

PENWORTHAM GIRLS' HIGH SCHOOL

BEHAVIOUR POLICY

(September 2022)

*Updated annually and in line with the latest DfE guidance, specifically:
'Behaviour in Schools'
'Searching, Screening and Confiscation'
'Suspensions and Permanent Exclusion from maintained schools,
academies and pupil referral units in England, including pupil movement' – July 2022).*

Updated Annually

Next review: September 2023

THE MISSION

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

pghSuccess

Our Aim, Mission and Core Values

PGHSuccess:

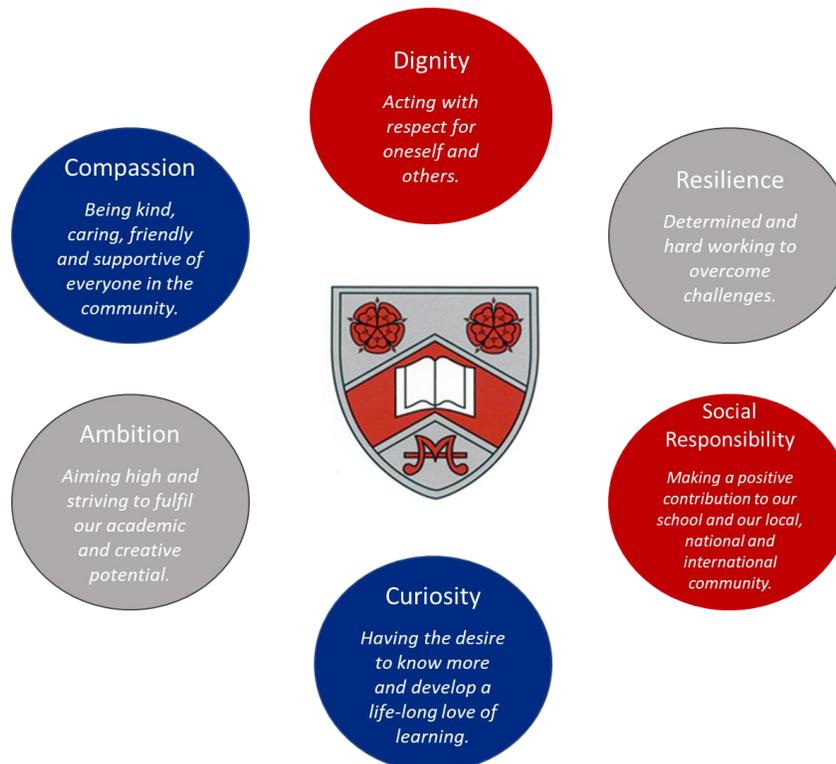
It is our aim to make all our students a PGHSuccess. A pupil becomes a PGHSuccess when they have the knowledge, skills, and personal attributes required to achieve their ambitions; academically, creatively and socially.

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 are the 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
- m) PGPOL022 Security Policy

1.0 Purpose

An orderly, calm atmosphere is essential to the well-being, safety, security, and achievement of all our pupils. All pupils must be able to learn, and all teachers must be able to teach to ensure all pupils can reach their full potential.

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 and the instilment of the school's values.

Carefully planned support and reasonable adjustments must be made, alongside the implementation of preventative measures for pupils, who struggle to meet the school's behaviour expectations, particularly pupils with Special Educational Needs and/or Disability (SEND).*

**The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.*

In particular:

- *schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;*
- *under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;17 and if a pupil has an Education, Health and*

Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies (DfE, Behaviour in Schools, July 2022)

NOTE: 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 Leadership and Management (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 through the termly scrutiny of the Governors Behaviour Report, holding the Senior Leadership Team to account and making recommendations for further improvements.

2.2 Head Teacher and Senior Leadership Team (SLT)

- Responsible for ensuring that all staff adhere to the behaviour policy, including the day-to-day management of the policy and procedures.
- Management, oversight and analysis of Class Charts (rewards and sanctions recording) and CPOMS (child-on-child abuse recording).
- Reporting to Governors on a termly basis.
- Annual publication of the Behaviour Policy to all parents and regular communication to students.
- Guidance and training to form a key component of staff Induction, ensuring all staff are inducted clearly into the behaviour culture of the school.
- Bi-annual guidance and training is provided for all staff to ensure consistency of procedures.
- Bespoke 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 teaching students how to behave to fulfil the school's behaviour expectations.
- They must always maintain order, ensuring that all pupils act in a cooperative manner, showing respect for themselves and others.
- To ensure that the Behaviour Policy and its related routines and 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.
- All staff should consider the impact of their own behaviour on the school culture and endeavour to uphold the school rules and expectations through their conduct.
- Ensure that the concerns of pupils are listened to and appropriately addressed.

