



Penketh
High School



PENKETH HIGH SCHOOL

Policy: Climate for Learning – Behaviour

Policy owned by	N Smith
Date Approved by Local Governing Body	18 November 2020
Signature of Chair to Local Governing Body	L Muir
Signature of Academy Principal	J Carlin
Date of Next Review	August 2021



Climate for Learning – Behaviour Policy

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1. Introduction – Principles

Penketh High School is committed to bringing out the ‘best in everyone’. Our school aims to be a school where:

- All students are READY, RESPECTFUL, and SAFE
- Effective teaching and learning takes place
- Relationships between staff and students are built on courtesy and respect
- High standards of behavior, order, discipline and positive attitudes to learning (through Learning scores are clear)
- There is spiritual, moral, social and cultural development to ensure that pupils are prepared to be reflective about and responsible for their actions as good citizens

It seeks to create an inclusive caring, learning environment by:

- Promoting the ‘Classroom Responsibility’ 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 ‘Classroom Responsibility’ and Learning Scores) 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 their 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 'Classroom Responsibility' 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.

At Penketh High School we believe:

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

All members of the school have equal access to the FOUR rights

School rules

At Penketh High school students must follow our school rules of being READY, RESPECTFUL and SAFE at all times. Where students do not follow our school rules, sanctions may be put in place.

Staff will discuss with students what being READY, RESPECTFUL and SAFE means to each of the settings they are working in. For example, this could mean:

1. Ready

- When you are punctual to school, form and lessons you are ready to learn
- When you have wear the correct uniform you demonstrate the desire to be a proud member of Penketh High School community
- When arriving to lesson, you line up in silence waiting for a member of staff to welcome you into the class
- When you enter the classroom your planner and equipment should be out on the desk immediately ready to learn
- When you have all your equipment you are ready to learn. As a minimum a pen, pencil, ruler, planner and scientific calculator are required.
- Demonstrating the correct attitude to learning and achieving a minimum learning scores 2, shows you are committed, ready to learn and make progress.

2. Respectful

- When you travel to and from school you are representing Penketh High School. You must conduct yourself in a manner which demonstrates a respect for the community and members of the public
- When around the school site you must respect the school environment, taking pride in our school
- When interacting with staff and peers, you must do so with respect. All pupils and staff must be polite, courteous and use good manners at all times
- All pupils must follow instructions, first time without question
- Respect your peers' right to learn and your teachers' right to teach

3. Safe

- Walk sensibly around the school site – following the one-way system
- No inappropriate physical contact with other students
- No throwing objects
- No engaging in inappropriate behaviour when using the internet or social media.

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

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 means:

- Following the 'Classroom Responsibility' 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
- Achieving a Learning Score of 2 or 1 to demonstrate a positive attitude to learning
- 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
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- 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:

- The 'Classroom Responsibility' system is followed consistently and fairly so that all stakeholders are clear of the processes and procedures.
- The positive aspects of praise, recognition 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 school's activities, both curricular and extra-curricular.
- Poor standards of uniform, attendance, punctuality, work and behaviour are actively challenged.
- We create an atmosphere of good relationships where mutual respect between students and staff can develop.
- Bullying, racist and sexist behaviour are not tolerated in our school.
- Antisocial behaviour will not be tolerated.
- 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.
- 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.
- All staff will take responsibility for supervising students at all times when they are in school.

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. The 'Classroom Responsibility' system 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, positive attitude to learning (learning scores), effort, punctuality, class work, homework, organisation, attendance and uniform. Where a student's behaviour does meet with expectations, they will be recognised.

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/League Tables
- Attendance Awards.
- Tokens for Trips
- Year Graduation
- EPS (Ensuring Progress and Success) competitions.
- Verbal praise, either personal or public
- Celebration through assemblies.
- Subject commendations
- Letters home for good progress.
- Positive comments in student planners, exercise books, and students' work
- Recognition at Presentation Evening
- Student Council representation
- Principal'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 the following:

- 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 'Classroom Responsibility' agenda. They will be encouraged and helped to make apologies to other students or staff they may have offended; to show they can keep to the school rules; or to make suitable reparation.

Sanctions

In some cases, it will be necessary to discipline a student who has misbehaved and broken a school rule. To be lawful, the punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. It should be noted that the school will use CCTV footage (where available) as evidence when determining a sanction.

The purpose of sanctions is to demonstrate that misbehaviour is not accepted and to deter other students from similar behaviour. It is necessary to establish boundaries and ensure that all students are able to learn and progress; the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Sanctions are to be applied in order to support and promote positive behaviour and learning. SIMS should always be used to record these incidents so that an accurate record exists and can be shared effectively with other staff and other agencies as appropriate.

