



**Penketh  
High School**



**PENKETH HIGH SCHOOL**

**Policy: Climate for Learning (Behaviour) Policy 2021/2022**

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| <b>Policy owned by</b>                            | <b>N Smith</b>       |
| <b>Date Approved by Local Governing Body</b>      | <b>November 2021</b> |
| <b>Signature of Chair to Local Governing Body</b> | <b>L Muir</b>        |
| <b>Signature of Academy Principal</b>             | <b>J Carlin</b>      |
| <b>Date of Next Review</b>                        | <b>August 2022</b>   |

## **1. Introduction**

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 pupils are built on courtesy and respect
- High standards of behaviour, 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, Home School Agreement and associated procedures;
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## **2. 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 pupils and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

The Assistant Principal (Climate for Learning) 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/Assistant 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 pupils 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 and carers 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.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of Pupil Expectations and the Standards that they will be held to. This will be delivered through the behaviour curriculum at the beginning of each academic year, and re-visited routinely. Pupils will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.

### **3. Improving Behaviour**

At Penketh High School, we believe that the following principles will underpin further improvements in behaviour:

- Behaviour is a curriculum, and therefore, pupils must be taught how to behave
- Make it easy to behave and hard to misbehave through explicitly clear standards and expectations, recognising when pupils meet and exceed expectation and enforcing sanctions when not
- Good relationships are formed because of consistent structures and high expectations.
- Consistency is the foundation of all good habits – do the basics well
- Everyone matters – pupils, staff and parents/carers

#### **Why do we need to teach behaviour?**

We often believe that young people know how to behave; recognising and rewarding successes, and issuing consequences when pupils misbehave or fall short of our expectations – for some this is a vicious cycle.

We must change our thought process to ‘if they behave well, they have been taught these things. If not, we must teach them.’

Behaviour cannot be modified by simply telling someone to behave. Instead, the skills, understanding and knowledge must be taught. Similar to how we teach an academic subject.

#### **How do we teach behaviour?**

On pupils return to school in September, we run an induction week lasting 6 days. Each pupil will be explicitly taught, including deliberate practice of, expected behaviour.

Each lesson is structured in the same way as an academic subject with pupils receiving direct instruction from staff, written tasks and opportunities for discussion and reflection along with low stakes quizzes.

Following the induction week, the themes are reviewed at various points across each term as these good habits only last as long as they are performed!

Pupils who struggle to achieve our expectations will be identified to receive further support in any aspects of their behaviour – this will be identified by the Year Leader.

#### **4. School Rules**

At Penketh High School we believe that all members of the school have equal access to the following:

- All teachers have a right to teach
- All pupils have a right to learn
- Everyone has a right to safety
- Everyone has a right to fair treatment

At Penketh High school, pupils must follow our school rules (core values) of being Ready, Respectful and Safe at all times. Where pupils do not follow the school rules, sanctions may be put in place.

Staff will discuss with pupils what being Ready, Respectful and Safe means to each of the settings they are working in. For example, this could mean:

##### **Ready**

- When you are punctual to school and lessons you are demonstrating a readiness to learn.
- When you 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 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 score of a 2 shows you are committed, ready to learn and make progress.

##### **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.

##### **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. Every individual pupil is responsible for meeting the pupil expectations as set out below.

#### **5. Expectations**

##### **As a pupil, I will:**

- Believe in myself and my ability to achieve.
- Understand the responsibility that I have in enhancing my learning.
- Know what my targets are in all of my subjects for the end of each year.
- Attend school every day, arrive on time in the morning and be on time to every lesson.

- Wear my uniform correctly and with pride.
- Bring the correct equipment to school each day. As a minimum:
  - Pen
  - Pencil
  - Ruler
  - Compass
  - Protractor
  - Scientific calculator (preferably Casio FX-82ES or FX-83GTX)
- Complete all classwork and homework that is set to the best of my ability.
- Treat everyone with respect and follow all instructions first time.
- Always demonstrate exemplary behaviour around the school site.
- Respect our school environment, resources, and equipment.
- Work hard in every lesson, striving to be the best that I can be.
- Act on the advice of teachers.
- Not disrupt teaching and learning opportunities for other pupils in my classes.
- Represent the school well when in the local community or when wearing the school uniform.
- Ensure that my mobile phone and associated devices, such as iPads, earphones etc. are switched off and placed in my school bag upon arrival to school.

