

TCAT Behaviour Policy

SERVE CHALLENGE EMPOWER

Document Control

Version	Date	Action
1	**29.06.26**	Ratified by Quality and Standards Committee • Updated statutory references to reflect the 2026 DfE guidance. • Reinforced expectations around reintegration, ensuring all pupils returning from suspension are supported through a structured process. • Clarified recording and attendance requirements, including national expectations for how suspensions must be logged. • Strengthened guidance on alternative provision and off-site direction, ensuring clear purpose, review points, and focus on reintegration. • Tightened expectations around managed moves, making explicit that these must be voluntary, transparent, and not used in place of formal exclusion processes where these are warranted. • Clarified technical points, such as the treatment of lunchtime suspensions. *Although Priestley College does not formally adopt this policy, it aligns with and upholds the core principles of behaviour and inclusion outlined within it.*

This policy is a Trust-wide policy and applies without exception to all staff, students, trustees and governors who attend or work at all academies and settings in the Trust or in the central Trust structure.

1. Introduction

At The Challenge Academy Trust (TCAT), our mission is to serve, challenge and empower our educational community. Our behaviour policy is rooted in the belief that excellent behaviour is essential for effective teaching and learning. We believe that all students have the right to learn in a calm, safe and supportive environment, and that all staff have the right to teach free from disruption. We are unwavering in our commitment to inclusivity, equity and the wellbeing of every learner.

We recognise that behaviour is a form of communication and that positive behaviour must be taught, modelled and reinforced. Our approach is proactive, relational and restorative. We prioritise de-escalation and early intervention, and we support staff to respond with compassion, consistency and clarity. We understand that behaviour is everyone's responsibility and that strong, respectful relationships are the foundation of a positive school culture.

Our behaviour systems are designed to promote personal growth, mutual respect and academic excellence. They are underpinned by TCAT's core values:

- Collaboration and Interdependence
- Challenge and Service
- Sustainability and Wellbeing
- Celebrating Difference
- Educational Excellence
- Inclusivity and Social Justice

We are committed to ensuring that all learners, including those with SEND or additional needs, are supported to meet high expectations through reasonable adjustments and personalised support. We believe in the power of reflection, accountability and restorative practice.

This policy sets out the trust-wide expectations for behaviour and provides a framework for each academy to develop its own procedures in line with our shared principles. It is a living document, reviewed annually, and shaped by the voices of our students, staff and families.

2. Legislation, statutory requirements and statutory guidance

This policy is underpinned by the statutory duties placed on academies and trusts and reflects the most recent guidance from the Department for Education (DfE). It ensures that all TCAT academies operate within a consistent legal and ethical framework, while allowing for contextual flexibility across phases and settings.

This policy is based on the following legislation and statutory guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)
- The Equality Act 2010
- Keeping Children Safe in Education (DfE, 2025)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (DfE, 2026)
- Use of Reasonable Force in Schools (DfE, 2013)
- Supporting Pupils with Medical Conditions at School (DfE, 2015)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (DfE, 2015)

- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (DfE, 2023)
- Mobile Phones in Schools (DfE, 2024)

It also reflects the following legislation:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019
- Children and Young Persons Act 1963

3. TCAT Behaviour Principles

All students have the right to feel safe, valued and respected. Our principles include inclusivity, high standards, effective relationships, educational excellence, and student accountability and are detailed in Appendix 1.

4. Roles and Responsibilities

At The Challenge Academy Trust (TCAT), we believe that creating and sustaining a culture of high expectations and excellent behaviour is a shared responsibility. All members of our trust community—trustees, governors, leaders, staff, students, and parents—play a vital role in ensuring that every academy within TCAT is a safe, inclusive, and respectful environment where all learners can thrive.

4.1 Trustees and the Executive Team

The TCAT Trustees, through the Executive Team, are responsible for:

- Establishing and articulating the trust-wide behaviour principles that underpin all academy-level behaviour policies.
- Ensuring that these principles reflect TCAT's core values: Collaboration and Interdependence, Challenge and Service, Sustainability and Wellbeing, Celebrating Difference, Educational Excellence, and Inclusivity and Social Justice**.**
- Monitoring the implementation and impact of behaviour policies across all TCAT academies.
- Supporting academy leaders to develop effective, context-sensitive systems that align with trust-wide expectations.

