



CLIMATE FOR LEARNING

PRINCIPLES

Penketh High School is committed to bringing out the 'best in everyone'

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment by:

- promoting the PACE agenda (see last page) throughout the school.
- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response (through PACE) to both positive and negative behaviour;
- promoting early intervention in cases where pupils are highlighted to need support in educational, emotional and pastoral care.
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Climate for Learning Policy, Penketh High School Charter and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

ROLES AND RESPONSIBILITIES

- The Governing Body will establish, in consultation with the Principal, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.



- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise any issues with the school arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of Pupil Expectations and PACE management procedures (see last page). Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

There are FOUR rights on which Penketh High School's 'Code of Conduct' is based.

All members of the school have equal access to the FOUR RIGHTS, which are as follows:

1. All teachers have a right to teach
2. All students have a right to learn
3. Everyone has a right to safety
4. Everyone has a right to fair treatment



PUPIL EXPECTATIONS

Our school promotes a caring community and all our students are responsible for meeting the pupil expectations as set out in pupil planners.

The one rule for all of us, in school, is everyone will act with manners and consideration to others at all times.

This means that in class, regardless of your abilities, we want to make it possible for everyone to learn and for the teacher to teach. This includes:

- following the PACE management procedures (see last sheet of document)
- arriving on time with everything you need for that lesson;
- beginning and ending the lesson in an orderly and polite way
- listening carefully; following instructions
- helping each other when required and being sensible at all times

For your safety, you should move sensibly and quietly around the school site. This means:

- never running, barging or shouting
 - being ready to open doors
 - standing back to let people pass and helping to carry things.
 - Keeping to the left in crowded areas.
 - Following the one-way system around school
- ⇒ To allow everyone to feel safe you should speak politely (even if you feel bad-tempered!) and use a low voice (shouting is always bad mannered).
- ⇒ To be the best kind of learners you can and be silent whenever you are required to be.
- ⇒ To take care of everyone's health you should keep the school site clean and tidy so that it is a welcoming place we can all be proud of. This means putting all litter in bin, keeping walls and furniture clean and unmarked, taking great care of the displays, particularly other people's work.
- ⇒ Out of school, walking locally or with a school group, you must always remember that the school's reputation depends on how you behave.



In order to secure our aims of our Pupil Expectations we must ensure that:

- PACE management is followed consistently and fairly so that all stakeholders are clear of the processes and procedures.
- The positive aspects of praise, rewards for high achievement and the satisfaction of success through good work are emphasised.
- Opportunities for students to be challenged, to take initiatives and to accept responsibility for their progress are given by all the academy's activities, both curricular and extra-curricular.
- High standards of dress, attendance, punctuality, work and behaviour are actively encouraged.
- We have high expectations of our students.
- We create an atmosphere of good relationships where mutual respect between students and staff can develop.
- Staff model the adult behaviour expected of students to encourage the development of self-esteem and self-discipline.
- Students and staff are aware of the importance of enhancing the image of the school in the community by insisting on good conduct and behaviour at all times when outside school.
- Rudeness, bad language, smoking, bullying, racist and sexist behaviour and physical violence are not tolerated in our school.
- Negative aspects will never be allowed into our school.
- Pupil expectations are consistently, firmly and fairly enforced.
- Sanctions, including withdrawal of privilege, are applied appropriately and students made aware of why their wrongdoing is unacceptable.
- All staff take responsibility for supervising students at all times when they are about the school. This includes corridors, classrooms, outside areas and the canteen.



Our Climate for Learning Policy is designed in such a way that it follows the principles set out in Pupil Expectations and the Home School Agreement. Whilst we aim to foster an atmosphere in which students may reach their academic potential and also develop fully as individuals, we recognise that there will be occasions when behaviour falls below the high level we are trying to achieve. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential. PACE management will set these guidelines out in a simple and effective way so that all students and staff understand the process clearly.

Penketh High School students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This will be shown by high standards of behaviour, effort, punctuality, class work, homework, organisation, attendance and uniform. Where a student's behaviour does meet with expectations, they will be rewarded.

