



<b>Prudhoe Community High School</b>	
Name of Policy	<b>Behaviour and Rewards Policy</b>
Named Person	Faye Warkman
Approved by:	S McArdle Chair's Action
Last review date	21/09/2023
Next review date	July 2024

# Behaviour and Rewards Policy From Sept 2023

The purpose of this policy is to provide staff, students, parents/ carers and all other stakeholders with a clear understanding of the approach the school takes to ensure positive behaviour of the students and steps the school might take in order to challenge instances of inappropriate behaviour.

## **Our school aims:**

We want our young people to:

- Strive for excellence wherever and however they can
- Develop their values and learn to live by them
- Participate actively

## **We shall:**

- Strive for excellence
- Create a hardworking and caring, safe and stimulating community
- Work in partnership with our parents and carers and local, national and international organisations to enrich our outcomes

## **In this policy we aim to outline how we will:**

- Promote good behaviour, self discipline and respect in areas of school life
- Reward the positive behaviour of students
- Support and challenge students whose behaviour does not meet the standards expected by school
- To promote core values, which include fundamental British values

At PCHS we believe that whenever possible praise should be public, but sanctions should be private. Our expectations for all students at PCHS is communicated through our Big 5 for behaviour. These are explored with students as part transition and reinforced through tutorials, curriculum and wider school life.



Our behaviour policy has been informed by guidance from the [Dfe document "Behaviour in schools"](#) and includes ten key aspects that, when effective, contribute to improving the quality of student behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Student support systems
8. Liaison with parents/ carers and other agencies
9. Managing student transition
10. Organisation and facilities

We also base this policy on advice from a number of other key DFE documents such as:

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school 2014](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- [DFE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

## **Responsibilities**

### Trustees

- The Trustees of **Cheviot Learning Trust** will discuss, review and endorse agreed strategies.

### The School Governing Body (SGB)

- The SGB will annually review the policy
- The SGB will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### Headteacher

- The headteacher is responsible for reviewing and approving this behaviour policy.

- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### Senior Leadership Team

- Create a purposeful environment and good order to ensure that students are ready to learn.
- Central role in identifying and developing values and expectations that are shared by students, parents/carers and staff
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of School Behaviour Policy
- Keep headteacher informed of key incidents
- Be responsible for the day to day operation of the policy and ensure consistency of policy throughout the school community

#### Heads of Achievement and Learning

- Be responsible for ensuring that school's rewards systems are being used within their year group
- Play a key role in supporting individual students behaviour through working with parents/carers and staff
- Work with members of the year group and PCS lead to develop an effective tutorial programme that helps to develop students' understanding of their role within the school community and wider society.

#### All staff will

- Know and implement the policy and procedures
- Be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary
- Be observant and create an environment where behaviour incidents do not arise
- Deal with any incidents according to the policy and challenge and report if necessary when students' comments or actions run counter to our school ethos and promotion of British values as well as demonstrating mutual respect and tolerance.

#### Parents and carers

- Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Uphold the home-school agreement (found in Appendix 1)

## Students

- Will adhere to the school's Big Five on behaviour. Be on time, be cooperative, be in uniform, be involved, be on task
- Promote and demonstrate positive learning behaviours (Resilience, Respect, Curiosity, Interaction and Reflection) in and around school
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow Pupil Code of Conduct found in Appendix 2. Code of conduct is found in Students' personal organiser.

### **Teaching of positive behaviour**

As a school we recognise the importance of promoting, encouraging and teaching positive behaviours. Understanding how to behave well can be taught and this is supported as good behaviour is modelled by adults in their interactions with students. Our school adopts procedures and practices that promote good behaviour and help students learn how to behave appropriately.

We recognise that children learn respect by receiving it. We expect our staff to act professionally at all times and speak respectfully to students. We expect our staff to make effective use of praise and encouragement for good effort, achievement and behaviour. This is supported through our tutorial programme which incorporates our school's Learning Behaviours and Personal Cultural Studies (PCS). Through these sessions and students' academic curriculum we promote fundamental British values that enable students to develop their self-knowledge, self-esteem and self-confidence as well as understanding protected characteristics. These sessions also enable students to distinguish right from wrong and to respect the civil and criminal law of England.

We encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. The promotion of tolerance and harmony between different cultural traditions enables students to acquire an appreciation of and respect for their own culture and other cultures as well as encouraging respect for other people.

### **Staff development and support**

As a school we know that all staff should be equipped with the skills necessary to understand and manage student behaviour effectively. Training and support are both vital elements of a high-quality professional development programme. As a school we will provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour, monitor the effectiveness of the behaviour management strategies used by the school and ensure that all staff joining the school receive induction training.

## **Rewards**

As a school we use a range of strategies to encourage and reward the positive behaviours we want displayed in our school community. This is recorded through the use of BROMCOM (the school's management information system) which allows students to have positive behaviours promoted daily by all staff. We use BROMCOM to enable students to build up reward points which at certain points throughout the school year will be communicated and celebrated with students and parents/carers. This could include phone calls home, postcards, celebration assemblies and awards evenings.

## **My Child At School (MCAS)**

MCAS App enables greater communication between home and school. Therefore all parents are encouraged to download the app so that they can see their child's behaviour.

## **Challenging unacceptable behaviour**

Behaviour that we feel will be detrimental to the school community will be challenged. Where required a sanction may be applied. All staff, with responsibility for students, have the statutory authority to discipline students whose behaviour is unacceptable, or who break the school rules or who fail to follow a reasonable instruction. Staff can discipline students at any time the student is in school or elsewhere under the charge of a member of staff, including on a school visit.

A range of sanctions are available to staff. If a student misbehaves, staff need to ask the student to change their behaviour and outline the sanction if they continue. If the student repeats the behaviour then the sanction needs to be applied. Sanctions are applied in the context of the incident and take into account the context of the student. Sanctions available are:

- Within classroom sanctions e.g. moving seat
- Detentions during the school day e.g. lunch or break
- Detentions after school
- Removal from lessons to an alternative location. Students will be expected to complete their work
- Internal isolation in a suitable location. If students are placed in isolation they will be given to work complete and will be issued with a 30 minute detention at the end of the day
- Suspension (Please see appendix two for further guidance)
- Permanent exclusion (Please see appendix two for further guidance)

## **Breaches of the Behaviour Policy**

Most breaches of the policy can often be dealt with quickly and effectively through the positive relationships between staff and students and restorative conversations. For more serious, or persistent breaches of the policy staff are required to complete a BROMCOM behaviour log. Students will usually be asked to complete a student incident form also. From this staff in school will investigate the breach further, this can include taking witness statements from staff and students as well as exploring CCTV.

## **Students Behaviour outside the School Gate**

The school has a statutory power to discipline students for misbehaving outside the school premises, this includes when participating in any activity organised by the school. A student travelling to or from school, when wearing our school uniform or in any way identifiable as a student of Prudhoe Community High School is subject to school sanctions. A member of staff may discipline a student when their actions could have repercussions for the orderly running of the school or they pose a threat to another student or member of the public or the student's actions could adversely affect the reputation of our school.

It should be noted that in law teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff.

On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

## **The Use of Detention**

Detention is used as part of our sanctions. Detentions can be given within the school day e.g. at lunchtimes, or outside of the school day e.g. after school.

Prudhoe Community High School would always endeavour to give 24 hours notice of a detention by phone or letter where the detention is to be held outside of school hours. Where a detention is given outside of the school day parents/carers are responsible for ensuring suitable arrangements are made for students to get home. This is not the responsibility of the school. Detentions are also given for poor punctuality to school with minutes late accumulating over the week to a centralised detention on a Thursday. Detention length will vary depending on minutes late.

If students fail to attend a subject detention they will then move onto a senior staff detention which will last one hour. If students fail to attend a senior staff detention they will then spend the following day in internal isolation.

## **Mobile Phones**

In line with the school's "Mobile Technologies Policy" students are expected to keep phones on silent and in bags during lesson times and moving around the corridors. Students are able to use them appropriately (see Mobile Technologies Policy) during social time. If students are using their phones inappropriately or without permission then they will be asked to put them in their bags, if this is repeated staff will confiscate the phone until the end of the lesson and record it on BROMCOM. If a pattern emerges then further sanctions will be enforced such as detentions, parents/carers coming to collect their phone or handing the phone to Pastoral at the start of each day. However, this list is not exhaustive.

