

# PINNER

## HIGH SCHOOL

Policy	Behaviour For Learning Policy
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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

In addition, the policy seeks to specifically:

- Promote the 'Pinner High School Values' by showing what is meant by 'good behaviour' to all members of the school community.
- Encourage a positive learning environment where children behave well towards each other and their teachers, and where effort, hard work and good behaviour are rewarded.
- Encourage all staff to motivate their students by using a variety of rewards to recognise good behaviour, as individuals and classes, in a structured way.
- Ensure that all staff have an important role to play in encouraging good behaviour.
- Ensure that students, staff and parents have a clear understanding of the consequences of poor behaviour.
- Encourage all students to live the Pinner High School Values themselves and recognise their own efforts, their classmates and their school, and to take responsibility for their choices, so that they grow socially, personally and academically.
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied, whilst taking account of the individual needs (SEND, CiPC, bereaved, CP, Mental Health) of individual students, e.g. a student on the autistic spectrum may have a different perspective to others and situations may arise that could result in the student needing a different outcome/intervention.

They also have responsibility, with the support of the Headteacher, for acting as role models, creating a high quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure that there is no differential application of the policy and procedures other than in exceptional cases and those stated above, particularly with regard to ethnic or national origin, culture, religion, gender, disability

or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Governing Body will monitor and review behaviour incidents annually. In particular, they will review the behaviour of vulnerable groups of students and make comparisons, both nationally and with other groups within the school.

The Headteacher will report at least annually to the Governing Body on the number of suspensions and reasons for them, analysed in line with the main equality categories e.g (gender, ethnicity, age (year group), disability, SEN, CiPC). Levels of suspension will also be reviewed by the Governing Body against borough and/or national figures, if available.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to help maintain high standards of behaviour. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **2. Legislation, statutory requirements and statutory guidance**

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

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2024](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

### 3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking or Vaping

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
<b>Emotional</b>	Being unfriendly, excluding, tormenting, online abuse
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence.
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"><li>• <b>Racial</b></li><li>• <b>Faith-based</b></li><li>• <b>Gendered (sexist)</b></li><li>• <b>Homophobic/biphobic</b></li><li>• <b>Transphobic</b></li><li>• <b>Disability-based</b></li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) and online abuse.

<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching and online abuse.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing and online abuse.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of Pinner High School's approach to preventing and addressing bullying are set out in our Safeguarding Policy

## **5. Roles and responsibilities**

### **5.1 The Governing Board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture



- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **5.5 Students**

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school and to and from school.
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. School behaviour curriculum**

At Pinner High School every student should be taught in an atmosphere that permits them to gain maximum benefit from every lesson.

To achieve this, the Behaviour for Learning Policy seeks to give rewards for positive behaviour and sanctions for poor choices of behaviour.

The Pinner High School Behaviour for Learning Policy is built upon:

- clear expectations of good behaviour;
- quality first teaching;
- use of praise and rewards;
- consistency throughout the school community;
- clearly defined consequences for poor behaviour.

Parents and carers will be informed of their child's behaviour – good and bad. In the most serious cases, students may be excluded, and parents/carers will be invited into school to discuss the situation.

The Pinner High School Values underpin this policy, and the conduct expected of all students. The Values are grouped in three sections:

**Myself:** Kindness, compassion, integrity, balance, respect, trust

**My school:** Creativity, enthusiasm, resilience, flexibility, dedication, perseverance

**My community:** Responsibility, collaboration, open-mindedness, confidence, adaptability, courage

Bringing life to these Values means that good behaviour is the responsibility of all in the school community – parents, staff, governors and students.

**Staff demonstrate these Values by ensuring that they:**

- provide a safe, ordered and caring environment in which the students are happy;
- value all the students equally;
- foster a belief in all students of their own worth and ability, always encouraging them to achieve the very best that they can, both in and out of the classroom;
- set high standards of work and behaviour;
- regularly set, mark and monitor homework;
- inform parents/carers of student progress on a regular basis, particularly through reports, at Parent Consultation Evenings and other meetings, in order that they can be fully involved in their child's education;
- keep parents/carers informed and involved in school activities.

**Students demonstrate these Values by ensuring that they:**

- abide by the Home School Agreement;
- attend the school on time each morning (maintaining an attendance figure of as close to 100% as possible) and be punctual to all lessons;
- bring the correct equipment each day;
- take pride in their appearance by wearing their uniform correctly;
- have high standards of presentation and pride in their work;
- always complete homework to the best of their ability, and by agreed deadlines;
- leave lessons in an orderly manner, only when dismissed by the teacher;
- immediately start learning on arrival to each lesson and participate fully in all learning activities;
- always respect the learning environment and other learners;
- respect their teachers and follow staff instructions first time;
- speak and listen politely to other students, and always aim to encourage others;
- respect other cultures, beliefs and lifestyles, never engage in any sort of bullying, and promote tolerance;
- keep the school clean and tidy, and respect all the academy's buildings, resources and equipment;
- conduct themselves courteously by holding doors open for each other, and welcoming visitors;
- participate as much as possible in extra-curricular activities, wider house and school events, and undertake the Head's Challenge;
- interact responsibly in the community.