2.4 Staff with responsibility for supporting students with additional needs that might affect their behaviour

- SENCO – K McGibbon
- PP Champion – S Ibrahim
- Family Support Worker – C Arrowsmith
- DSL – Deputy Headteacher S Hall
- Deputy DSL and Deputy SENCO – S Parker

In addition, the school will utilise the following:

- School Counsellors
- Ex-Services Mentor
- Mental Health First Aiders Team
- School Nurse
- Friendship Coordinators – S Parker and N Byard

2.5 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. This will include:
 - checking and signing student planners to ensure that their child is completing their homework to the best of their ability and when required to do so
 - reinforcing the school's behaviour policy and expectations at home where appropriate
 - regularly monitoring Class Charts via the app
 - permitting their child to attend detentions or complete periods of isolation (although parental consent is not required, it will always be sought)
 - checking and signing Behaviour Expectation monitoring cards
 - responding to requests for meetings with school staff to implement sanctions and support measures e.g. pastoral support plans, reintegration meetings and behaviour contracts.
 - Raising concerns about their child's behaviour outside of school, with the appropriate Head of Year or member of the Senior Leadership Team
 - Continuing to support the school in the implementation of sanctions, even where concerns have previously been raised.
- They will have the opportunity to raise with the school any issues arising from the operation of the policy.

2.6 Students

- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school's behaviour standards, rules and routines, pastoral support and consequences. The behaviour expectations are set out in appendices 1, 5, 6, and 7 and they are

prominently displayed in all classrooms. Pupils will be taught that they have a duty to uphold the school's behaviour policy and the school rules.

- Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.
- Pupils will be asked on a termly basis about their experience of behaviour and provide feedback on the school's behaviour culture. This will be facilitated through School Council meetings, pupil voice surveys and interviews with pastoral leaders and other senior staff.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. This is achieved through extended form time periods at the start of the academic year, along with regular 'standards assemblies' delivered by members of the Senior Leadership Team and the Pastoral Team.
- Any student who arrives mid-year will be supported to learn the school's behaviour expectations through the Transients Induction process.

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 Headteacher 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 The whole-school approach to behaviour (Rewards and Sanctions)

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. Acknowledging good behaviour encourages repetition and should be positively reinforced.

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, typically on Fridays. 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 can complete the Passport and are recognised annually for their achievements.

5.5 Subject Awards

Each year, teaching staff will identify students who have made excellent progress and demonstrated a strong commitment to their studies in their subject. Subject awards are presented in an annual assembly.

5.6 Headteacher's School Values Awards

Each year, teaching staff will nominate former Year 11 students who have exemplified a school value. Headteacher's School Values Awards are presented at the annual Presentation Evening.

Sanctions

6.1 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.

6.2 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.

. **Arriving late to a lesson is recorded on both Class Charts and SIMS when taking the register.*

6.3 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

6.4 All the above incidents of poor behaviour are recorded on Class Charts. See Section 7.0 for further details of how and when they are analysed.

6.5 To enable staff to provide a more detailed description of the specific incident, and due to the often serious and sensitive nature of some types of incident, the following categories of poor behaviour, that can and often occur both inside and outside the classroom, are **recorded on both Class Charts and CPOMS**:

- Child on child abuse

Through regular training, all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Child on child abuse will not be tolerated because it goes against our Mission Statement (Articulate, Tolerant) and our School Values (Compassion, Dignity and Social Responsibility).

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

- Illicit Substances

Providing a detailed description of the incident on CPOMS assists the DSL and other pastoral staff in determining the appropriate course of action in a timely manner.

6.6 In the case of child-on-child abuse or illicit substances, the decision to impose sanctions and determining what sanction is appropriate will be arrived at through discussions between the headteacher (or another member of the Core Senior Leadership Team), the DSL or Deputy DSL, as well as the relevant member of the pastoral team. After this initial discussion, parents/carers will be informed as soon as possible and invited into school to ensure they understand why the behaviour is unacceptable and that they are involved in the solution.

Consideration will be given to the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and the balancing of sanctions and their likely impact with the need to safeguard and support pupils.

In addition to any sanctions being imposed, which may range from a verbal warning through to suspension or (rarely) expulsion, other steps may include:

- A referral to early help
- A referral to children's social care
- Reporting to the police

- In-school measures to bring about long-term changes in behaviour and attitudes

In all cases of child-on-child abuse (no matter how minor), parents and carers will be kept fully informed of any sanctions and any actions taken subsequently, including support measures put in place.

6.7 Child on Child Abuse - Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a Head of Year. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

A referral to the Friendship Coordinators can be made via the Referral for Support tracker.

The next steps taken should always be recorded on CPOMS.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the delivery of the curriculum of Life Skills that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

Any risk assessments or supportive measures put in place must be recorded on Edukey.

For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. In addition to a sanction

which can range from an After School (60 minute) detention to a suspension, there may be a restorative justice activity e.g. making amends with the young person they have targeted if this has been some form of bullying.

In the cases of sexually harmful behaviour, it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere. It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence, such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident.

It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

6.8 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) – supervised by the Headteacher or another member of the Senior Leadership Team.
- Isolation – Pupils withdrawn from lessons and taken to the Reflection Room (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 Responding to misbehaviour

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

7.1 Informal actions:

- Implementation of behaviour management strategies that will hopefully lead to improved behaviour and/or de-escalation, detailed in the PGHS Staff Handbook; e.g. directed commands, a quiet word or a stare.
- The application of any preventative measures / reasonable adjustments / planned support (outlined in a Pastoral Support Plan on Class Charts).