## **Smoking and E-Cigarettes**

For the purpose of this section, smoking includes vaping, that is the use of e-cigarettes. Students are not allowed to smoke on or near the school and are not allowed to bring cigarettes,

e-cigarettes, or lighters/matches to school. Students caught smoking on the school site will be given break and lunchtime detentions for one week, and parents will be contacted. If students are found in possession of smoking paraphernalia, offending items will be confiscated and parents informed. Repeated instances of smoking on school site or possession of paraphernalia may result in further sanctions that are appropriate such as isolation and referral to outside agencies. However, this list is not exhaustive.

## **Uniform**

Students are expected to follow the school uniform policy. If students come to school in an inappropriate uniform they will be asked to change into the uniform that we have in school. If students refuse then sanctions will be enforced. If students are wearing jewellery they will be asked to remove it, if they refuse to cooperate with the request an appropriate sanction will be given which can include confiscation and contacting parents/carers to collect. If students forget a piece of uniform such as a tie and need to borrow from the pastoral department then they will be asked for their mobile phone which they will get back when they return the uniform. Please see the school uniform policy for acceptable uniform.

## **The power to search students and confiscate items**

Students may be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out below. They may be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g. on a school trip

If a member of staff suspects a student has a banned item in their possession or is displaying suspicious behaviour, they may instruct the student to turn out their pockets or bag/locker.

If the student refuses to be searched, then a senior member of staff may still carry out a search in line with the following DfE guidelines: [Searching, Screening and Confiscation](#)

- The item is a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco, lighters, cigarette papers and vaping equipment, fireworks, pornographic images and any other item banned by the school rules. They are also “an 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.”
- Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious.
- The search must be carried out by a person of the same sex whenever possible and in the presence of the student and with another member of staff (preferably of the same sex where possible.)
- The person conducting the search may not require the student to remove any clothing other than outer clothing such as blazers, hats, shoes, boots, gloves, coats, scarves. Jumpers would also be included where the student had a shirt beneath it.



- The person conducting the search may search any of the student's possessions, this includes any goods over which the student has or appears to have control e.g. lockers and bags

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in an appropriate way.

Weapons, illegal drugs, stolen items and pornography may be handed over to the police and school sanctions and action will follow any police involvement. Prudhoe Community High School reserves the right to involve the police as we see fit, when a serious incident occurs.

Should the school have concerns about any data or files on a confiscated device such as those described in the table below they may examine it and may erase said data or files. Again, this should be carried out with the student present and in the presence of another member of staff. Parents/carers will be informed of any items confiscated which will only be returned after investigation and if appropriate to the parent/carer.

<b>Data or files which could be searched for</b>	<b>Probable procedure if found</b>
Indecent pictures that may cause harm or offence to others in the school community	Contact police
Information relating to illegal activity in school	Device handed to police
Photographs of staff members	Files deleted and device returned at end of school day

### **The use of reasonable force**

Prudhoe Community High School has a legal duty of care for all their students. Where a student is creating a situation where they are threatening the well-being of either themselves or another student(s), reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. When staff fear for their own safety and the student is not responding to a verbal request, help should be sort before intervening.

Reasonable force can be used to prevent a student:

- From hurting themselves or others
- Causing damage to property or
- Causing disorder within the class or school grounds.

Within the school we may use reasonable force to:

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground

Reasonable adjustments will be made for disabled children or children with SEN.

Where reasonable force has been used parents/ carers will be informed and an incident form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not on the member of staff to show they acted reasonably. Suspension of staff is not an automatic response to a complaint being made.

## **Exclusion**

Students can be excluded if they misbehave in or outside school.

### **Types of exclusion**

There are 3 kinds of exclusion – internal exclusion (isolated), suspension and permanent exclusion (expelled).

### **Internal Exclusion (Isolation)**

An internal exclusion may be implemented for a misdemeanour of sufficient seriousness as to warrant a student being removed from lessons and social time, but not so serious as to warrant removal from school or for an accumulation of behaviour incidents.

Students are set work to complete during the isolation period. It is the student's responsibility to catch up on subject specific work missed. Telephone contact will be made to inform parents/ carers of internal exclusion within a reasonable period of time.

### **Suspension**

A suspension is where your child is temporarily removed from school. Students are set work to complete during the isolation period. This will be set by class teachers on Google Classroom. It is the student's responsibility to catch up on subject specific work missed.

Students can only be suspended for up to 45 school days in one school year, even if they have changed school.

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples but do not constitute an exhaustive list;

- Persistent defiant behaviour
- Harmful sexual behaviours
- Abusive or threatening behaviour towards a student, member of staff or school visitor
- Violence towards a student, member of staff or school visitor
- Damage to school property

- Theft of school property or the property of another person
- Bringing illegal substances (including alcohol) onto school premises
- Bringing a knife or other weapon onto the school premises
- Presenting a serious risk to self or to other members of the school community
- Behaviour that requires a disproportionate amount of time and resources

Following a suspension there will be a reintegration meeting with student, parent/carer and member of the pastoral team and/or a member of the Senior Leadership Team. The purpose of this meeting is to reflect on the incident leading to the suspension and discuss ways forward. A reintegration agreement will be signed by all parties and can be seen in appendix 4.

Suspension length	Follow up
1 day	Reintegration meeting and daily report 1 week
2 days	Reintegration meeting and daily report 2 weeks
3 days	Reintegration meeting and daily report 3 weeks
4 days	Reintegration meeting, daily report 3 week and pastoral support
5 days	Reintegration meeting, daily report 3 week and pastoral support

### **Permanent exclusion**

Permanent exclusion means the student cannot return to school. The local authority where the student lives must arrange full-time education from the sixth school day.

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

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school'. (DfE 'Exclusion from maintained schools, Academies and student referral units in England 2017)

The headteacher will make the judgement, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff
- sexual violence or harassment
- bringing illegal substances (including alcohol) onto school premises
- possession of an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon\*
- making a malicious serious false allegation against a member of staff
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm
- behaviour that requires a disproportionate amount of time and resources

Again these instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The headteacher may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

\*The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the headteacher or the Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, broken glass, etc.

The Governors wish to emphasise to all parents/carers and students that failure to conform to the high standards expected by all, may result in permanent exclusion in certain cases.

For example, if any student:

- makes false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
- assaults a member of staff
- deliberately activates the fire alarm without good intent
- repeatedly or seriously misuses the school computers by hacking or other activities that compromise the integrity of the computer network
- threatens, harasses or is involved in sexual misconduct towards any member of the school community
- is in possession of illegal drugs
- swears at, or is personally insolent to a member of staff
- makes an unprovoked physical assault on another student
- makes an unprovoked verbal assault on another student
- misbehaves in any way while on a Behaviour Contract/Safety Plan, particularly in the case of breaching the conditions of that Behaviour Contract/Safety Plan
- refuses to obey a reasonable instruction from the Headteacher
- is involved with the bullying of another student
- is involved in activities which are prejudicial to the health and safety of member(s) of the school community. This includes repeatedly failing to follow instructions from staff

- uses ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy
- is involved with alcohol, illegal or non-prescribed drugs, or substances known as 'legal highs' during the school day
- brings an offensive weapon into school
- behaves in or out of school that precipitates police action which may or may not affect members of the school community.

### **What happens when your child is excluded?**

When the decision to exclude a student has been made the parent/carer will be notified immediately by telephone for suspension or permanent exclusions, this will be confirmed in writing by a hard copy letter within three school days. If a decision is taken late on a Friday then the written follow-up may need to await the following Monday but a phone conversation will still happen as soon as possible that day.

Written confirmation of the exclusion/suspension will include the following details:

#### a. for a permanent exclusion

- the fact that it is a permanent exclusion and the date from which the exclusion takes effect
- School will set work for the first five days of the exclusion and then on day 6 the local authority will provide education

#### b. for a suspension:

- the precise period of the suspension
- the arrangements for reintegrating the student into the school will be provided including the date and time the student should return to the school and this must also require the parent/ carer to attend a reintegration meeting with a member of the pastoral team and/or senior leadership team. Behaviour will then be monitored for a period of time.