The Department for Education guidance, 'Behaviour and discipline in schools', highlights a range of disciplinary measures that can be used by schools which will be considered.

Detentions

A key element of sanctions will be detentions. These may be given when there is a breach of school discipline. The member of staff must act reasonably and the punishment must be proportionate when imposing a detention, as with any disciplinary penalty. When imposing detentions, we follow the guidance from the DFE (Behaviour and discipline in schools – Advice for Headteachers and school staff – February 2014).

Detentions will be imposed when other behaviour management tools have been unsuccessful. Teachers will use detention time to conduct restorative conversations.

Parents and carers should note that:

- Teachers have a legal power to detain students
- Detentions can be held at break and lunchtime without notifying the parent/ carer
- With break and lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet
- Detentions should be supervised. Students should not be made to stand outside classrooms.
- Parental consent is not required for detentions. Where possible, parents will be contacted by to confirm this arrangement.
- When deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements would create inconvenience for the parent. However, a detention should not be sanctioned should the student's safety be compromised
- All members of staff, including support staff can impose detentions
- After school detentions should be avoided if the student is a young carer or there are other serious mitigating circumstances. In such situations the detention would be deemed unreasonable.

Reflection

This is an alternative sanction used by the school to avoid fixed term exclusions and should be recognised as a serious consequence for a breach of the school rules.

If the student is placed in reflection, parents will be notified by a telephone call. Parents will be required to attend a meeting to discuss their child's behaviour that resulted in this sanction.

The reflection will run parallel to the school day; however, the student will be working away from their usual lessons. Students will have a supervised break and lunch and will not be allowed to interact with other students. There will be restorative conversations as part of the reflection as well as personalised tasks to reflect on their choices.

Exclusions

Penketh High School conforms to the Local Authority and DfE Exclusion Guidance. Fixed-term exclusions are deemed as serious by the school, parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period between 2 and 5 days, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare. Wherever possible the school will work with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

Alternative provision at a partner school

As a result of poor behaviour, a decision may be made for a student to attend a partner school for a fixed period of time. This provides the student with an opportunity to reflect on their current behaviour and to understand that we will not tolerate poor behaviour. Parents will be informed of the alternative provision by phone with confirmation of specific details and instructions. Failure to comply with this provision will result in an escalation to a more serious sanction.

Attitude to learning review meeting

If a student is persistently displaying poor behaviour, and/or attitude to learning, and fails to meet the expectations that we have highlighted, the student and their parent(s)/carer(s) will be invited to a meeting with their Year Lead and a member of the Senior Leadership Team.

The students' current performance will be discussed and interventions will be put in place to support the student in reflecting and re-engaging in learning.

Governor intervention meeting

If a student has been involved in a serious breach of the school behaviour policy or persistently disrupts teaching and learning, the student and parents will meet with a Governor and a member of the Senior Leadership Team. The student's current performance will be discussed and this intervention provides the student with another opportunity to reflect on their behaviour and respond positively.

Students' conduct outside of school

Penketh High School will act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures determined for regulating pupil behaviour when they are off the school site and not under the lawful control or charge of a staff member.

The school will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the inappropriate behaviour
- The extent to which the reputation of the school has been affected
- Whether the behaviour in question was on the way to or from the School, outside the School entrance, or otherwise in close proximity to the School

In addition, the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff) will be considered.

Searching a student

School staff can search a student for any item under the school rules if the student agrees. There is no legal requirement for staff to receive training before undertaking a 'without consent search'.

Penketh High School enforces a strict ban on e-cigarettes, energy drinks and electronic devices, all of which have a detrimental effect to school discipline. Members of staff, by law, may confiscate or retain a student's property as part of a disciplinary action (such as mobile phones and non-compliant items of uniform).

Mobile phones, iPods and headphones are not allowed to be used or seen in the school building or on site during the school day.

- On entry to the school site, the mobile, iPod or headphones must be switched off and put in a school bag.
- Mobiles, iPods and headphones should not be visible on a student. They are to remain in bags.
- Mobiles will not be allowed to be used in lessons for research, or as a calculator or for telling the time. Students are not allowed to use mobiles as calculators in examinations and they need to have their own scientific calculator for this purpose.
- Mobiles, iPods and headphones are not allowed to be switched on/used until students have left the school site at the end of the school day.
- In an emergency, please contact the school office and we will send a message to your child.
- If a mobile, iPod or headphones are seen in the building or outside during school time will be confiscated.
- Students will be able to collect the item at the end of the school day from their year group Reflection room. Parents /carers will be informed of repeated violation of this rule.
- Where there are on-going concerns regarding the use of such items, sanctions will need to be escalated and we may ask that parents collect any items confiscated. We appreciate that this is inconvenient and therefore require your support in ensuring that your child knows and understands the rules.