If the informal actions fail to bring about the expected level of behaviour, then the class teacher should initiate formal actions, in a calm manner:

7.2 Formal Actions:

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

WARN the pupil formally yet calmly that they could be removed (outlining what they must do / not do to meet the school’s behaviour expectations)

MOVE the pupil to another seat (reiterating how their behaviour must change to meet the school’s behaviour expectations)

REMOVE the pupil by requesting SLT support (briefly outlining the behaviour that led to the pupil's removal to the member of SLT upon their arrival at the classroom).

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

Detentions (during and after school hours) are a key component of the school's behaviour policy. In accordance with Section 5 of the Education Act 1997, **parental consent is not required to detain a pupil and this will be communicated to parents where necessary (See Appendix 8), however, in the case of detentions taking place outside of school hours, it will typically be sought.**

All staff can issue same-day detentions in accordance with the recommended tariffs on Class Charts. A staged series of detentions are held to reflect the severity of the misbehaviour (see appendix):

During a break detention, time for the student to eat or drink does not need to be provided. Allowing them to leave at the movement bell will provide them with sufficient time to go to the toilet before the next lesson.

Lunchtime detentions will take place for a maximum of the 30 minutes, affording the student the opportunity to eat, drink and use the toilet.

A pupil who fails to attend an issued detention moves up the tiered system. The detention system is administered by SLT.

Failure to attend an after-school detention may lead to the issuing of an alternative and, in some cases, a more severe sanction, imposed during the student's next day in attendance at school. This may include a period or consecutive periods of social time isolation, a period in the Reflection Room or a longer after school detention. **Parents will be informed on the day of issue when these alternative sanctions are imposed, however parental consent will not be sought.**

Parents are informed of all same-day detentions via Class Charts.

All detentions logged on Class Charts can be viewed by parents via the Class Charts Parent App.

Parents are informed of all after school detentions (taking place on Friday afternoons between the hours of 3:30 and 5:00pm) through the Class Charts app, at the time of issue. They are also given an additional reminder via Parentmail, providing them with at least twenty-four hours' notice prior to the detention, and therefore the opportunity to ensure arrangements have been made for their child's safe journey home from school after the detention.

Letters (via Parentmail) are sent home for all Removes, SLT Detentions, Heads' Detention and Isolations (periods in the Reflection Room), confirming the date and time of the sanction, as well as outlining the reason why the sanction has been imposed.

Detentions will not be issued where there is any reasonable concern that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk
- whether the pupil has known caring responsibilities
- whether the detention timing conflicts with a medical appointment

In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and whether suitable travel arrangements can reasonably be made by the parent for the pupil.

The school does not need to consider the impact on parents of any new arrangements for collecting students after a detention, or a student's arriving home from school at a later time.

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.

Pupils 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 extreme and ongoing disruption to lessons can be removed from the classroom by a member of the Senior Leadership Team, normally for the remainder of that lesson. Typically, this will occur when a student has been unable to improve their behaviour and the teacher has implemented the formal actions outlined in Section 7.2 above (the Warn, Move, Remove procedure).

A student may be immediately removed from a lesson immediately, where their behaviour is of such serious concern that the graduated Warn, Move, Remove procedure is unsuitable. This would include:

- Physical (actual and threatened) or verbal abuse of another member of the school community
- Behaviour that is endangering the health, safety and wellbeing of themselves or others
- Where a student is found in possession of a banned item or illicit substance.

After ascertaining the reason for the remove*, the member of SLT who has removed the pupil will take the following steps:

- EITHER - escort the pupil to the Reflection Room, providing immediate pastoral support to ensure the pupil is calm / no longer distressed. A decision will be made at this point regarding the duration of the remove. In most cases, a student will be removed for the remainder of that lesson or activity. **Any decision to remove a student for longer than the remainder of the lesson or activity must be approved by the Headteacher or a member of the Core Senior Leadership Team.**
- OR - return them to the lesson, **if it is judged to be highly likely that the pupil will behave correctly upon their return, and to not do so would have a seriously detrimental impact upon their learning and / or that of others (this will likely be rare).**

The supervising member of staff in the Reflection Room will then:

- engage in a reflective conversation that both supports pupils in understanding how to meet the school's behaviour expectations in the future, whilst attempting to ascertain any underlying factors that may have contributed to their misbehaviour: for example, if the pupil has mental health or learning needs (including SEND) or is experiencing significant challenges at home.
- ensure any information gleaned that may be relevant / important should be recorded on CPOMS as a Pastoral Concern and referred to the appropriate HOY / member of SLT. **Where a safeguarding concern is raised, this should be reported to the DSL using CPOMS (refer to the Safeguarding Policy).**

The appropriate Head of Year (or member of SLT) will then:

- contact parents/carers on the same day.
- engage in a further reflective conversation that both supports pupils in understanding how to meet the school's behaviour expectations and explores any underlying factors that may have contributed to their misbehaviour: for example, if the pupil has mental health or learning needs (including SEND) or is experiencing significant challenges at home.

- review any existing measures and oversee the implementation of any new measures to bring about the required improvements in behaviour. This may include support in the form of reasonable adjustments, as well as further sanctions.
- liaise with the SENCO / PP Champion / SLT / DSL / Family Support Worker (as appropriate) when consider further supportive measures that will help the student to meet the school's behaviour expectations.
- inform the student's social worker on the same day, if they have one (e.g. Child in Need plan, Child Protection plan or they are Looked After).
- review and amend the student's Personal Education Plan if they are looked after and notify their Virtual School Head.