#### c. for all types of exclusion/suspension:

- the reasons for the exclusion/suspension including any relevant previous history
- the parent's/ carers right to make representations regarding the exclusion/suspension through the appeal procedure

### **Risk of prosecution if child is found in a public place**

For the first 5 school days of any exclusion, it is parent/carers responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason. You might be prosecuted if your child is found in a public place when they're not supposed to be.

## **Challenging exclusion/suspension**

### **Appeals**

Parents/ carers have the right to appeal against a suspension or permanent exclusion made by the Headteacher. To do so, parents/carers must lodge an appeal in writing with the Clerk to the Governors no later than 10 school days after receipt of the letter.

Any appeal received after the latest date for lodging appeals will be rejected by the school.

Where an appeal is received, the school will convene an appeals panel which will comprise three members of the Governing body. The persons selected will have had no direct involvement in the suspension/exclusion. The appeals panel will be supported by a clerk.

An appeals panel will meet to consider the appeal no later than the 15th school day after the day on which the appeal is lodged.

The appeals panel may agree to adjourn the hearing if, after having regard to the particular circumstances, it considers it would not be appropriate for it to proceed to determine the outcome. This may arise from circumstances where further information is required or the parent/ carer requests a hearing after the 15th school day following the lodging of the appeal.

Prior to the hearing, both parties (the school and the parents/ carers) must provide to the clerk all relevant evidence and documentation upon which they intend to rely at the hearing. The documentation will be provided to the appeal's panel and shared with both parties. New evidence may be presented at the hearing however the appeals panel may, in the interests of fairness, adjourn the matter to allow proper consideration of such material.

The parents/ carers may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation for either party will not normally be appropriate.

The role of the appeal's panel is to make a fresh decision on the exclusion. In coming to their decision, the appeals panel will consider

- whether, on the balance of probabilities, the student has done what is alleged; and
- whether exclusion is a proportionate response to the incident. In looking at this element, the appeal's panel will consider the actions taken by the school in relation to the student, the student's past history, how the school's policies have been implemented as well as balancing the needs of the student against the needs of the school community as a whole.

The appeals panel may:

- Uphold the decision to exclude/suspend; or
- Decide that suspension/permanent exclusion was not a proportionate response, in all the circumstances of the case, direct immediate reinstatement and recommend that the student's record is amended to show this fact.

The appeals panel is independent and the decision is binding on the parent/ carer and the school

The appeals panel will inform all parties of the outcome by the end of the second school day after the hearing outlining the reasons for the decision, giving clear information about the behaviour and offences.

Where the appeal's panel recommends reinstatement the appeal's panel must immediately inform the Headteacher specifying the date by which the student must be readmitted. The student's record will be amended accordingly.

If the governors don't overturn the exclusion, you can ask for an independent review by the governing body. The governors will tell you how to do this in their decision.

If your child is still excluded you can ask the Local Government Ombudsman (or the Education Funding Agency if the school's an academy or free school) to look at whether your case was handled properly. They can't overturn the exclusion.

Further information on exclusions can be found at:

Department for education: [www.gov.uk/school-discipline-exclusions/discipline](http://www.gov.uk/school-discipline-exclusions/discipline) and  
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Child Law Advice (<http://childlawadvice.org.uk/information-pages/school-exclusion/> )

## Appendix 1: Home-School Agreement

Home-School agreement:

At Prudhoe Community High School we are fortunate to have a supportive and positive relationship with our parent body. Our parents/carers recognise that educating children is a process that involves partnership between parents, class teachers and the school community.

As a partnership, our parents / carers understand the importance of a good working relationship to support the learning of the child and to equip them with the necessary skills for adulthood.

The purpose of this document is a reminder to all parents, carers and any visitors to our school about the expected conduct. We want to ensure that appropriate behaviour is modelled at all times and to create a safe, respectful and inclusive environment for students, staff and parents, allowing us to strive for excellence and achieve in an atmosphere of mutual understanding.

We expect parents / carers to:

- Respect the ethos, vision and values of our school
- Work together with staff in the best interests of our students
- Help to promote good attendance, ensuring that their child attends school on time, is properly equipped and is wearing full school uniform
- Support school behaviour management processes and procedures
- Take an active role in supporting students with the completion of work set by teachers
- Maintain reasonable expectations for staff response to general communications
- Treat all members of the school community with respect – setting a good example with speech and behaviour
- Seek a peaceful and reasonable solution to all issues
- Approach school to help resolve any issues of concern, following up if an appropriate response has not been received - 01661 832486 or [enquiries@pchs.org.uk](mailto:enquiries@pchs.org.uk)

### Social media usage:

As a school we use Social Media to celebrate the success of our students. We therefore request that parents comment appropriately about the school on social media. If you have any concerns then please contact us using the information above.