**This means that:**

In class, regardless of your ability, 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 second to last page 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 (see last page of document) of a 1 or 2 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 at all times.

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 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.

To secure our aims of our Pupil Expectations we, as a staff, must ensure that:

- We show respect for each child and for his or her family and know each individual pupil.
- The positive aspects of praise, recognition for high achievement and the satisfaction of success through good work are emphasised.
- Opportunities for pupils 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.
- Prioritise improvement in the standards of the school, our expectations of pupils, and of our practice so that we strive to always provide a better learning experience for our pupils, for example, Poor standards of uniform, attendance, punctuality, work and behaviour will be actively challenged.
- We create an atmosphere of good relationships where mutual respect between pupils 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 pupils 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.
- Pupils 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 pupil at all times when they are in school.
- Provide a safe and comfortable environment that's conducive to learning.

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 pupils may reach their academic potential and develop fully as individuals, we recognise that there will be occasions when behaviour falls below the high level we strive 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 pupils and staff understand the process clearly.

Penketh High School pupils 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, classwork, homework, organisation, attendance and uniform. Where a pupil's behaviour does meet with expectations, they will be recognised.

## **6. Classroom Management**

Teaching and support staff are responsible for creating the climate for positive behaviour within the classroom. They will:

- Create an environment that encourages pupils to be engaged
- Model the whole school expectation in the classroom
- Plan lessons to support all pupils
- Effectively communicate concerns regarding behaviour, attitude to learning and progress to parents/carers and to CAL/HOY via SIMS
- Effectively utilise other adults in the classroom (where applicable)
- Use SEND passports to inform planning (where applicable)
- Follow the 'Classroom Responsibility' system to challenge incidents of low level disruption
- Use varied methods of praise and encouragement (e.g. the 1:6 ratio)
- Strategically use learning scores to encourage active engagement and positive behaviour
- Use de-escalation strategies to diffuse incidents.

### **Persistent Disruption in the Classroom**

Persistent disruption refers to disruption (low level included) that occurs on two or more occasions in a short time frame, for example, if a pupil disrupts two consecutive lessons in a subject this would be categorised as persistent disruptive behaviour. The following processes are to be followed by all staff when addressing incidents where pupils are persistently disrupting learning:

- All incidents are to be recorded on SIMS, providing a factual summary of what occurred – this will alert the Year Leader and Curriculum Leader.
- Issue detentions which increase in length – break, lunch, and after-school
- Contact parents/carers to discuss concerns with them and request their support – staff may wish to liaise with the Year Leader who may be aware of wider issues prior to contacting home.
- Referral to Curriculum Leader and place on a subject monitoring report card.
- If the above fails and issues persist, staff will refer to the Year Leader who will decide on how to proceed.
- Wider support may be offered through the Climate for Learning team.
- Referrals to SENDCO/SEMH lead for assessments may be appropriate at this stage.

### **Patrol**

There are members of the Senior Leadership Team on duty each lesson. The purpose of this role is to support colleagues with the management of any behaviours that take the focus away from teaching and learning. Where a pupil's behaviour requires action to be taken by Patrol staff, an appropriate consequence will be applied. This could range from a detention to a fixed-term exclusion depending on the severity of the behaviours.

## **7. Recognition**

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

- Going for Gold agenda/League Tables.
- Half-termly pupil and staff nominations.
- 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 exercise books and pupils' work.
- Recognition at Presentation Evening.
- Pupil Leadership representation.
- Principal's commendations.
- Special rewards, for example, Golden Tickets or attendance vouchers.

## **8. Unacceptable Behaviour**

In striving to achieve an outstanding learning environment, sanctions are necessary to deter pupils from behaviours that infringe the following:

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

Pupils will always be given a chance to consider their behaviour, through our 'Classroom Responsibility' agenda and explicitly clear expectations that are re-affirmed on a regular basis. They will be encouraged and helped to acknowledge any misdemeanours and to make apologies to other pupils 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 pupil'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 pupils from similar behaviour. It is necessary to establish boundaries and ensure that all pupils are able to learn and make progress; the focus will always be on supporting the pupil 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 are 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. Staff can issue a break, lunch or after school detention for breaches of the school rules. Staff will use detention time to conduct restorative conversations.