4.2 Local Governing Challenge Board

Local Governing Challenge Boards (LGCBs) are responsible for:

- Ensuring that each academy's behaviour policy is implemented effectively and reviewed regularly.
- Supporting academy leaders in maintaining high standards of behaviour and ensuring that policies are inclusive and non-discriminatory.
- Holding academy leaders to account for the consistent and fair application of the behaviour policy.
- Ensuring compliance with the Equality Act 2010 and safeguarding legislation.

4.3 Headteachers / Principals

Headteachers / Principals are responsible for:

- Leading the development and implementation of their academy's behaviour policy in line with TCAT's trust-wide principles.
- Setting a clear vision for behaviour and culture within their academy.
- Ensuring that all staff are trained, supported, and confident in applying the behaviour policy.
- Providing appropriate support for students with additional needs, including those with SEND or social, emotional, and mental health needs.
- Monitoring behaviour data and using it to inform strategic decisions and interventions.

4.4 All Staff

All staff, including teaching, support, administrative staff, and volunteers, are responsible for:

- Creating calm, safe, and inclusive environments for learning.
- Modelling high standards of behaviour and professional conduct at all times.
- Teaching and reinforcing the academy's behaviour expectations and routines.
- Applying the behaviour policy consistently and fairly, with a focus on de-escalation and relational practice.
- Recording behaviour incidents accurately and promptly.
- Supporting colleagues and seeking support when needed.
- Making reasonable adjustments for students with SEND or other vulnerabilities.

4.5 Parents and Carers

Parents and carers are expected to:

- Support the academy's behaviour policy and reinforce expectations at home.
- Communicate openly with the academy about any factors that may affect their child's behaviour.
- Attend meetings and engage with pastoral support when required.
- Celebrate their child's successes and work in partnership with the academy to address concerns.
- Promote respectful relationships and model positive behaviour in interactions with staff and students.

4.6 Students

Students are expected to:

- Follow the behaviour policy and uphold the academy's values.
- Take responsibility for their actions and behaviour.
- Engage positively with learning and contribute to a respectful academy culture.
- Understand the rewards for meeting expectations and the consequences of not doing so.
- Access and engage with pastoral support when needed.
- Provide feedback on the behaviour culture to help improve the academy environment

5. Behaviour Curriculum (Early Years–KS5)

At The Challenge Academy Trust (TCAT), we believe that positive behaviour must be explicitly taught, modelled, and reinforced. Our behaviour curriculum is a proactive, preventative framework that supports all learners in understanding expectations, developing essential life skills, and contributing to a safe, inclusive, and respectful learning environment.

Purpose and Principles

The behaviour curriculum is not simply a list of rules or sanctions. It is a structured, developmental approach to teaching students how to behave in a way that reflects TCAT's core values: Collaboration, Challenge, Wellbeing, Inclusivity, Educational Excellence, and Social Justice**.** It is designed to help students:

- Understand and internalise behavioural expectations
- Build strong relationships with peers and adults
- Develop self-regulation, empathy, and resilience
- Thrive as learners and citizens in their communities

Key Features of the TCAT Behaviour Curriculum

- **Explicit Instruction**
  Behaviour is taught directly through PSHE, assemblies, tutor time, and across the wider curriculum. Students are taught what it means to be behave appropriately**,** and how this looks in different contexts (e.g. classrooms, corridors, online, and in the community).
- **Positive Reinforcement**
  Staff consistently recognise and celebrate positive behaviour through praise, rewards, and responsibilities. This reinforces the behaviours we want to see and builds a culture of encouragement and aspiration.
- **Consistency and Clarity**
  Expectations, routines, and consequences are clearly defined and consistently applied across all phases and settings. This ensures fairness and predictability for all students.
- **Whole-School and Trust-Wide Approach**
  The behaviour curriculum is embedded in every aspect of academy life—from the classroom to the playground, from the dining hall to the digital space. All staff are responsible for modelling and reinforcing expectations.
- **Modelling and Practice**
  Staff model respectful, calm, and inclusive behaviour in all interactions. Students are given regular opportunities to practise and reflect on their behaviour in a supportive environment.
- **Induction and Transition**
  All students, including mid-year arrivals, receive a structured induction into the academy's behaviour culture. Expectations are revisited regularly, particularly at the start of each term.
- **Prevention and Early Intervention**
  The curriculum is designed to prevent poor behaviour by teaching students how to make positive choices. Where concerns arise, early support and intervention are prioritised over punitive responses.
- **Relational Practice and Restorative Approaches**
  Staff build strong, respectful relationships with students. When behaviour falls short, restorative conversations help students reflect, repair, and re-engage.