**It is the class teacher's responsibility to add a description of the behaviours which led to the Remove on Class Charts, at the earliest opportunity.*

Removal data is analysed by SLT on a weekly, termly and annual basis in order to interrogate repeat patterns, and the effectiveness of the use of removal.

Data-based decisions will determine whether frequently removed pupils may benefit from additional and alternative approaches to managing their behaviour, including:

- the creation of a PSP (or review of an existing one), including meetings with parents
- initiating a Behaviour Contract, including the use of behaviour monitoring cards
- investigation by the Special Educational Needs Co-ordinator (SENCo)
- investigation and intervention by the Pupil Premium Champion
- referral for further support e.g. counsellor, ex-services mentor, Family Support Worker or external agency

or, whether specific departments or teachers may require more support to better manage pupil behaviour.

On a termly basis, SLT will analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics, to ensure that the removal policy is not having a disproportionate effect on pupils sharing protected characteristics.

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 in the Reflection Room, isolated from their peers, under the supervision of a trained member of staff. Pupils will complete reflection tasks under the direction of their Head of Year or a member of SLT, in addition to continued curriculum learning, provided by their normal class teacher. Failure to behave appropriately whilst in isolation can result in the sanction period being extended, or some circumstances, suspension.

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 sanctions 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 still 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 Haven Manager and a school counsellor, such as counselling and anger management interventions.

7.8 Off-site Direction (temporary measure to prevent further exclusion)

Where previous sanctions have proved ineffective, the school may impose a temporary respite placement at another school or alternative provision (usually 1 or 2 weeks in duration). These placements are supported by a letter of direction to the parent/carer as per DfE Guidance issued in July 2022. Failure to attend a such a placement as directed, could result in a further suspension or permanent exclusion.

Any use of an alternative provision should be based on an understanding of the support a child's or young person's needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

When possible, in-school interventions or targeted support from AP schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

The length of time a pupil spends in another mainstream school or AP and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.

The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time.

The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews. For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.

The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

Further details regarding AP can be found in the school's Alternative Provision policy.

7.9 Managed Transfers (permanent measure to prevent further exclusion)

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.

Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents agree that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment, and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority.

7.10 Pastoral Support Plans (PSPs) and Provisions (recorded on Edukey)

Pastoral Support Plans (PSPs) and Provisions (both recorded on Edukey) document the supportive measures or reasonable adjustments that are put in place to help the student to meet the school's behaviour expectations. Where it is felt that a range of reasonable adjustments are required to support the student, a PSP will be created. The creation and ongoing review of a PSP will be overseen by the

appropriate Head of Year or member of SLT. Where a single supportive measure is deemed sufficient to bring about the required improvement in behaviour e.g. a time-out pass, this will be recorded as a single provision. Like PSPs, these will be regularly monitored and reviewed for their effectiveness.

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.

7.12 Exceptions and Modifications to the Administering of Sanctions

Taking disciplinary action and providing appropriate support are not mutually exclusive actions.

Members of the pastoral team and SLT will always consider whether the misbehaviour exhibited gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

If this is held to be the case a Team Around the Child (TAC) meeting will be convened by the Headteacher or a member of staff designated by the Headteacher, to consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions would then be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Any alternative arrangements will be considered as exceptional, and the school will ensure that we are consistent in their application, considering any previous and similar cases.

Outcomes from the TAC meeting will be shared with all staff, parents and other relevant professionals via a PSP (stored on Edukey).

7.13 Monitoring and evaluating school behaviour

The behaviour of students at PGHS and the impact of rewards of rewards and sanctions is monitored, analysed and reviewed weekly, termly and annually:

Weekly – SLT analysis of Class Charts and CPOMS data, exploring patterns of behaviour by year group and at the individual student level (including punctuality, suspensions, removal, isolation, searching, screening and confiscation), whilst making recommendations for further action. The analysis is discussed, and actions are agreed by the Core Senior Leadership Team.

Termly – SLT analysis of suspensions (SIMS), Class Charts and CPOMS data, the use of off-site directions e.g. respite placements and managed moves is presented in a report to Governors, for detailed scrutiny by the Curriculum and Standards Committee. Any recommendations for further action are recorded in the minutes and implemented by SLT.

Annually – Behaviour and Attitudes is a key focus of the annual cycle of School Improvement and Evaluation. Targets for the following academic year are grounded in emerging priorities, derived from the previous year's data.

SLT will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. Potential contributory factors that affect student behaviour will be identified, along with system problems or any failure to provide appropriate support.

Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

8.0 Suspension and Permanent 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

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.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how it support SEND students or disabled students during this period.

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.

For any permanent exclusion, the Headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

8.3 Exclusion Procedures

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

'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (July 2022)

As a Maintained School, the policies, procedures and documentation regarding suspensions and exclusions are adopted from Lancashire Education Authority.

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 establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. Headteachers should also take the pupil's views into account, considering these and in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.

Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance (DfE, July 2022).

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 Cancelling exclusions

The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified on the same day and, if relevant, the social worker and Virtual School Headteacher (VSH);
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

8.33 Reintegrating students following exclusion

When a student is reintegrated into school, they and a parent or carer must attend a reintegration meeting with the Headteacher (or a designated member of the Senior Leadership Team) and the appropriate member of the pastoral team.