According to the legislation, the member of staff conducting the search should be the same sex as the student. There should always be a witness (also a staff member). The exception to this is when a member of staff is of the reasonable belief that there is a risk of serious harm to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The person conducting the search can only ask for 'Outer Clothing' to be removed. Outer clothing is defined in the 'Screening, Searching and Confiscation Advice for Headteachers,

Staff and Governing Bodies as “clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, shoes, boots, gloves and scarves.”

Headteachers and other authorised staff can search students and/or their possessions without consent where it is suspected that the students have prohibited items. The discovery of any items will result in disciplinary action. These items include (this is not an exhaustive list):

- knives or weapons
- alcohol
- illegal drugs – stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Weapons, knives, alcohol, illegal substances and stolen items can be seized and should be photographed and the police contacted (where appropriate). More information can be found in the DFE publication ‘Screening, Searching and Confiscation Advice for Headteachers, Staff and Governing Bodies’ (January 2018).

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such circumstances, the school will apply an appropriate disciplinary penalty. Reasonable force can be used “to conduct a search for knives or weapons, alcohol, illegal drugs and stolen items.” – Section 550ZB (5) Education Act 1996.

Power to use reasonable force

All members of staff have a legal power to use reasonable force according to Section 93 of the Education and Inspections Act 1996. In a school, force can only be used for two main purposes: to control students or to restrain them. It is always unlawful to use force as a punishment.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically

intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

However, additional care should be taken should it be necessary to restrain a disabled student and/or a student with special educational needs.

There is no statutory definition of reasonable force. However, in the 'Use of Reasonable Force: What is reasonable force' (DFE, July 2013), the DFE defines reasonable force in the following ways:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
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Parents should note that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- Restrain a student at risk of harming themselves through physical outbursts.

The DFE document should be referred to should you wish more information, e.g. when schools can and cannot use reasonable force. When an incident occurs in our school the following must happen:

- Any member of staff using 'reasonable force' should complete an incident form which is referred to in page 18 of Warrington Borough Council's 'Guidance on Positive handling for adults working with and caring for children in schools'.
- Parental consent is not required to restrain a student but the law requires that each parent should be informed where force has been used on their child.
- In the event of an allegation that a member of staff has used unreasonable force or used force in inappropriate circumstances, a thorough, speedy and appropriate investigation will take place.

Allegations against a member of staff

The school will follow the Pan-Cheshire Safeguarding Procedures for allegations against staff and further guidance can be found in the school Safeguarding Policy. In every instance where an allegation is made, the quick resolution of that allegation will be a clear priority to the benefit of all concerned.

In the case of unfounded malicious allegations against a member of staff, the pupil who has made these allegations will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some pupils may also need to be referred to an Educational Psychologist for assessment.

Wider and enhanced support

Pupils may require enhanced support beyond the policies identified above. Penketh High is 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

- SEMH.

The Assistant Principal responsible for Climate for Learning in the school will work with others to monitor and evaluate students' behaviour. The SIMs systems adopted by the school will allow for the identification of student success (Learning scores) and also patterns in student performance; this will inform the appropriate intervention. Further to this:

- The Curriculum Area Leader will monitor and address student behaviour within their department
- The Year Lead will monitor and address student behaviour, attitude to learning and attendance within the year group that will impact on student progress
- The Welfare Team will support any students who have barriers to learning linked to SEMH
- Inclusion will support any students who struggle with the high expectations and need extra support and intervention to educate and provide them with strategies and skills to be successful in mainstream classes
- For some pupils, their behaviour difficulties may be so severe and complex that they may require a statement of special educational needs. This will be determined by the Special Education Needs Co-ordinator and through Educational Psychologist advice.
- The Assistant Principal will monitor student removals from lessons and any exclusions on a daily basis
- SLT will receive regular updates regarding student conduct and strategically discuss plans for students demonstrating persistently disruptive behaviour
- Governors will review statistics on fixed term and permanent exclusions in the Principal's report

The Assistant Principal (Climate for Learning) will proactively work with others to reward students' good behaviour and eradicate bad behaviour. Further to this, s/he will use a range of data and evidence to identify areas for development in the behaviour management of students.