Each TCAT academy will adapt the behaviour curriculum to suit its phase and context, while maintaining alignment with trust-wide principles. Academies will also ensure that students with SEND or additional needs are supported to access and engage with the curriculum through reasonable adjustments and personalised strategies.

6. Rewards and Sanctions

At The Challenge Academy Trust (TCAT), we believe that positive behaviour should be recognised, celebrated, and reinforced consistently across each academy. Our approach to rewards and sanctions is rooted in our core values of Educational Excellence, Inclusivity, Challenge, and Wellbeing, and aims to foster a culture of encouragement, aspiration, and accountability.

6.1 Rewards

All TCAT academies are expected to foster a strong culture of praise and recognition, where positive behaviour, effort, and contribution are acknowledged more frequently than poor conduct is sanctioned. Rewards systems should be inclusive, motivating, and accessible to all students, regardless of ability, background, or starting point.

Each academy will**:**

- Develop a rewards system in consultation with staff and students to ensure it is meaningful and age-appropriate.
- Recognise a wide range of positive behaviours, including academic achievement, effort, improvement, kindness, leadership, and contribution to the school community.
- Ensure that students at all levels of attainment have opportunities to be recognised and celebrated
- Use a variety of reward strategies, including:
- Verbal praise and positive feedback
- Written praise in books or planners
- Achievement points or house points
- Certificates, postcards, and phone calls home
- Celebration assemblies and awards events
- Positions of responsibility (e.g. student leaders, prefects)
- Whole-class or year group rewards

Rewards should be applied consistently and fairly, and their impact should be monitored to ensure they are motivating and equitable.

6.2 Sanctions

While TCAT academies prioritise positive reinforcement, there are times when it is necessary to apply sanctions to address behaviour that falls below the expected standard. Sanctions are used to uphold trust-wide expectations, maintain a safe and respectful environment, and support students in learning from their actions.

Each academy within TCAT is responsible for designing and implementing its own sanctions framework, tailored to its context and student population. However, all academies must adhere to the following shared principles as well as follow the **TCAT Suspensions and Permanent Exclusions Policy and guidance**:

Trust-Wide Principles for Sanctions

- Sanctions must be proportionate, fair, and consistently applied**.**
- The purpose of a sanction is to correct behaviour, not to punish.
- Sanctions should be accompanied by clear explanations, opportunities for reflection, and restorative conversations where appropriate.
- Adjustments must be made for students with SEND or other vulnerabilities, in line with the Equality Act 2010.

- Staff responses should be age-appropriate and take into account the student's individual needs and circumstances.
- Sanctions should be part of a graduated response with early intervention and support prioritised.

Creating a Culture That Reduces the Need for Sanctions

Headteachers / Principals are expected to:

- Set the tone for behaviour by modelling high expectations and fostering a culture of mutual respect.
- Ensure that lessons are engaging, purposeful, and inclusive, reducing the likelihood of disengagement or disruption.
- Promote participation in enrichment and extra-curricular activities that build relationships and a sense of belonging.
- Build strong partnerships with parents and carers, ensuring they understand and support the academy's approach to behaviour.

Examples of Sanctions Used Across TCAT Academies

Each academy will outline its specific sanctions in its appendices, but the following are examples of trust-wide practices:

- Verbal reminders and warnings
- Loss of privileges or free time
- Detentions (break, lunchtime, or after school)
- Restorative conversations or reflective tasks
- Withdrawal from lessons or social time (internal reflection or "isolation")
- Behaviour reports or contracts
- Community service or reparative tasks
- Suspensions (used only when necessary)
- Permanent exclusions (used only as a last resort)

All sanctions must be clearly communicated to students and parents. Academies should ensure that students understand:

- What behaviour led to the sanction
- What they can do differently next time
- What support is available to help them improve

Sanctions should never be applied in a way that humiliates or isolates students unnecessarily. Instead, they should be used as part of a wider strategy to promote accountability, reflection, and re-engagement with learning

7. Suspensions, Off-Site Direction, Managed Moves and Permanent Exclusion

7.1 Suspensions

Suspensions are a serious sanction and should only be used when other strategies have been exhausted or in response to a serious breach of the academy's behaviour policy. The decision to suspend a student rests solely with the Headteacher / Principal, who may delegate the investigation but not the decision itself.