Parents and carers should note that:

- Teachers have a legal power to detain pupils.
- 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 pupil to eat, drink and use the toilet.
- Detentions should be supervised. Pupils 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 (for example, after school), the teacher should consider whether suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements would create inconvenience for the parent. However, a detention should not be sanctioned should the pupil's safety be compromised.



- All members of staff, including support staff can impose detentions.
- After school detentions should be avoided if the pupil is a young carer or there are other serious mitigating circumstances. In such situations the detention would be deemed unreasonable.
- If a pupil fails to attend a detention, the sanction will be escalated.

### **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 pupil is placed in reflection, parents will be notified by a telephone call – normally by their child’s Year Leader. Parents/carers may be required to attend a meeting to discuss their child’s behaviour that resulted in this sanction.

The reflection room will run parallel to the school day; however, the pupil will be working away from their usual lessons. Pupils will have a supervised break and lunch and will not be allowed to interact with other pupils. There will be restorative conversations as part of the reflection as well as personalised tasks to reflect on their choices and make necessary adjustments to their behaviour and attitudes.

### **Exclusion**

Penketh High School conforms to the Local Authority and DfE Exclusion Guidance. Fixed-term exclusions are deemed as serious by the school, parents/carers will be informed immediately through a telephone call home 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/carer’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 and communicated to parents/carers.

Following a fixed term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents must attend prior to the pupil returning to their normal lessons. 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 pupil to attend a partner school for a fixed period of time. This provides the pupil 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 and will be recorded as an unauthorized absence.

### **Attitude to Learning Review Meeting**

If a pupil is persistently displaying poor behaviour, and/or attitude to learning, and fails to meet the expectations that we have highlighted, the pupil and their parent(s)/carer(s) will be invited to a meeting with their Year Leader and a member of the Senior Leadership Team. The pupil’s current performance will be discussed and interventions will be put in place to support the pupil in reflecting and re-engaging in learning.

### **Governor Intervention Meeting**

If a pupil has been involved in a serious breach of the school behaviour policy, or persistently disrupts teaching and learning, the pupil and parents will meet with a Governor panel, the Year Leader and Assistant

Principal (Climate for Learning). The pupil's current performance will be discussed and this intervention provides the pupil with another opportunity to reflect on their behaviour and respond positively.

### **Pupils' 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 disciplinary action should be taken in a particular case. 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.

It should be noted that school reserve the right to deal with behaviour and enforce sanctions as we feel appropriate. The Assistant Principal (Climate for Learning) meets with each Year Leader daily to agree and implement sanctions. In cases where a pupil brings an illegal substance or a dangerous weapon into school, we will consider permanent exclusion.

## **9. Bullying**

Bullying is unwanted, aggressive behaviour that involves a real or perceived imbalance of power. The behaviour is repeated, or has the potential to be repeated, over time. Young people who are bullied, along with those who bully, can have serious, lasting problems.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size (height and/or weight), hair colour, gender, sexual identity/orientation, and for intentionally excluding someone from a group. Bullying can be categorised into one of the following: Threatening abuse, Physical abuse, Cyberbullying (online) and Prejudice behaviour.

To be considered bullying, the behaviour must be aggressive and include:

- An imbalance of power. This is when young people who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition. This is when, young people who bully, display the behaviours more than once, or it has the potential to happen more than once.

Penketh High School takes appropriate measures to prevent bullying from occurring. This includes; Personal Development Curriculum, Assemblies, Behaviour Curriculum. We take all reports of potential bullying and unkind behaviour seriously and will conduct a full, and confidential, investigation into every alleged incident. Where a claim of bullying has been made, a member(s) of the pastoral team will conduct the investigation into the alleged incident(s). This process involves information finding and gathering, pupil interviews and witness statements. Parents/carers of all pupils involved will be contacted regarding the incident (whether it was found to be bullying or not) and, where applicable, consequences will be

sanctioned by the Assistant Principal (Climate for Learning) and wider pastoral support offered to those involved.

We keep an accurate record of bullying incidents which include a written log (see template on third to last page) completed by the Year Leader along with an incident report logged on CPOMS by either the Assistant Principal (Climate for Learning) or Vice Principal (Pupil Development and Support).

## **10. Searching a Pupil**

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

According to the legislation, the member of staff conducting the search should be the same sex as the pupil. 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."

The Principal and other authorised staff can search students and/or their possessions without consent where it is suspected that a pupil is in possession of prohibited items. The discovery of any items will result in disciplinary action. Such 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 pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil 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.

## **11. 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 pupils or to restrain them. It is always unlawful to use force as a punishment.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether 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 pupil and/or a pupil 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 pupils.
- Force is usually 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 where a pupil 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 pupils, blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Parents/Carers 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 pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the playground.
- Restrain a pupil 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 pupil 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.

## **12. 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 TCAT 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 (Reflection) or externally excluded (at a partner school or a fixed term exclusion). 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. The member of staff will be offered guidance and support by either the Assistant Principal (Climate for Learning) or Vice Principal (Pupil Development and Support).

### **13. 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 various channels of support that pupils can be referred to offering a varying degree of intervention these are:

- Curriculum Support
- Inclusion
- SEND
- SEMH

The Assistant Principal (Climate for Learning) in school will work with others to monitor and evaluate pupils’ behaviour. The SIMS systems adopted by the school will allow for the identification of pupil success (Learning scores and Behaviour entries) and also patterns in pupil performance; this will inform the appropriate intervention. Further to this:

- The Curriculum Area Leader will monitor and address pupil engagement and behaviour within their department
- The Year Leader will monitor and address pupil behaviour, standards, attitude to learning and attendance within the year group – all of which impact on pupil progress
- The Welfare Team will support any pupils who have barriers to learning linked to Safeguarding and/or SEMH
- Inclusion will support any pupils 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 (SENDCO) and through Educational Psychologist advice.
- The Assistant Principal will monitor pupil removals from lessons and any exclusions on a daily basis
- The Senior Leadership Team will receive regular updates regarding pupil conduct and strategically discuss plans for pupils 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 recognise pupils’ good behaviour and eradicate bad behaviour. Further to this, he will use a range of data and evidence to identify areas for development in the behaviour management of pupils.

## **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 antisocial 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 school

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 are 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.

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| SEN support team (Orchard Centre)                  | Removing barriers to learning through work to improve attendance, self-esteem and academic progress.  |
| Welfare and Emotional Health and wellbeing teams.  | We have a team of staff that support pupils, parents and staff with mental health and emotional issues. These staff are trained in Safeguarding and mental health and can support pupils in many different ways. There is a referral process to their service.  |
| School Nurse                                       | Initial health concerns and advice. Is available for drop ins for pupils 1.5 hours a week to discuss health issues, pupils may 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 mainstream 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                                    | Family Outreach 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.  |
| SEMH Lead Teacher                                  | Provides support for pupils who are vulnerable or at risk. These pupils can meet with specialist staff 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 |



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|  | Referral Units.  |
| School Counsellor  | An independent Counsellor is available to meet with pupils to discuss any worries or concerns they may have. These pupils are referred through the SEMH Lead Teacher.  |
| Police Community Support Officers (PCSO) / Youth Engagement Officers (YEO)                 | Are members of staff employed, directed and managed by the 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)  | 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 already 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)  | 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. |
| Individual Improvement Plan (IIP)  | An IIP is a school based and co-ordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. An IIP should be implemented by the Year Leader and agreed with parents/carers and pupil in a meeting. As a result of a IIP, pupils should be able to better manage their behaviour and /or improve the areas in which they are falling short of expectation.  |
| 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 support  | Facility for more intensive work around improving behaviour. Referrals to made by the Year Leader and submitted the Assistant Principal (Climate for Learning) for consideration. Pupils in the inclusion cohort may be at risk of permanent exclusion and will receive intensive support to improve their behaviour and attitudes.  |

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| 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 councillor is available to discuss things on line.   |
| 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.<br>This is achieved through a unique residential experience and rigorous follow-up programme, combining farming, family and therapy.                           |
| Warrington Royal Vale (WRV) College                      | WRV provides alternative and bespoke education, for one day a week, to pupils who struggle to access mainstream education on a full-time basis.  |
| 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   |