Minutes of the meeting will be taken by the Headteacher's PA and recorded as 'Exclusion Reintegration Meeting' on CPOMS (See appendix 9).

The minutes of the meeting will form the basis of a Reintegration Agreement document that the Headteacher, parents / carers and student must sign.

The format of the reintegration meeting will be as follows:

Brief review, by the Headteacher or member of the pastoral team, of the circumstances that led to the exclusion

An opportunity for the student to demonstrate that they understand why their behaviour did not meet the school's behaviour expectations and what they intend to do differently.*

An opportunity for parents/ carers to ask questions regarding the school's behaviour expectations, as well as to clarify the support that the school will offer for their child, to avoid any further sanctions.

A review, by the Headteacher or a member of the pastoral team, of reasonable adjustments that have been put in place to support the student to meet the school's behaviour expectations.

Agreement on any future school / parent/carer and student actions to support successful reintegration. This may include referral for additional support, as agreed in the meeting. NOTE: As part of any reintegration from exclusion, the student will be placed on a period of behaviour monitoring (using a six-week programme of behaviour monitoring cards). This will be explained to the parents along with the school's expectations on parents regarding card checking.

**NB. If the student is deemed to not understand why their behaviour failed to meet school's behaviour expectations (even where efforts have been made to communicate this by parents or staff where the student has some form of learning disability or other communication barrier), it may be necessary to initiate an agreed period of time for the student to be educated in the Haven or to spend some time in the Reflection Room, before they are fully reintegrated into school. This will be discussed and agreed during the meeting.*

Following a successful reintegration meeting, it is the responsibility of the appropriate Head of Year to closely monitor the student's behaviour through the behaviour monitoring cards and analysis of behaviour data pertaining to the student. This should last for the duration of the behaviour monitoring card process (typically 6 weeks or half a term).

The appropriate Head of Year must also provide weekly updates to the parents regarding their child's behaviour and review the impact of any agreed support or reasonable adjustments. This should last for the duration of the behaviour monitoring card process (typically 6 weeks or half a term).

8.34 Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Schools have a statutory duty to make arrangements for safeguarding and promoting the welfare of their pupils. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State. All schools must have regard to Keeping Children Safe in Education.

Furthermore, schools have a statutory duty to co-operate with safeguarding partners once designated as relevant agencies. Equally, safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as found in Keeping Children Safe in Education.

8.35 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 and weapons
- An item likely to have been used to commit a criminal offence or to cause personal injury to any person (including the pupil) or damage to property
- Alcohol
- Illegal drugs
- Tobacco and smoking-related paraphernalia, including vaping products, e-cigarettes and cigarette papers
- Stolen items
- Pornographic images
- Fireworks
- Other inappropriate items deemed to present unacceptable risk

In addition to the prohibited items listed above, the school rules permit that staff will also search for:

- Medications e.g. prescription drugs
- A second mobile phone where it is suspected that is being used in a way that is harmful to the pupil or other members of the school or wider community.

Searching will be conducted by a senior member of the pastoral team (Core SLT) with another member of SLT or the Pastoral Team.

Lockers may be searched at any time, without consent, and not in the pupil's presence.

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.

Before any search takes place, the member of staff who initiated the decision to carry out a search should explain to the pupil:

- Why they are being searched
- How and where the search is going to take place

The pupil should also be given the opportunity to ask any questions.

The cooperation of the pupil should always be sought before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

Refusal to comply with a search request will, of itself, be a disciplinary matter and the sanction will be decided by the headteacher.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in Section 8.32, but not to search for items which are identified only in the school rules (also in Section 8.32).

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging

property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

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.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed in Section 8.32 and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search. In the event that the Headteacher determines that a strip search may be required, the police will be called in accordance with the steps outlined in the Education Act 1996 and DfE Guidance 'Searching, Screening and Confiscation' (July 2022).

Any search by a member of staff for a prohibited item listed in this policy and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

The following information will be recorded on CPOMS under 'Search Conducted':

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;

- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Informing parents

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

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. If they are seen, they will be confiscated. 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 After School Detention.

Section 2 of the 2011 Education Act sets out provisions relating to mobile phones and other electronic devices. If school staff feel that a mobile phone may have been used inappropriately, the Head of Year 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 Individual student needs and reasonable adjustments

10.1 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.

These reasonable adjustments will be detailed in the student's Pastoral Support Plan (see appendix 4) or a listed Provision, stored on Edukey, and accessible via the Support Tab in Class Charts.

10.2 All staff will be provided with regularly updated information via staff meetings, briefings, and email bulletins, regarding students who have special educational needs and/or disabilities and any reasonable adjustments in place. It is expected that staff will use this information wisely when implementing the school behavioural policy.

10.3 Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

We will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the reasonable adjustments that have been put in place.

The law also requires schools to balance several duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

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 2021	Curriculum and Standards
November 2022	Curriculum and Standards

APPENDIX 1

THE SCHOOL RULES, ROUTINES & EXPECTATIONS

PRINCIPLE

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

Punctuality and Attendance

- 1 Pupils coming 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 loitering on corridors, in toilets, changing rooms or around lockers when they should be elsewhere. Pupils must never leave a classroom without permission.

Behaviour and conduct – around the school site

- 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, yet with pace and purpose. Shouting, running or pushing is not acceptable on corridors at any time. Students must ensure that they do not block the way of any other members of the school community.
- 5 Correct uniform as per the School Uniform policy must always be worn (appendix Z).
- 6 Coats and jackets must not be worn inside school.
- 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, they must sign in at Reception on their 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 (these can only be refilled before school, during breaks and lunches and after school). Students should dispose of litter and food in the waste bins provided.

- 10 Electronic devices (including mobile phones, SMART watches and tablets) 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 or other weapons, 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. Where necessary, the police will also be notified.
- 12 The selling of items on the school premises is not allowed without prior permission from the Head Teacher.
- 13 Students must not engage in any behaviour that could be detrimental to their own health and wellbeing or could cause physical or emotional harm or distress to any other member of the school community.
- 14 Students must use polite and appropriate language and communication when addressing members of the school community and in public settings when representing the school.
- 15 Students must be quiet and receptive when lining up as a class or year group and being addressed by a member of staff.

Behaviour and conduct – in classrooms

- 16 All students will follow the PGHS Classroom Routines outlined below:
 - Take out your writing equipment, planner, exercise book / folder
 - Look for the quiet signal (teacher hand up)
 - Stand behind your desk, whilst the teacher checks your uniform
 - **Remain silent for the register**
 - Listen carefully to instructions and if you're unsure, ask for guidance
 - Ask if you are unsure of a spelling, don't guess!
 - Check over your work when it's finished; look for mistakes and correct them
 - Leave your desk / area tidy
- 17 Students must ensure that toilet visits are taken at break and lunch **unless the student has a toilet pass – REASONABLE ADJUSTMENT** - (issued by a Head of Year and stuck into their planner).
- 18 Students must work to the very best of their ability in each lesson and when completing homework.

Behaviour and conduct – beyond the school gates

- 19 Students must arrive at and leave the school in full uniform.
- 20 Students must be always polite and courteous.

21 Students must respect members of the public and the local environment.

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 students who are experiencing barriers to learning in school.

To provide support for students who are struggling to meet the school's behaviour expectations.

To provide support for students who are at risk of suspension or permanent exclusion.

Stage 1 – Identifying pupils and their needs

Pupils can be identified by Heads of Year 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 behavioural 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 (a Red Behaviour Expectations card)
- A pupil who has poor mental health

Before issuing 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 HOY. SHA (DSL) 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 HOY, 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 Head of Year, 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 monitoring card and parents being required to attend a Governor's Behaviour Panel.

APPENDIX 5: Behaviour Consequences

Failure to behave in accordance with our School Values has consequences
Repeatedly failing to uphold our School Values has serious consequences

Behaviour	Which School Value was not upheld?	Consequence
Incorrect Uniform	Dignity	Break Detention (20m)
Late to lessons	Ambition	Break Detention (20m)
Class Work Issue	Curiosity	Negative Point – Parents Informed
Homework Issue	Curiosity	Negative Point – Parents Informed
Failure to bring equipment / books / kit / planner	Social Responsibility	Negative Point – Parents Informed
Chatty	Dignity	Department Detention (20m)
Shouting Out	Dignity	Department Detention (20m)
Rudeness to Pupils	Compassion	Department Detention (20m)
Off Task	Curiosity	Department Detention (20m)
Defiance	Dignity	After School Detention (40m) / Isolation
Rudeness to Staff	Compassion	After School Detention (40m) / Isolation
Seat Move in Lesson	Dignity	After School Detention (40m) / Isolation
Mobile Phone / ICT Misuse	Social Responsibility	After School Detention (70m) / Isolation
Disrespecting the Environment	Social Responsibility	After School Detention (70m) / Isolation
Exam Malpractice	Ambition	After School Detention (70m) / Isolation
Removed from Lesson	Dignity	After School Detention (70m) / Isolation
Vandalism	Social Responsibility	Headteacher's Detention (100m) / Isolation / Suspension
Theft	Social Responsibility	Headteacher's Detention (100m) / Isolation / Suspension
Unsafe Behaviour	Compassion	After School Detention (70m) / Headteacher's Detention (100m) / Isolation / Suspension
Peer on Peer Abuse	Dignity & Compassion	Headteacher's Detention (100m) / Isolation / Suspension / Expulsion