**Parents demonstrate these Values by confirming that they will:**

- abide by the Home School Agreement;
- support the school Behaviour for Learning Policy;
- support the school in a constructive and positive manner;
- ensure that their child attends school punctually and regularly and to communicate with both the form tutor and/or the attendance team over the reasons for any absence;
- ensure that their child has the correct equipment with them each day;
- ensure that their child wears the correct school uniform;
- attend Parent Consultation Evenings and other meetings where requested to discuss their child's academic progress or pastoral welfare;
- engage with school events to remain fully involved in their child's education;
- support and encourage their child when completing homework;
- utilise Arbor parent App to keep abreast of their child's progress in key areas;
- support all school policies.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour ladder
- Develop a positive relationship with students, which may include:
  - Greeting pupils in the morning/at the start of lessons at the door of the classroom.
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

**These expectations are set out in our READY TO LEARN expectations.**

## **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

We train all staff to alert the safeguarding team if they become concerned about any changes in a student's behaviour which is out of character or new.

Please refer to our child protection and safeguarding policy for more information

## **7.3 Responding to good behaviour**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Teachers should take every opportunity to celebrate success through praise, being positive, giving rewards when appropriate, publicising positive things on notice boards, assemblies, school publications, displaying students' work, communicating this to parents via e-mail, or letter, and to the wider community, if appropriate.

All positive information should be recorded by the person giving the award on Arbor. Students accrue House Points each year, and will be rewarded as follows:

**Certificates awarded in assembly for every 50 House points accrued**

**Coloured Star lapel Badges awarded in assembly for every 100 House points accrued**

The numbers of House Points required for each level will be reviewed from time to time and may be adjusted by the Headteacher.

Staff will be encouraged to award house points and record them on Arbor.

Staff will also award a 'star of the lesson' and record this on Arbor.

HOY's will celebrate these successes in weekly assemblies and will award 'fast-track' passes and certificates for those with the highest number of achievement points. Other half-termly rewards include Hot chocolate and marshmallows, Easter eggs, Ice cream sundaes as well as other rewards trips which the HOY will organise.

Rewards will not only be given for improved attainment but also includes effort and attitude to learning.

In the Summer term of 2025 Pinner High will hold an Honours Evening where academic success and Pinner High School values will be celebrated for students from Year 7 – 10.

## **7.4 Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. For example, in the classroom, staff can use the re-set desk to allow students the opportunity to reflect and re-set their behaviour before any further escalation occurs.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

At the heart of the Behaviour for Learning Policy is a series of 'consequences'. The word is carefully chosen – if students break the rules there will be a consequence. The emphasis is on cause and effect. The responsibility for avoiding the consequence lies with the student. The C plus a number, refers to the level of intervention. All 'Events' and 'Outcomes' are logged on SIMS and are available for parents through the Arbor learning gateway. Detentions are notified to parents/carers via text message.

**Level 1** = First formal warning; uniform infringement

**Level 2** = Class teacher intervention.

**Level 3** = Lunchtime Detention for behaviour, (usually only when Level 1 and Level 2 have already been issued), and for Lates. Lunchtime Detention may also be given to students who breach the school's behaviour rules outside of the classroom. The list is not exhaustive. Some examples are:

- Persistent poor behaviour around the school
- Being out of class without permission
- Persistent uniform infringements

**Level 4** = Removal from lesson if a student is preventing the learning of others from taking place, or for a one off serious incident in the lesson. This will also involve the Head of Department and Head of Year. The sanction issued will be a 50 minute detention after school.

**Level 5** = Isolation/ Reflection. An Isolation/ reflection will be given by SLT for serious breaches of school rules. This will mean spending a full/part of the school day in the Isolation/reflection room, with supervised break and lunch times.

Appropriate work will be provided. Some behaviour will result in a day of Isolation without the need to progress through the lower consequences. These behaviours may also result in suspension depending on their severity, as judged by the Headteacher. The list is not exhaustive. Some examples are:

- Truancy
- Dangerous or abusive behaviour
- Disturbing examinations or detentions
- Bullying
- Verbal or physical aggression
- Misuse of the internet
- Racist, sexist or homophobic behaviour

**Level 6** = Suspension. Suspensions may only be given by the Headteacher or the Acting Headteacher in his absence. