



**Penketh  
High School**



## **PENKETH HIGH SCHOOL**

### **Policy: Climate for Learning (Behaviour) Policy 2022/2023**

<b>Policy owned by</b>	<b>N Smith</b>
<b>Date Approved by Local Governing Body</b>	<b>September 2022</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 2023</b>

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline our expectations of pupils, and how pupils are expected to behave.
- Identify any safeguarding concerns that are the root of any unacceptable behaviour.
- Summarise the roles and responsibilities of key stakeholders within the school community with regards to behaviour management.
- Outline of our system of rewards and sanctions.
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Introduction

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

- All pupils 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 – see appendix) are clear
- There are opportunities for holistic 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 appendix) 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.

#### **4. 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 Principal will ensure that the school environment encourages positive behaviour and that staff deal with poor behaviour effectively. The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all year groups. The Principal

The Assistant Principal (Climate for Learning) will be responsible for the implementation and day-to-day management of the policy and procedures. They will ensure that data from behaviour key performance indicators are reviewed on a weekly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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.

## **5. 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.

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 deliver a full induction programme. Each pupil will be explicitly taught, including deliberate practice of, expected behaviour and conduct in every aspect of school.

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 we understand that 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.

## **6. 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.

## **7. 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.
- 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 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, effort, punctuality, classwork, homework, organisation, attendance, and uniform. Where a pupil's behaviour consistently meets and/or exceeds our expectations, they will be recognised.

## **8. Behaviour 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
- Develop a positive relationship with pupils, which include:
  - Meeting and greeting pupils at the start of each lesson
  - Establishing clear routines
  - Highlighting and promoting good behaviour
  - Using positive reinforcement
- Plan lessons to support all pupils
- Effectively communicate concerns regarding behaviour, attitude to learning and progress to parents/carers and to CAL/HOY via Arbor
- 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
- Strategically use learning scores to encourage active engagement and positive behaviour
- Use de-escalation strategies to diffuse incidents.

### **Removal from classrooms**

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is causing persistent disruption to learning
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of one day. This is dependent on the behaviour that has been displayed.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as referral to the Inclusion Lead, SENDCO, or SEMH Lead.

### **Physical Restraint**

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.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Searching a Pupil and Confiscation**

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'.

The Principal and other authorised staff can search pupils 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 Schools 2022'.

In addition, any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).



### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will consult with external agencies and plan support programmes for that child. We will collaborate with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. 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.

## **10. 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**

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 to support and promote positive behaviour and learning. Arbor 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.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

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**

We may use the Reflection room in response to serious, or persistent, breaches of this policy. Pupils may be sent to the Reflection room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. 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. Suspensions 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 suspension. If a pupil is suspended 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 suspension going beyond day 5, alternative education provisions will be made by the school and communicated to parents/carers.

Following a suspension, 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 suspension 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.

### **Off-site Behaviour**

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.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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.

## 11. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involved an imbalance of power. Bullying it therefore: Deliberately hurtful; Repeated, often over a period of time; Difficult to defend against.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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 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).

## **12. Malicious Allegations**

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.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

The terms of any sanction 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).

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## **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.

#### **14. 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.

SEN support team (Thompson)	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 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 an 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.
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 works 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 sit while looking at Common Assessment Forms (CAFs). This enables agencies to signpost families to the best early help organisations.
Kooth	An online support group for all pupils who are experiencing any signs of mental health, suicidal ideation, bullying or any concerns. A trained councillor is available to discuss things online.

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>
Warrington Royal Vale (WRV) College	<p>WRV provides alternative and bespoke education, for one day a week, to pupils who struggle to access mainstream education on a full-time basis.</p>
RocOn!	<p>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.</p>
Fiddlers Ferry Power Station - Education Resource Centre	<p>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.</p>
Volunteering	<p>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</p>



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 are 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.