APPENDIX 6: Behaviour Expectations

Be the best that you can be

Good Behaviour at PGHS	Which School Value are you developing?	Being the best that you can be
Wear the correct uniform	Dignity	Take pride in your appearance
Arrive to lessons on time	Ambition	Be ready to go at the bell and walk briskly to lessons
Complete class work	Curiosity	Take pride in your work
Complete homework	Curiosity	Put time and effort into homework
Bring equipment / books / kit / planner	Social Responsibility	Use your planner to organise yourself
Talk in class when your teacher directs you to do so	Dignity	Get fully involved in discussion tasks
Don't raise your voice	Dignity	Be considerate of others when in classrooms and on corridors
Be polite to other students	Compassion	Be kind, helpful and friendly to everyone
Stay on task	Curiosity & Resilience	Keep focused, even when it's tough
When asked to do something by a teacher, do it	Dignity	Don't wait to be told to start a task
Be polite to teachers	Compassion	Be friendly and helpful towards your teachers
If a teacher warns you that you must improve your behaviour, do it	Resilience	Do something positive to show you know how to behave
Keep your mobile phone turned off in school and use other devices as instructed	Social Responsibility	Always use social media responsibly, even when you are not at school
Look after the school environment	Social Responsibility	Look for opportunities to improve our school environment
Follow all the rules given to you when sitting exams	Ambition	Be a role model to others; be prepared
If a teacher moves you and tells you to improve your behaviour, you must do it	Resilience	Do something positive to show you know how to behave
Look after school property	Social Responsibility	Report any vandalism, damage or graffiti that you see to a member of staff
Look after your valuables and use your lockers	Social Responsibility	Report suspicious behaviour and encourage your friends to look after their valuables too
Act safely and be safe in and out of school	Compassion	Look out for yourself and for others; report any concerns you have
Treat peers with dignity and respect	Dignity & Compassion	Report any concerns you may have about how a student treats others

APPENDIX 7: School Uniform 2022-23

SCHOOL UNIFORM

We insist upon a strict adherence to our rules around uniform and expect our girls to wear it with pride. We both trust and rely on your full support in implementing this policy.

Uniform

- SKIRT: Navy skirt with kick pleats bearing our school badge. (TO BE WORN KNEE LENGTH)*
- TROUSERS: School Uniform Trousers bearing our school badge*
- JUMPER: Special Cherry Red with embroidered badge* (Navy jumper in Year 11)

*NOTE: These items should only be purchased from our school outfitters (listed below).

- BLOUSE: White, Rever Collar: Poly/Cotton.
- SOCKS: White/Navy, knee length; (not over the knee). NO TRAINER SOCKS.
- TIGHTS: Black, plain. NO LEGGINGS.
- SHOES: Substantial, Black, flat or low-heeled. NO TRAINERS, PUMPS OR BOOTS.
- OUTDOOR COATS: Navy/Black, must be sensible in style and MUST NOT BE WORN INSIDE SCHOOL. NO LEATHER OR DENIM JACKETS, TRACKSUIT TOPS, HOODIES OR JACKETS WITH LARGE LOGOS.
- Navy or black head scarf.

Accessories

Jewellery** is restricted to an analogue or digital watch and ONE PAIR of SMALL, DISCRETE STUD EARRINGS (WORN AS ONE STUD IN EACH EAR LOBE). These items must be removed for PE. NO OTHER PIERCINGS.

Any piercings that fall foul of this policy and cannot be removed immediately, must be covered up with a plaster. Failure to remove these items after an agreed timescale with parents will be treated as serious defiance, leading to further detentions, isolation and in extreme cases, suspension.

Any watch e.g., Apple Watch or other electronic device** that can connect to the internet cannot be worn in school.

****NOTE:** As per DfE regulations, the school will confiscate and securely store any items that fall foul of this policy. Confiscated items will be returned to students at the end of the school day, or to parents by separate arrangement. Students will also receive a detention.

Hair

Hair should be neat and sensible. Extreme hair colours e.g., unnatural or starkly contrasting colours, or styles e.g. partly shaved, are not permitted.

If it is not practical or possible for an unsuitable hair style or colour to be resolved immediately, the student may be isolated until this has been done. Failure to resolve the issue after an agreed timescale with parents will be treated as serious defiance, leading to further detentions, Isolation and in extreme cases, suspension.

Hair grips, bobbles, scrunchies and hair bands must be discrete in size and style, plain and either cherry red, navy or black.

Appearance

Students wearing excessive make-up, false eyelashes, fake tan, false nails, or coloured nails will be withdrawn from lessons until removed.