REWARDS

Praise and appreciation should be expressed as often as possible to give encouragement and positive reinforcement. Our present rewards system includes:

- Going for Gold agenda.
- Attendance Awards.
- Tokens for Trips
- Going for Gold Postcards/certificates home.
- Year Graduation
- EPS (ensuring progress and success) competitions.
- Verbal praise, either personal or public
- Celebration through assemblies.
- Subject stickers
- Letters home for good progress.
- Positive comments in Student Planners, exercise books, and students' work
- Recognition on Presentations Evening
- Student council representation
- Sports Leader status
- Good references
- Head Teacher's commendations
- Special rewards for example Golden Tickets or attendance vouchers



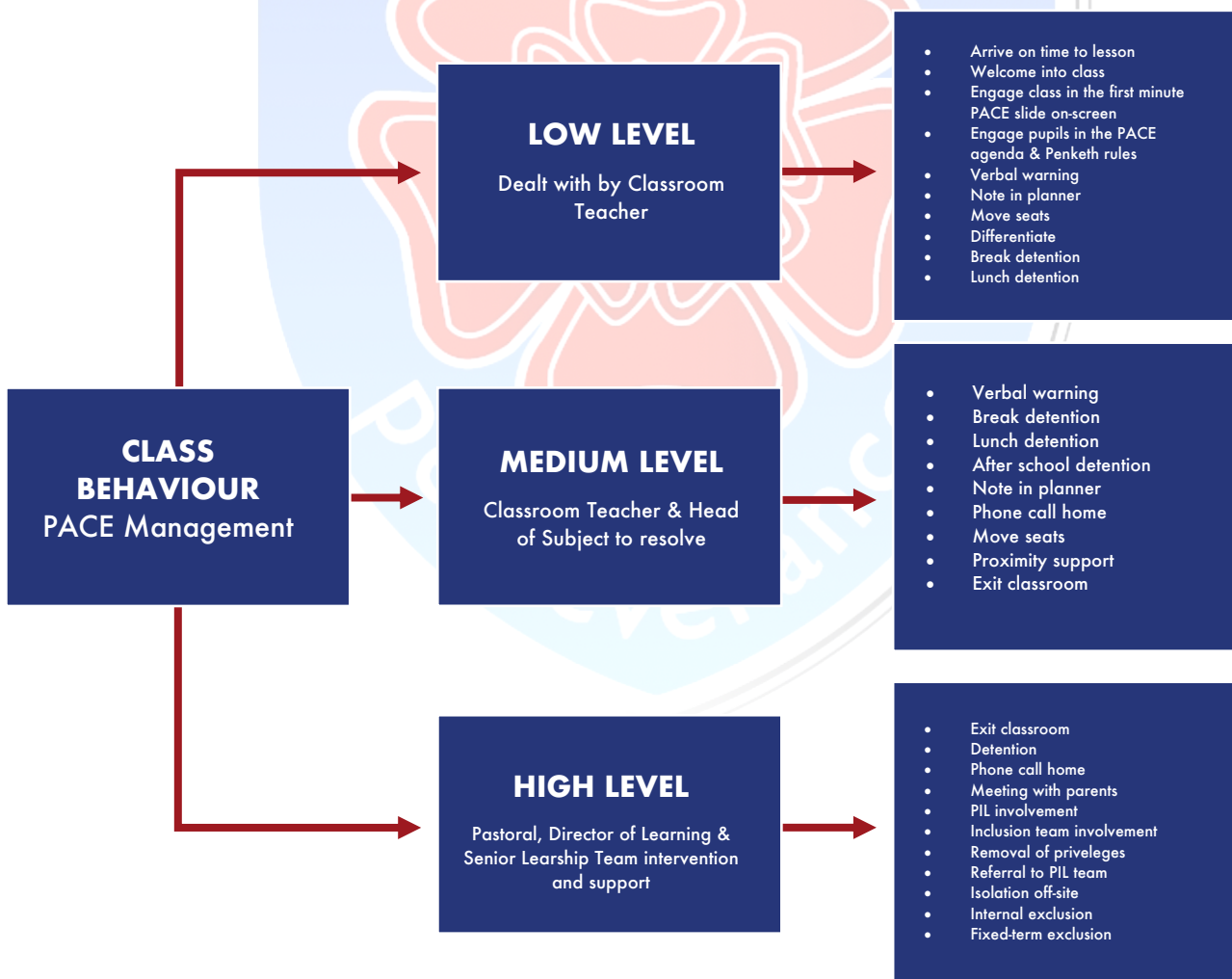
UNACCEPTABLE BEHAVIOUR

In striving to achieve an outstanding learning environment sanctions are necessary to deter students from behaviours that infringe

- A student's right to learn
- A teacher's right to teach
- A person's right to safety
- A person's right to fair treatment.

Students will always be given a chance to consider their behaviour, through our PACE agenda. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

EXAMPLES OF APPROPRIATE SANCTIONS FOR POOR BEHAVIOUR



PLEASE NOTE: In cases where a child brings an illegal substance or dangerous weapon into school, we will consider permanent exclusion.