A student may be suspended for one or more fixed periods, up to a maximum of 45 academy days in a single academic year**.** A suspension may be for part of a day but must be clearly defined. A lunchtime

suspension counts as half a school day and should be recorded and communicated in line with statutory guidance.

Key requirements:

- For suspensions over 5 days, the academy must arrange suitable full-time education from day 6**.**
- If a student is suspended for more than 15 days in a term, the governing board must meet within 15 school days to consider reinstatement.
- For suspensions totalling between 6 and 15 days, the governing board must meet within 50 school days if requested by a parent.
- For suspensions of 5 days or fewer, the governing board is not required to meet unless requested and deemed appropriate.

All suspensions must be:

- Proportionate and lawful
- Clearly communicated to parents/carers in writing
- Recorded using the appropriate attendance codes and reported in line with statutory and local authority requirements.

Parents wishing to challenge a suspension should contact the Clerk to the Governors at the academy.

Following any suspension, academies must ensure a structured reintegration process, including a meeting with parents/carers where appropriate, to support a successful return and reduce the risk of repeat suspension.

7.2 Off-Site Direction

Off-site direction is a statutory tool that allows a governing board to require a student to attend another educational setting temporarily to improve behaviour. This is typically used for short-term placements (e.g. 6 weeks) in another mainstream school or alternative provision.

- Off-site direction must be used in the best interests of the student.
- Parents must be informed in writing, and the placement must be reviewed regularly.
- The student remains on roll at their home school.
- Clear objectives and review points must be agreed at the outset of any off-site direction, with a focus on reintegration or next steps.

7.3 Managed Moves

A managed move is a voluntary agreement between two schools, the student, and their parents to transfer the student permanently to another mainstream school. It is used as a preventative measure to avoid permanent exclusion and must be in the student's best interests. Managed moves will not be used as an alternative to suspension or permanent exclusion where these are warranted and must always be undertaken with informed parental agreement.

- Managed moves must be planned, documented, and reviewed**.**
- They should only be used when the student is likely to benefit from a fresh start.

7.4 Permanent Exclusion

All suspension and permanent exclusion processes must be carried out in accordance with the TCAT Suspensions and Permanent Exclusions Policy (2026 update).

A decision to permanently exclude a student should only be taken:

- In response to a serious breach or persistent breaches of the academy's behaviour policy; and
- Where allowing the student to remain in the academy would seriously harm the education or welfare of others.

Permanent exclusion may be appropriate for a first or one-off offence in exceptional circumstances, such as:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an offensive weapon

The Headteacher / Principal must:

- Consider all relevant factors, including SEND, safeguarding, and mitigating circumstances
- Allow the student to present their case
- Inform parents in writing and notify the local authority

The governing board must meet within 15 school days to review the exclusion. Parents have the right to request an Independent Review Panel (IRP)**.**

Safeguarding and SEND Considerations

All decisions regarding suspension or exclusion must comply with:

- The Equality Act 2010
- The Children and Families Act 2014
- The student's Education, Health and Care Plan (EHCP), where applicable

8. De-escalation, Positive Handling and use of Reasonable Force

Staff are trained in de-escalation techniques. Reasonable force is used only when necessary to prevent harm. Positive handling plans are in place for students who need them.

8.1 Use of Reasonable Force

All TCAT schools are committed to creating calm, safe, and inclusive environments. However, there may be very rare occasions where the use of reasonable force is necessary to prevent harm or maintain order. This section outlines the trust-wide approach, in line with the latest DfE guidance (2025) and Section 93 of the Education and Inspections Act 2006.

Legal Framework

All members of school staff have a legal power to use reasonable force to:

- Prevent a student from hurting themselves or others
- Prevent damage to property
- Prevent serious disruption to learning or school activities
- Maintain good order and discipline in the classroom

This includes the power to use reasonable force when conducting a search for prohibited items, as outlined in the *Searching, Screening and Confiscation Guidance (2022)*.