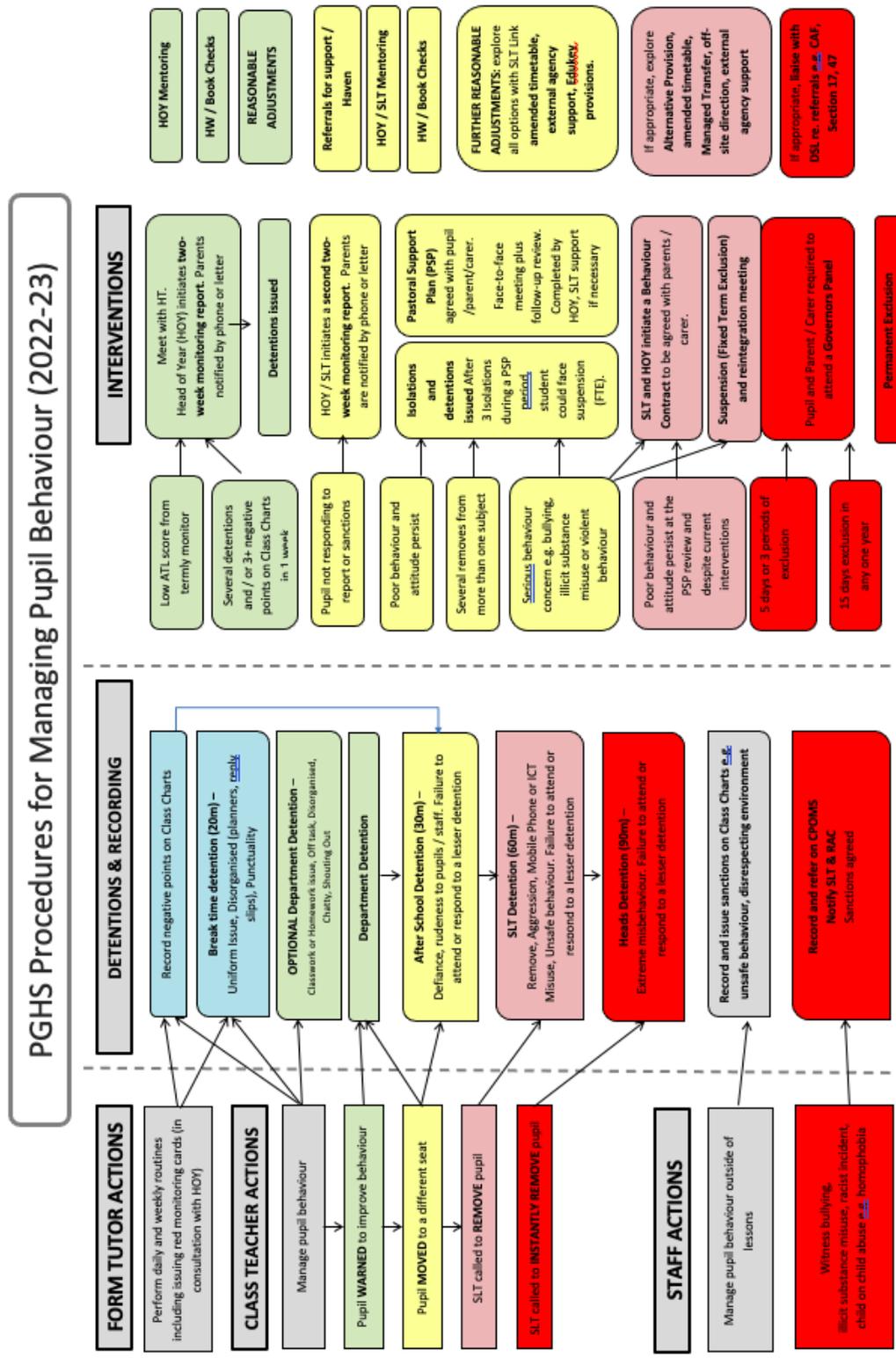
If it is not practical or possible for these items to be removed immediately, the student may be isolated until this has been done. Failure to remove these items after an agreed timescale with parents will be treated as serious defiance, leading to further detentions, Isolation and in extreme cases, suspension.

All items of school uniform should be named. Iron on and sew on tapes are widely available.

Further details regarding our school uniform can be found on the school website:

<https://www.penworthamgirls.lancs.sch.uk/about-pghs/year-6-transition/uniform/>

APPENDIX 7: PGHS Procedures for Managing Pupil Behaviour 2022-23



APPENDIX 8: Letter to parents re. school's authority to issues sanctions

DATE

Dear PARENT NAME,

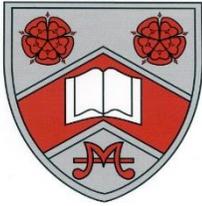
Further to our recent conversation/phone call/email exchange/discussion with XXX regarding your refusal of the sanction applied to CHILD'S NAME, I can confirm that, in accordance with the Education and Inspections Act 2006 (sections 90-92), schools are entitled to impose a *'disciplinary penalty'* on a student *'where his/her conduct falls below the standard which could reasonably be expected of him/her (whether because he/she fails to follow a rule in force at any such school or an instruction given to him by a member of its staff or for any other reason).'* Furthermore, schools are not required to seek parental permission for a sanction nor to parents have the right of veto over a sanction given. The government website provides information (<https://www.gov.uk/school-discipline-exclusions>).

Therefore, if CHILD'S NAME, refuses to attend detention (even with your blessing) then the school's behaviour policy will be followed, and the sanction escalated in accordance with that as this will be seen as a further act of defiance. I can also advise you that this sanction will be served by CHILD'S NAME on the next occasion they attend school.

I trust that this clarifies our position, the sanction will be served, and we can move forward productively from this point.

Yours sincerely,

**K Pomeroy
Headteacher**

APPENDIX 9: Reintegration from Suspension proforma**Penwortham Girls' High School - Reintegration from Suspension****Meeting Proforma**

NB. THESE PROMPTS MUST BE USED TO STRUCTURE THE MEETING.

- 1. COPY AND PASTE INTO CPOMS AND RECORD AS 'REINTEGRATION MEETING'.***
- 2. PROVIDE A PAPER COPY TO THE HEAD'S PA, FOR POSTING HOME (REPLY SLIP ATTACHED).***
- 3. PARENT REQUESTED TO SIGN AND RETURN THAT THEY HAVE READ AND ACCEPTED THE AGREEMENTS REGARDING NEXT STEPS.***

Date / Time & Location of Reintegration Meeting:

Student and Form:

Meeting attended by:

Brief outline of reason for suspension:

Student response:

Parent response:

HT & attending staff response:

Proposed next steps:

Explanation of what future failure to meet behaviour expectations may lead to:

ACTIONS BY SCHOOL - reasonable adjustments and other supportive measures -

ACTION BY STUDENT -

ACTIONS BY PARENT -