WIDER AND ENHANCED SUPPORT

Pupils may require enhanced support beyond the policies identified above. Penketh High are committed to doing all that it can to ensure that pupils retain a place in mainstream schooling. Where pupils have additional support needs in order to engage effectively, pupils could be referred to "in house" support services that aim to offer pupils an enhanced level of support in order that they can continue to access school. There are three tiers of support that pupils can be referred to offering a varying degree of intervention these are;

- Curriculum Support
- Inclusion
- The school's internal alternative provision

These services are offered in school with a view to supporting pupils in order that pupils do not reach a point where permanent exclusion or a referral to external permanent alternative provision is required.

EARLY INTERVENTION AND SUPPORT

Vision

At Penketh High School we aim to provide a totally inclusive pastoral system in which each child's needs are catered for, every child matters as an individual and all young people make excellent progress regardless of background and need.

Rationale

In order to achieve this vision, our inclusion strategies and pastoral care system must be aligned to the five outcomes of the ECM agenda, to help achieve the outcomes children and young people have identified as the key to well-being in childhood and later life.

Be healthy

Physically healthy

Mentally and emotionally healthy Sexually healthy

Healthy lifestyles

Choose not to take illegal drugs

Parents, carers and families promote healthy choices

Stay safe

Safe from maltreatment, neglect, violence and sexual exploitation

Safe from accidental injury and death

Safe from bullying and discrimination

Safe from crime and anti-social behaviour in and out of school

Have security, stability and are cared for

Parents, carers and families provide safe homes and stability



Enjoy and achieve

Ready for school

Attend and enjoy school

Achieve personal and social development and enjoy recreation Achieve stretching national educational standards at secondary school *Parents, carers and families support learning*

Make a positive contribution

Engage in decision-making and support the community and environment Engage in law-abiding and positive behaviour in and out of school Develop positive relationships and choose not to bully and discriminate

Develop self-confidence and successfully deal with significant life changes and challenges

Develop enterprising behaviour

Parents, carers and families promote positive behaviour

Achieve economic well-being

Engage in further education, employment or training on leaving school Ready for employment

Enhance job prospects by engaging in alternative curriculum Live in decent homes and sustainable communities

Access to transport and material goods Live in households free from low income

Parents, carers and families are supported to be economically active

Early intervention and targeted support is essential to an inclusive school. We work alongside a number of agencies that complement the work of the school.

perseverance



INTERVENTION SUPPORT TEAM (ORCHARD CENTRE)

Removing barriers to learning through work to improve attendance, self-esteem and academic progress.

WELFARE TEAM & EMOTIONAL HEALTH & WELLBEING TEAM

We have a team of staff that support pupils, parents and staff with mental health and emotional issues. These staff are trained in mental health and can support pupils in many different ways. There is a referral process to their service.

SCHOOL HEALTH ADVISOR

Initial health concerns, advice, referrals to CAHMS. Is available for drop ins for pupils 1.5hours a week to discuss health issues, pupils are also referred through the pastoral team.

EDUCATIONAL PSYCHOLOGIST

An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual clients or groups; advising teachers, parents, social workers and other professionals.

CHILD AND ADOLESCENT MENTAL HEALTH SERVICE (CAMHS)

Child and adolescent mental health service for young people with behavioural, psychiatric and psychological difficulties. The team offers a range of therapeutic interventions, offers support and consultation to other professionals who work with children.

RESPECT PROGRAMME

RESPECT is an annual course run by the fire service where pupils work on their behaviour. These are off site placements where pupils engage in team building, self-esteem and positive activities to support them in mainstream education.

YOUTH OFFENDING TEAM

The Youth Offending Team works with young people at risk from offending behaviour.



SIGNPOST YOUNG CARERS

Offering support to young people who are caring for a member of their family or a close friend due to a range of issues such as physical disability, ill health, ADHD, mental health. Signpost offer 1-1 support through counselling, group activities and holidays.

WARRINGTON YOUTH SERVICE (WYS)

The Warrington Youth Service offers support to families and young people covering a range of issues. A worker may be allocated to a parent/s to offer invention to a family at risk of breakdown or they may be allocated to a young person to engage them in positive activities and to help develop social skills and strategies in making and maintaining positive friendships. This team also support with issues around drugs.