It is always unlawful to use force as a punishment.

There is no statutory definition of "reasonable force," but the DfE defines it as:

- A broad range of actions involving physical contact used to control or restrain
- Using no more force than is necessary in the circumstances

Examples include:

- Passive physical contact (e.g. standing between students)
- Active physical contact (e.g. guiding a student by the arm)
- Physical restraint (e.g. separating students in a fight)

Additional Considerations:

- Extra care must be taken when considering the use of force with students who have SEND or disabilities.
- Staff must consider the age, developmental stage, and individual needs of the student.
- Positive handling should be used only when other de-escalation strategies have been exhausted.

Training and Trust-Wide Practice:

- All TCAT academies must have designated staff trained in Team Teach or an equivalent accredited positive handling programme.
- Training should be refreshed regularly and include de-escalation, risk assessment, and safe physical intervention techniques.
- Staff likely to use reasonable force (e.g. pastoral staff, SEN support, SLT) must be clearly identified and supported.

Recording and Reporting

- All incidents involving the use of force must be recorded promptly and reported to the Headteacher / Principal or DSL**.**
- Parents/carers must be informed on the same day if force has been used on their child.
- Academies must maintain a central log of incidents and monitor patterns to inform training and policy review.

Allegations and Complaints

- Any allegation that a member of staff has used unreasonable force will be investigated thoroughly, fairly, and in line with safeguarding procedures.
- Staff will be supported throughout the process, and outcomes will be communicated to all relevant parties.

9. Allegations Against Staff

At The Challenge Academy Trust (TCAT), we are committed to fostering strong, respectful relationships between students and staff. Allegations against staff are taken seriously and handled in line with statutory guidance and local safeguarding procedures.

All TCAT academies follow the Pan-Cheshire Safeguarding Procedures and the statutory guidance in *Keeping Children Safe in Education (2025)* when managing allegations against staff.

9.1 Managing Allegations

- All allegations will be dealt with promptly, fairly, and consistently, ensuring the safety of students while protecting the rights and reputation of staff.
- The Local Authority Designated Officer (LADO) will be informed of all allegations that meet the threshold for referral.
- Staff subject to allegations will be supported throughout the process, and confidentiality will be maintained in accordance with legal requirements.

9.2 Malicious or Unfounded Allegations

If, after investigation, an allegation is found to be deliberately invented or malicious, the academy will:

- Consider whether disciplinary action is appropriate against the student in line with the behaviour policy
- Apply serious sanctions, which may include suspension or permanent exclusion
- Offer support to the member of staff affected

In such cases, the Headteacher / Principal will also consider whether the student's behaviour indicates a need for additional support or intervention, including referral to external services.

10. Searching, Screening and Confiscation

At TCAT, we are committed to maintaining safe, calm, and orderly environments. All TCAT academies follow the statutory guidance set out in the *DfE's Searching, Screening and Confiscation Advice for Schools (2022)*

10.1 Searching with Consent

Academy staff can search a student for any item if the student agrees. Consent does not need to be in writing and can be withdrawn at any time. There is no legal requirement for staff to be formally trained to carry out a search with consent.

10.2 Searching Without Consent

Headteachers / Principals and authorised staff have the legal power to search students or their possessions without consent if they have reasonable grounds to suspect the student is in possession of a prohibited item.

Prohibited items include (but are not limited to):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Matches or lighters
- Cigarettes, e-cigarettes, or vapes
- Fireworks or bangers
- Pornographic images
- Chewing gum
- Correction fluid
- Aerosol cans
- Laser pens

- Any item reasonably suspected to be used to commit an offence, cause injury, or damage property

10.3 Conducting a Search

- The search must be conducted by a member of staff of the same sex as the student, with a witness present (also a staff member).
- A search without a witness or of the opposite sex may only occur if there is a risk of serious harm and it is not reasonably practicable to summon another member of staff.
- Staff may only require the removal of outer clothing, such as coats, hats, shoes, boots, gloves, and scarves—not items worn next to the skin.
- If a student refuses to cooperate with a lawful search, this will be treated as a serious breach of school rules. Staff may apply appropriate disciplinary sanctions. In some cases, reasonable force may be used to conduct a search for knives, weapons, alcohol, illegal drugs, or stolen items, in line with Section 550ZB(5) of the Education Act 1996.

10.4 Confiscation and seizure

Legal Basis
Under Section 91 of the Education and Inspections Act 2006, staff have the authority to confiscate, retain, or dispose of a student's property as a disciplinary measure, where reasonable to do so.

Items Found During a Search

- Prohibited items must be seized and may be handed to the police, especially where the item is illegal (e.g. weapons, drugs, stolen goods).
- School-banned items (e.g. mobile phones, energy drinks, aerosol cans) may be confiscated at the discretion of the school.
- Staff may retain or dispose of items found during a with-consent search, provided it is reasonable in the circumstances.

Electronic Devices

- If a device is suspected to contain material that poses a safeguarding risk or is evidence of a criminal offence, it may be examined and retained.
- In serious cases, the device may be handed to the police.

11. Mobile Phones and Banned Items

Each TCAT academy will define its own mobile phone policy, but all academies must:

- Clearly communicate expectations to students and parents
- Ensure mobile phones are not used, seen, or heard during the school day
- Confiscate phones if they are used in breach of school rules
- Apply an escalation process for repeated breaches, which may include daily hand-in procedures

In emergencies, parents should contact the school office directly. Students will not be permitted to use mobile phones during the school day for communication, research, or as calculators.

12. Safeguarding and Child-on-Child Abuse

At TCAT, we are committed to creating safe, inclusive, and respectful environments where all students feel protected, valued, and heard. We do not tolerate any form of discriminatory behaviour or child-on-child

abuse. All incidents are taken seriously and responded to promptly, proportionately, and in line with statutory safeguarding guidance.

12.1 Types of Child-on-Child Abuse

Child-on-child abuse can take many forms. TCAT academies will ensure that all staff are trained to recognise and respond to the following, which may include but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment, including:
- Causing someone to engage in sexual activity without consent
- Sharing of nude or semi-nude images or videos (consensual or non-consensual)
- Upskirting (a criminal offence)
- Initiation/hazing-type violence and rituals

12.2 Reporting and Response

All students are encouraged to report any concerns, no matter how minor they may seem. TCAT academies will ensure that students have access to multiple, age-appropriate reporting routes, including trusted adults, anonymous reporting tools, and digital platforms where appropriate.

Following a report, the academy will:

- Conduct a timely and thorough investigation
- Complete a risk assessment to determine the appropriate response
- Decide whether the case should be managed internally, referred to Early Help, escalated to Children's Social Care, or reported to the police

All responses will be:

- Proportionate to the nature and severity of the incident
- Supportive of both the victim and the alleged perpetrator
- Case-by-case, recognising the individual needs and context of those involved

12.3 Anti-Bullying and Discrimination

TCAT academies are required to:

- Have clear anti-bullying strategies embedded within their behaviour policies
- Promote British Values, including mutual respect and tolerance
- Build a culture where prejudice, discrimination, and bullying are actively challenged
- Ensure that all students, staff, and parents understand what constitutes bullying and discriminatory behaviour
- Provide regular education and awareness through PSHE, assemblies, and the wider curriculum

12.4 Recording and Monitoring

All incidents of bullying, discriminatory behaviour, and child-on-child abuse must be:

- Logged accurately and securely
- Monitored for patterns or repeat concerns
- Reviewed regularly by academy leaders and safeguarding teams

Academies must also ensure that their safeguarding policies are aligned with the latest version of *Keeping Children Safe in Education* and that all staff understand their responsibilities in preventing, identifying, and responding to child-on-child abuse.

APPENDICES

Appendix One: Behaviour Principles

Behaviour Principles

The right to feel safe at all times
Every pupil/student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. The actions taken to address undesirable behaviour is with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
All schools have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness.

Inclusivity
All pupils/students, staff and visitors are free from any form of discrimination and prejudice. Each school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

Effective relationships
Developing effective relationships are at the heart of all our work. Developing respect, responsibility and reflection are a high priority in our approach to behaviour management.

High standards of behaviour
Staff and volunteers set an excellent example to pupils / students at all times and the behaviour policy is understood by all members of the school community. Rules are consistently applied across the school and, where sanctions and punishments are exercised, they are proportionate to the misdemeanour, in line with the school's Behaviour Policy.

Educational excellence
Staff and pupils/students are committed to fostering a culture of high achievement and continuous learning. Students should take responsibility for their own learning and contribute positively to the learning environment. Disruptive behaviour that hinders the learning of others will not be tolerated. All members of the school are expected to support a culture of continuous improvement and aspiration, encouraging each other to strive for academic excellence.

Engaged community
Parents/carers should be encouraged and helped to support their children's education, just as the pupils/students should be helped to understand their responsibilities during their time in school. Parents/carers and pupils/students will be made aware of the behaviour expectations of the school during the admissions process, this will include a 'Home School Agreement'.

Responding to incidents of desirable and undesirable behaviour

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and in accordance with Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools Advice for headteachers and school staff, with prevention and de-escalation always the priority. The school behaviour policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved. The TCAT permanent exclusion policy is adopted by all academies.

Student accountability and reflection

Pupils/students are helped to take responsibility for their actions and strategies are adopted to allow pupils/students to reflect on their behaviour choices. Schools have a range of behaviour management and support systems that are shared and understood by all.

The academies are committed to embedding these values into the learning environment, fostering a community where everyone can thrive.

Appendix Two: Academy Rewards

The school places a strong emphasis on recognising and celebrating pupil success. Praise and positive reinforcement are used regularly to encourage engagement, build confidence, and promote high standards of behaviour and achievement. Recognition may take the form of:

- Going for Gold postcards and certificates
- Half-termly pupil and staff nominations
- Fresh Start attendance competitions and awards
- Tokens for Trips
- Celebration at the annual Presentation Evening
- Personal and public verbal praise
- Achievement assemblies and morning meeting celebrations
- Subject commendations
- Letters home acknowledging progress and achievement
- Positive feedback in pupils' books and work
- Pupil leadership opportunities
- Principal's commendations
- Incentive rewards such as Golden Tickets, Queue Jumpers and Attendance vouchers

Appendix Three: Academy Sanctions

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 can 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.

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.
· Parental consent is not required for detentions. Where possible, parents will be contacted 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. This will normally be 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. Pupils who are regularly removed to reflection, parents will be asked in to school for a meeting with their Year Lead and/or a member of the Senior Leadership Team

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. Upon returning to school, the pupil will attend the reflection area to have support on reflecting, understanding their choices and help with decision making if the situation was to arise again

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.

Penketh High School's behaviour policy is closely integrated with the TCAT Suspension and Exclusion Policy, ensuring a unified approach to the management of behaviour, sanctions, and pupil support throughout the Trust. This alignment upholds statutory guidance and promotes fairness, transparency, and consistency for all pupils, parents, and staff.

· Sanctions and Interventions: Penketh High School employs a range of interventions such as detentions, use of the Reflection room, and, where necessary, fixed-term suspensions. Each stage is governed by clear protocols that mirror the expectations set out in the TCAT Suspension and Exclusion Policy.

· Legal and Statutory Compliance: The school's exclusion processes conform to Department for Education (DfE) and

Local Authority guidance, as well as the statutory requirements established by TCAT. This includes the immediate notification of parents or carers, the provision of written information outlining all parties' rights and responsibilities, and the safeguarding of educational provision during the suspension period.

· Academic Support During Suspension: In accordance with TCAT policy, Penketh High School ensures that academic work is provided for pupils suspended for 2–5 days, to be completed at home. Should the suspension exceed 5 days, the school will arrange alternative education, as stipulated by both the behaviour policy and TCAT guidelines. This maintains the pupil's right to education and reduces learning loss during periods away from school.

· Reintegration and Support: A key part of both policies is the reintegration meeting following a suspension. This meeting—attended by the pupil, parents/carers, and relevant school staff—focuses on reviewing the incident(s) and identifying strategies to support positive behaviour moving forward. If parents are unable to attend, the school will take reasonable alternative measures to secure their involvement, reflecting TCAT's commitment to parental engagement and restorative practice.

· Permanent Exclusion: While permanent exclusions are extremely rare, the decision-making process at Penketh High School adheres strictly to TCAT policy. Wherever feasible, the school works in collaboration with other educational provisions to consider alternatives, such as temporary placement at a partner school, to prevent unnecessary permanent exclusions. This supports both the individual pupil and the wider school community.