To ensure we achieve excellence in all we do we trust that parents and carers will assist our school with the implementation of this Home-School agreement and we thank you for your continuing support of the school.

I/We agree to support Prudhoe Community High School through following the Home-School agreement.

Student Name:	Date:
Parent Name:	Parent Signature:



## **Appendix 2: Student Code of Conduct**

Students are expected to do the following first time, every time:

- Behave in an orderly and self-controlled way
- Follow school's big five for behaviour
- Demonstrate school's learning behaviours
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move calmly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## Appendix 3: Sexual violence and harassment

### Definitions

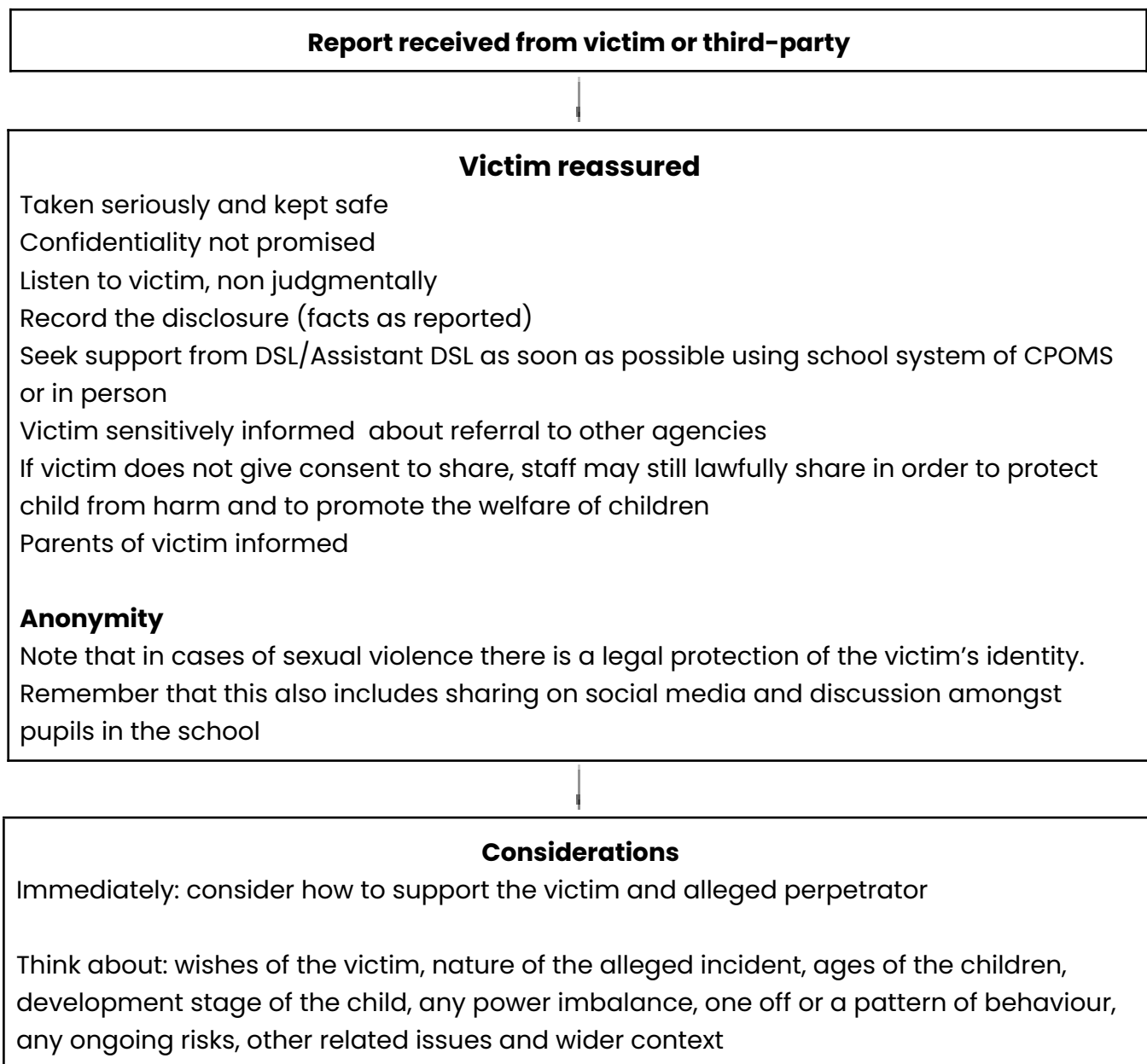
**Sexual Violence:** Rape, assault by penetration, sexual assault (A sexual assault is any sexual act that a person did not consent to, or is forced into against their will)