Pupil name:

Year/Form:

Date:

Type(s) of incident:

Name and role of investigating person:



Linked pupils and role (Aggressor/Witness):

Summary of key findings:

Outcome and/or actions:

Notes from review meeting (to be completed 2 weeks later):

Pupil signature:

Staff signature:

Staff name:

Parent/Carer contacted on:

### 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 right choices and take responsibility for their own learning. It uses pupil friendly language.

| Responsibility  | Action taken and by whom   |
|---|--|
| <b>R1</b>   | <ul style="list-style-type: none"> <li>• The class teacher will give you a verbal warning and one opportunity to make the right choice and correct your behaviour.</li> <li>• The class teacher may choose to move your seat. *</li> <li>• You are at risk of Learning Score 3 if disruption persists.</li> </ul>  |
| <b>R2</b>   | <ul style="list-style-type: none"> <li>• You will be removed from your classroom to work in proximity for the remainder of the lesson.</li> <li>• A lunch detention will be issued by your class teacher and communicated home.</li> <li>• Learning Score 4 issued.</li> <li>• The Curriculum Area Leader will be notified.</li> </ul>   |
| <b>R3 – if disrupting (or refusing to go to) proximity.</b> | <ul style="list-style-type: none"> <li>• Patrol notified who will discuss the choices you are making, and associated consequences should you not make the right choice.</li> </ul> <p>If your behaviour is not corrected, then the following actions will be taken:</p> <ul style="list-style-type: none"> <li>• Placed in Reflection for a fixed-period of time.</li> <li>• Referred to CAL and placed on a subject report which will be monitored by the CAL.</li> <li>• Year Leader will contact home to discuss pupil behaviour, consequences and remind parent/carer of school expectations.</li> <li>• There may be a further sanction at this stage which will be communicated home.</li> </ul> |

\* if spare seat is available.

Failure to attend a break detention will result in a lunch detention the following day.

Failure to attend a lunch detention will result in an after-school detention the following day.

Should a pupil fail to attend an after-school detention, they will be given one opportunity to complete it the following day. Failure to attend on this second occasion will result in a fixed period of time being spend in Reflection.

If pupils are repeatedly removed from lessons, parents/carers will be contacted and a meeting arranged.

## 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"> <li>Working above and beyond</li> <li>Contributing to class discussions and encouraging others to do the same</li> <li>Overcoming challenges with a positive mind-set</li> <li>Actively wanting to know how to improve your work</li> </ul> | <ul style="list-style-type: none"> <li>Positive phone call home</li> <li>Positive text home</li> <li>G4G postcard</li> <li>Staff nomination</li> </ul>   |
| 2      | <ul style="list-style-type: none"> <li>All classwork attempted and/or completed</li> <li>Improvements made to work when a mistake is made</li> <li>Moving onto extension work once finished</li> <li>Excellent presentation of work</li> </ul>                                 | <ul style="list-style-type: none"> <li>G4G reward card if consistently working at a 2</li> <li>Staff nomination</li> </ul>   |
| 3      | <ul style="list-style-type: none"> <li>Insufficient quality of work produced</li> <li>Settling for underachievement</li> <li>Not fully engaged with the lesson</li> </ul>  | <ul style="list-style-type: none"> <li>Break detention</li> <li>CAL/HOY involvement if persistent</li> <li>Phone call home if persistent</li> </ul>  |
| 4      | <ul style="list-style-type: none"> <li>Not engaging in lesson</li> <li>Minimum work complete</li> <li>Low level disruption to teaching and learning</li> <li>Distracting others</li> </ul>   | <ul style="list-style-type: none"> <li>Lunch detention</li> <li>Work in Proximity</li> <li>Subject report</li> <li>Class teacher will contact home</li> </ul>  |
| 5      | <ul style="list-style-type: none"> <li>Refusal to complete work</li> <li>Ignoring teacher instructions</li> <li>Persistent disruption to teaching and learning</li> </ul>  | <ul style="list-style-type: none"> <li>Patrol notified</li> <li>Placed in Reflection for a fixed period</li> <li>Class teacher to phone home</li> <li>HOY involvement</li> <li>Parental meeting (if required)</li> </ul> |

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.