· Alternative Provision and Escalation: In cases of ongoing or serious breaches, Penketh High School may refer pupils to a partner school or alternative provision, in line with TCAT protocols. Clear communication with parents/carers, monitoring of attendance, and referral to Local Authority services where necessary all reflect the layered, multi-agency approach mandated by TCAT.

· Review and Oversight: Governors and senior leaders are involved in reviewing persistent breaches, attending key meetings with families, and ensuring that all decisions align with TCAT's framework for escalation and intervention.

For more comprehensive information on the statutory processes, rights and responsibilities, and support mechanisms for suspensions and exclusions, all stakeholders are advised to consult the TCAT Suspension and Exclusion Policy. This policy provides the foundation for Penketh High School's approach and ensures that every pupil and family is treated equitably and in accordance with best practice across the Trust.

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. 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 be recorded as an unauthorised absence. This could trigger a referral to the Local Authority attendance team.

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 Vice Principal/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. If the parent fails to attend the meeting will still take place and minutes of the meeting will be sent to parents.

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 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 Vice Principal /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

Appendix Four – School values and expectations

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 take place.
- Relationships between staff and pupils are built on 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.

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 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:
    - Pens
    - Green Pen
    - White board Pen
    - Pencil
    - Ruler
    - Compass
    - Protractor
    - Scientific calculator (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 always required and being sensible.
- 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 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.

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, including planning your intentional pathway.
- Well thought out seating plans.
- Effectively communicate concerns regarding behaviour, attitude to learning and progress to parents/carers and to Subject / Year Lead via Arbor.
- Effectively utilise other adults in the classroom (where applicable)
- Use SEND and whole school 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 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.

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 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 Vice Principal/Assistant Principal (Climate for Learning) in school will work with others to monitor and evaluate pupils' behaviour. The Arbor systems adopted by the school will allow for the identification of pupil success (Learning scores and Behaviour entries) and 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 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 Vice Principal/Assistant Principal will monitor pupil removals from lessons and any exclusions daily.
- 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 Vice Principal/Assistant Principal (Climate for Learning) will proactively work with others to recognise pupils' good behaviour and eradicate bad behaviour. Further to this, they 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
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 several agencies that complement the work of the school

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
R1	• The class teacher will give you a verbal warning and one opportunity to make the right choice and correct your behaviour. • The class teacher may choose to move your seat. * • You are at risk of Learning Score 3 if disruption persists.
R2	• You will be removed from your classroom to work in proximity for the remainder of the lesson. • A lunch detention will be issued by your class teacher and communicated home. • Learning Score 4 issued. • The Curriculum Area Leader will be notified.
R3 – if disrupting (or refusing to go to) proximity.	• Patrol notified who will discuss the choices you are making, and associated consequences should you not make the right choice. If your behaviour is not corrected, then the following actions will be taken: • Placed in Reflection for a fixed period. • Referred to CAL and placed on a subject report which will be monitored by the CAL. • Year Leader will contact home to discuss pupil behaviour, consequences and remind parent/carer of school expectations. • There may be a further sanction at this stage which will be communicated home.

* 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 being spend in Reflection.

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

<u>Learning Scores</u>

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	• Working above and beyond • Contributing to class discussions and encouraging others to do the same. • Overcoming challenges with a positive mind-set • Actively wanting to know how to improve your work	• Positive phone call home • Positive text home • G4G postcard • Staff nomination
2	• All classwork attempted and/or completed. • Improvements made to work when a mistake is made. • Moving onto extension work once finished. • Excellent presentation of work	• G4G reward card if consistently working at a 2. • Staff nomination
3	• Insufficient quality of work produced. • Settling for underachievement • Not fully engaged with the lesson	• Break detention • CAL/HOY involvement if persistent • Phone call home if persistent
4	• Not engaging in lesson • Minimum work complete • Low level disruption to teaching and learning. • Distracting others	• Lunch detention • Work in Proximity • Subject report • Class teacher will contact home
5	• Refusal to complete work • Ignoring teacher instructions • Persistent disruption to teaching and learning	• Patrol notified. • Placed in Reflection for a fixed period. • Class teacher to phone home • HOY involvement • Parental meeting (if required)

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.