**Sexual harassment:** Unwanted conduct of a sexual nature including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

### Record keeping

Remember to record all concerns, discussions, decisions and reasons for decisions. These should be recorded on CPOMS and added as actions.

**How do we deal with sexual violence/harassment at PCHS?** Please see flow diagram below



<p><b>Manage internally</b> One of incidents which as a school we feel do not need early help or referral to social care will follow PCHS behaviour policy of sanctions</p>	<p><b>Early Help</b> Non-violent harmful harmful sexual behaviours may lead to 1:1 or small group work using NSPCC Harmful Sexual Behaviours framework or other relevant resources</p>	<p><b>Refer to social care</b> All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social care staff will decide the next steps. Be ready to escalate if necessary.</p>	<p><b>Refer to police</b> All incidents of rape, assault by penetration or sexual assault. Discuss next steps</p>
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<p><b>Risk assessment</b> Case by case basis</p>	<p><b>Risk Assessment immediately</b>  Do not wait for an outcome of the referral before protecting the victim.  Emphasis on the victim being able to continue normal routines .  Alleged perpetrator removed from any classes with the victim. Should also consider shared spaces, journey to and from school. This is not a judgement of guilt</p>
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**Safeguard and support victim and (alleged) perpetrator**  
This may involve offering support through school pastoral systems or referrals into other services.

<p>Disciplinary measures taken in line with PCHS behaviour policy</p>	<p>Disciplinary measures taken.  These may be undertaken based on the balance of probabilities, unless prejudicial or unreasonable.  Ensure actions do not jeopardise the investigation. School to work closely with police and/or other agencies</p>
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### **Criminal process ends**

Conviction or caution: follow behaviour policy, consider permanent exclusion. If a pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider the victim's wishes.

Not guilty: Support victim and alleged perpetrator

No further action: Support victim and alleged perpetrator

## **Safeguarding and supporting victims and alleged perpetrators**

<b>Victim</b>	<b>Alleged Perpetrator</b>	<b>Other children</b>
<ul style="list-style-type: none"><li>• needs and wishes of victim are paramount and are not made to feel they are the problem consider proportionality of response</li><li>• aim for victim to carry out normal routine, recognise that they may struggle in class and may need time out (if they wish)</li><li>• be aware that they may not disclose the whole picture immediately, prepare for support over a long period and consider who is involved (internal and external)</li><li>• if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support</li></ul>	<ul style="list-style-type: none"><li>• possible tension between discipline and support (these are not mutually exclusive)</li><li>• consider age/developmental stage/any SEND proportionate response</li><li>• consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign of abuse or trauma)</li><li>• if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file</li></ul>	<ul style="list-style-type: none"><li>• witnesses may need support (especially in cases of sexual violence)</li><li>• avoid allowing pupils to 'take sides'</li><li>• minimise potential for bullying or victimisation in school and on school transport</li><li>• be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed)</li><li>• develop safeguarding culture</li><li>• constantly review reporting procedures and responses</li><li>• consider potential for systematic and environmental weaknesses</li></ul>

#### Appendix 4: Reintegration Meeting after a suspension

Student details including name, tutor group, SEND or social care involvement	
Reason for suspension	
Date and length of suspension	
Date of meeting and return to school	
People present	
Current attendance for academic year	
Review of academic progress	
Actions from meeting and discussion of behaviour report	
Member of staff reviewing report	
Signed SLT/HAL Parent Student	