social networking sites and they should not respond to attempts by pupils to communicate with them in this manner. All personal social networking sites should be set up as private.

No personal information should be shared between the pupil and the member of staff by any means of communication.

3. PHYSICAL CONTACT

As a general principle staff must not make physical contact with pupils, the only exception being where this is essential to avoid injury to self or others.

Where physical contact may be acceptable

There may be occasions where a distressed child needs comfort and reassurance, which may include physical comforting such as a caring parent might give. Discretion should be used in such cases to ensure that the care given would be seen by others as normal and natural.

On some occasions teachers are likely to come into contact with pupils in the course of their teaching e.g. showing a pupil how to use equipment or apparatus or demonstrating a move or exercise during PE and other contact activities.

There are also occasions where it is necessary to restrain a pupil physically to prevent injury to self or others. In such cases only the minimum force necessary should be used.

Additionally, a member of the Senior Leadership Team may use such force as is reasonable given the circumstances when conducting a search without consent.

4. PRIVATE MEETINGS WITH YOUNG PEOPLE

Meetings with pupils away from school are not permitted.

There will be occasions when confidential interviews must take place, but, where possible, these interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by others.

Or staff should ensure that another adult usually their line manager or a member of the SLT knows that the interview is taking place and the discussion recorded immediately after the meeting.

Or where it is appropriate another adult or child could be present during the interview.

5. DEALING WITH MEDICAL ISSUES

Staff who have to administer first aid should ensure that whenever possible other children or another adult are around if they have any doubt about the form of physical contact.

6. TRANSPORTING PUPILS

In certain circumstances staff may agree to transport children to or from a specific event or to their home. In these rare circumstances this journey should be agreed with a member of the Senior Leadership Team and recorded. The driver must have appropriate insurance for the journey.

RECORDING INCIDENTS

Following any incident where staff feel that their actions have been, or may be misconstrued they should discuss the matter with their line manager, Headteacher or member of SLT and prepare a written report which should be passed to the Headteacher.

It is essential that staff speak to the Headteacher or a member of SLT if the Headteacher is absent, where restraint has been used and where a complaint has been made by a pupil, parent or another adult. Again it is essential that a report is written immediately and discussed with the Headteacher.

This code must be read in conjunction with the Child Protection Policy, Anti Bullying Policy and Behaviour Policy.

APPENDIX 3: PROFESSIONAL CONDUCT AT PGHS - GUIDANCE TO STAFF

Rationale

All teaching and non-teaching staff have a professional duty to model the behaviours we wish to see developed in our pupils. What we say and do in our day-to-day interactions with pupils must take place within a clear framework of shared moral and professional values.

These values derive from:

Professional Standards for Teachers¹

The School's Mission Statement

The School's Rights Document

Failure to act in accordance with these values can have serious consequences for staff, ranging from the loss of respect of pupils and staff, to parental complaints and, in severe cases, disciplinary action.

The consequences for pupils can be equally serious, ranging from lowered self-esteem to academic underachievement.

Guidelines

Our dealings with pupils will always be context-specific and therefore subject to professional judgement. However, **under no circumstances** should staff:

- Speak sarcastically, mock or be rude to pupils
- Be indiscrete (i.e. sharing details of personal lives)
- Poke fun at, or mimic pupils or staff for the amusement of other pupils or staff
- Treat some pupils differently to others because of their past behaviour (i.e. the arbitrary application of sanctions) or having 'favourites'
- Discuss pupils with other pupils, except in positive terms
- Discuss other members of staff with pupils, except in positive terms

1. DfE, Teacher Standards, 2012, specifies that all teaching staff should 'demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils', 'take responsibility for promoting good and courteous behaviour both in classrooms and around the school', 'treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position'.

- Encourage pupils to see them as a 'friend' (i.e. use over-familiar language/terms of address, fraternising with pupils during breaks, lunchtimes and after school)
- Use aggressive body language when dealing with poor pupil behaviour
- Visibly lose their temper (i.e. banging desks, slamming doors, uncontrolled shouting)
- Communicate directly with pupils via email, text message or social networking sites e.g. Facebook, Twitter

All staff at Penwortham Girls' High School **should**:

- Maintain a calm, formal yet friendly manner with all pupils
- Endeavour to uphold the school's caring ethos, showing an active interest in, and concern for, all pupils
- Strive to create a positive classroom atmosphere, using praise wherever possible and encouraging good behaviour by recognising it
- Maintain a stern yet calm manner when disciplining pupils
- Apply sanctions both consistently and fairly, addressing the behaviour and not the pupil directly
- Endeavour to use monitoring cards as an opportunity to praise pupils wherever possible
- Maintain and communicate clear boundaries between their professional and personal lives
- Treat all pupils as equally deserving of respect, regardless of their personality, previous conduct or behaviour
- Ensure that privacy settings are in place to prevent pupils from viewing personal information and profiles on social networking sites

APPENDIX 4: PROCEDURES FOR PASTORAL SUPPORT PLANS (PSP)

Aim: To provide support for pupils experiencing barriers to learning in school and are at risk of underachieving or exclusion.

Stage 1 – Identifying pupils and their needs

Pupils can be identified by Raising Achievement Coordinators and / or Senior Leadership Team.

Pupils who require a PSP may be identified in the following ways:

- A pupil who is causing concern regarding emotional and/or behavioral issues
- A pupil who has identified child protection issues or difficult home circumstances
- A pupil who has low attendance (Below 85%) and/or poor punctuality
- A pupil who has failed to respond positively to initial intervention (green card)

Before proceeding to the issuing of a PSP, a discussion should be conducted to ensure all appropriate support has been provided to date. In the case of behaviour issues, this discussion should involve either BWA or JRA and the relevant RAC. SHA (DSP) will lead on PSPs issued for child protection related issues.

Stage 2 – Action

A meeting of all relevant stakeholders (i.e. social services if involved) should be conducted to highlight issues of concern. A collaborative strategy should be agreed and adopted to support the pupil. Clear actions and timescales should be identified and they should be recorded on the Pastoral Support Plan template (on Edukey). A designated staff member should be agreed to oversee the support plan. In most circumstances this will be the pupil's RAC, however, in some circumstances this could be a member of SLT member or the Learning Support Department.

Stage 3 – Information Dissemination

Relevant information relating to PSPs will be shared with staff via whole school briefings and Class Charts (linked to Edukey).

It is the responsibility of the designated staff member to ensure information relating to the PSP is disseminated to the appropriate staff and that agreed actions are implemented.

Stage 4 – Review

Dependent upon pupil need, every PSP should be reviewed before a maximum of eight school weeks. A decision should be made regarding the continuation of the plan in terms of best serving the needs to the pupil. All conclusions should be shared between the RAC, relevant SLT member and teaching staff.

In the case of pupils placed on a PSP for behaviour issues, a failure to make sufficient progress will result in SLT issuing a Red monitoring card and parents being required to attend a Governor's Behaviour Panel.