FAMILY OUTREACH

FO provides the most 'at risk' families with the high level, intensive support they need to make positive changes. FO targets those families who are responsible for disproportionate amounts of anti-social behaviour, those families who are yet to be lifted away from child poverty and those who are at risk of becoming involved in offending behaviours.

PUPIL WELFARE COORDINATOR

Provides support for pupils who are vulnerable or at risk. These pupils have the opportunity to meet with WW and discuss issues that are affecting their emotional state.

PUPIL REFERRAL UNITS (PRU)

Pupil Referral Units are centres for children who are not able to attend a mainstream or special school. Each local education authority has a duty to make arrangements for the provision of education in or out of school for *all* children of compulsory school age. If children may not receive suitable education for any period for reasons such as illness or exclusion from school, these arrangements can be made through Pupil Referral Units.

SCHOOL COUNSELLOR

An independent Counsellor is available to meet with students to discuss any worries or concerns they may have. These pupils are referred through HOH and an FSM01 filled in.

CHILDREN'S SOCIAL CARE

Children's Social Care is responsible for the care and protection of children and young people.



POLICE COMMUNITY SUPPORT OFFICER (PCSO)

PCSO's are members of support staff employed, directed and managed by their Police Force. They will work to complement and support regular police officers, providing a visible and accessible uniformed presence to improve the quality of life in the community and offer greater public reassurance.

FAMILY SUPPORT WORKER (FSW)

Family support workers provide emotional and practical help and advice to families who are experiencing long- or short-term difficulties. They aim to help children (who may otherwise be taken into care) stay with their families.

YOUTH OFFENDING TEAM (YOT)

Youth offending team tailor-made programmes for 8 to 17-year-olds who are at high risk of involvement in crime or anti-social behaviour or who have been involved in such activities.

COMMON ASSESSMENT FRAMEWORK FORM (CAF)

Common Assessment Framework Form. This is used to access additional services to support families and young people. It is completed in partnership with parents and must always be completed to start the Team Around the Child Process.

SOCIAL SERVICES (CIN) & MULTI-AGENCY SAFEGUARDING HUB (MASH)

Previously known as Child in Need (CIN). These are multi agency meetings held in partnership with parents. The aim is to identify and provide support to families and young people who are experiencing difficulties or need services that are additional to universal services.

PERSONAL EDUCATION PLAN (PEP)

A Personal Education Plan (PEP) is a document describing a course of action to help a child or young person reach his/her full academic and life potential. The PEP should be put together and be completed at a meeting in which the designated teacher, social worker and carers for the young person in public care are present. The child or young person should also be part of their education planning, either at the PEP meeting itself or through discussions outside that meeting.



PASTORAL SUPPORT PLAN (PSP)

The PSP is a school based and coordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their attendance. These plans are linked to the every child matters 5 outcomes.

LOCAL SAFEGUARDING CHILDREN TEAM (LSCT) INC. VIRTUAL HEAD FOR CHILDREN IN CARE (CIC)

Local safeguarding team offer advice to school on child protection issues as well as a multitude of other safeguarding aspects. Virtual Head supports in the progress and wellbeing of pupils in care and has annual meetings with VP.

NURTURE GROUP (SOCIAL SKILLS GROUP)

Support and activities for children that have low self-esteem or confidence. Builds on social skills and promotes friendship groups.

INCLUSION BEHAVIOUR TEAM

Facility for more intensive work around improving behaviour, also serves as a sanction for serious incidents.

YOUTH SERVICE

Drug and Alcohol service, offering support and advice to young people, families and friends affected by drug and alcohol misuse. School based service offering tier 2 support to young people who are concerned about their alcohol use or wanting to stop smoking.

PEACE CENTRE

Young people's support service which supports pupils who are struggling with many aspects of their lives, this includes group sessions on staying safe, individual work on self-esteem and respect. The Peace Centre also offers mentors to school and support after school hours.

FOOTSTEPS

A group set up to support young people who are being affected by drugs. This group support young people who have influences around them and being affected in their daily routine by someone else's drug addiction.



CATCH 22

An agency that work with pupil who are running away from home and displaying dangerous risk taking behaviour.

MULTI-AGENCY RISK ASSESSMENT CONFERENCE (MARAC)

A group which meets around the safety of pupils including those at risk of Child Sexual Exploitation (CSE).

SERVICE ALLOCATION MEETING (SAM)

Service Allocation Meetings which sits while looking at Common Assessment Forms (CAF's). This enables agencies to signpost families to the best early help organisations.

KOOTH

An online support group for all pupils who are experiencing any signs of mental health, suicidal ideology, bullying or any concerns. A trained couniclor is available to discuss things online.