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; where every child matters as an individual, and where 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. 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. We work alongside a number of agencies that complement the work of the school.

Intervention support team (Orchard Centre)	Removing barriers to learning through work to improve attendance, self-esteem and academic progress.
Welfare team and Emotional Health and 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 (EP)	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 main stream education
Youth Offending Team (YOT)	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 <i>all</i> 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.
Police Community Support Officers (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.
Children's Social Care	Children's Social Care is responsible for the care and protection of children and young people.
Family Support Worker (FSW) Previously known as Family Pathfinders.	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 co-ordinated 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) Including 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 (CAFs). This enables agencies to signpost families to the best early help organisations.

Kooth	An on line support group for all pupils who are experiencing any signs of mental health, suicidal ideation, bullying or any concerns. A trained councilor is available to discuss things on line.
Jamie's Farm	<p>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.</p> <p>This is achieved through a unique residential experience and rigorous follow-up programme, combining farming, family and therapy.</p>
Cornerstones	Cornerstones Vocation Training provides construction training at level 1 and 2. They offer training in trades such as brickwork, joinery, plastering, painting and decorating. Pupils may 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 local schools and integrate children into the hospice to work alongside patients and careers whilst focusing on living life as fully as possible despite the challenges that 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 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 in 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.

The Classroom Responsibility System – This behaviour tool is to be utilised to support staff and pupils in managing low level disruption to learning. It has been designed to encourage pupils to make the right choices and take responsibility for their own learning. It uses pupil friendly language.

Responsibility	Action taken and by whom
R1	<ul style="list-style-type: none"> • The class teacher will give you one opportunity to make the right choice and correct your behaviour. • The class teacher may choose to move your seat. * • Teacher may discuss that you are at risk of Learning Score 3 if disruption persists.
R2	<ul style="list-style-type: none"> • You will be removed from your classroom to work in your year group Reflection room for the remainder of the lesson. • A lunch detention will be issued by your class teacher and communicated home. • Learning Score 4 issued. • The Curriculum Area Leader will be notified.

<p>R3 – if disrupting (or refusing to go) in year group Reflection room.</p>	<ul style="list-style-type: none"> • On call notified who will discuss the choices you are making, and associated consequences should you not make the right choice. <p>If behaviour is not corrected, then the following actions will be taken:</p> <ul style="list-style-type: none"> • Lengthier period in year group Reflection. • Referred to CAL and placed on a subject report which will be monitored by the CAL. • Head of Year will contact home to discuss pupil behaviour, consequences and remind parent/carer of school expectations. • There may be a further sanction at this stage which will be communicated home.
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* if spare seat is available and within social distancing guidelines.

Should any pupil fail to turn up for their break detention they will be issued with a lunch detention.

Should any pupil fail to turn up to their lunch detention they will be a second opportunity to complete the detention. Failure to do so will result in a fixed period of time in Reflection.

If pupils are removed from lesson parents will be contacted and parental meetings organised.

Learning Scores

Below are the Learning Score criteria. At Penketh High School we expect a minimum of a 2 to ensure pupils reach their potential. The correct attitude and effort is reflected in pupil's outcomes. Achieving a 2 or 1 can have a positive impact on the progress and ultimately the grades which they achieve.

Number	Criteria	Possible Actions
1	<ul style="list-style-type: none"> Working above and beyond Contribute to class discussions and encourage others to do the same Overcome challenges with a positive mind-set Actively wanting to know how to improve work 	<ul style="list-style-type: none"> Positive phone call home G4G Reward post card
2	<ul style="list-style-type: none"> All classwork attempted/completed Improve work when a mistake is made Move onto extension work once finished Excellent presentation of work 	<ul style="list-style-type: none"> G4G Reward card if consistently working at a 2.
3	<ul style="list-style-type: none"> Insufficient quality of work produced Settling for underachievement Not fully engaged with lesson 	<ul style="list-style-type: none"> Break detention CAL/HOY involvement if persistent Phone call home if persistent
4	<ul style="list-style-type: none"> Not engaging in the lesson Minimum work complete Low level disruption/distracting others 	<ul style="list-style-type: none"> Lunch detention Work in year group Reflection Subject report Contact home
5	<ul style="list-style-type: none"> Refusal to complete work Ignoring teacher instructions Persistent disruption 	<ul style="list-style-type: none"> On call notified Lengthier period spent in year group Reflection Phone call home Parental meeting if repeated HOY involvement

It should be noted that school reserve the right to deal with behaviour and enforce sanctions as we feel appropriate. In cases where a child brings an illegal substance or a dangerous weapon into school, we will consider permanent exclusion