JAMIE'S FARM

A five day 'back to basics' residential trip. Jamie's farm acts as a catalyst for change, enabling young people to thrive academically, socially and emotionally. This is achieved through a unique residential experience and rigorous follow-up programme, combining farming, family and therapy.

CORNERSTONES

Cornerstones Vocational Training provides construction training at Levels 1 and 2. They offer various trades such as; brickwork, joinery, plastering, painting and decorating. Pupils may also work towards a BTec qualification.

ROCON!

A project at St Rocco's hospice which engages sections of society who may not otherwise be touched by the hospice. St Rocco's join up with the local schools and integrate children into the hospice, working alongside patients and carers whilst focusing on living life as fully as possible despite the challenges we face.



FIDDLERS FERRY POWER STATION – EDUCATION RESOURCE CENTRE

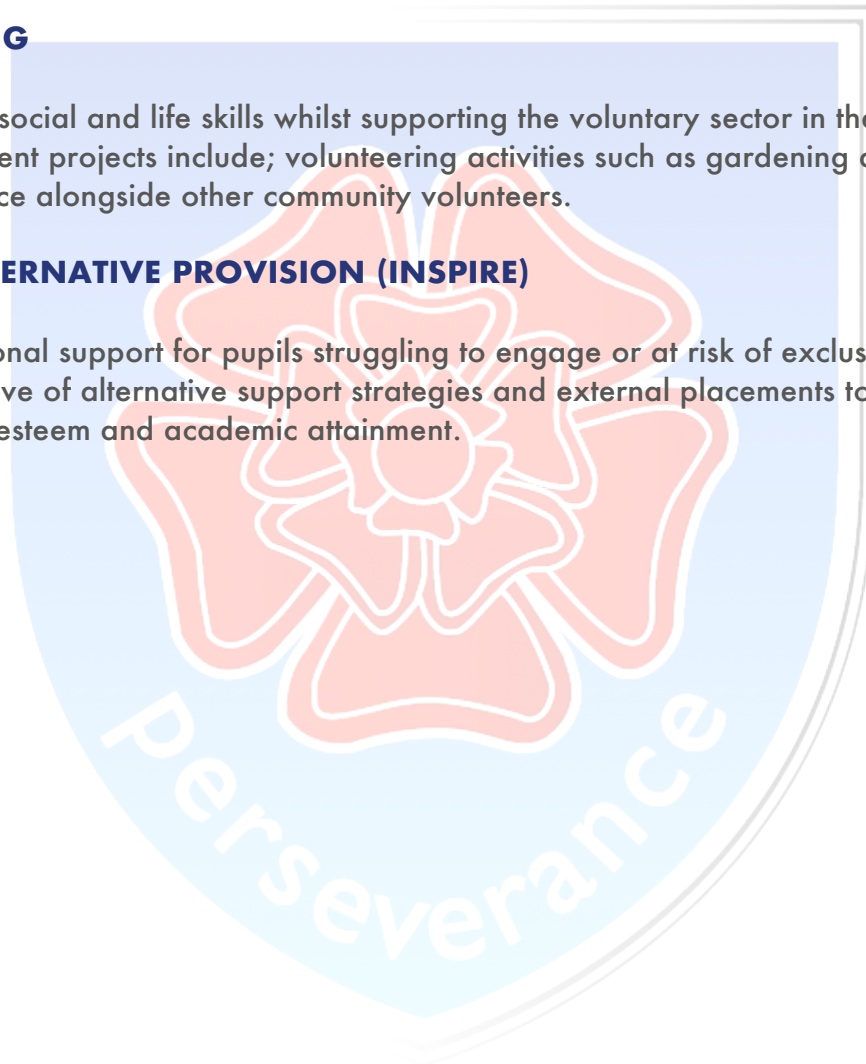
An outdoor learning programme relating to areas of the curriculum, such as; energy, sustainability and habitats. Activities can include; crafts, bird watching, team building and gardening, whilst supporting the 'learning outdoors' government objectives.

VOLUNTEERING

Development of social and life skills whilst supporting the voluntary sector in the local community. Current projects include; volunteering activities such as gardening and crafting at St Rocco's hospice alongside other community volunteers.

IN-HOUSE ALTERNATIVE PROVISION (INSPIRE)

Providing additional support for pupils struggling to engage or at risk of exclusion. Bespoke timetables inclusive of alternative support strategies and external placements to improve attendance, self-esteem and academic attainment.





PACE MANAGEMENT

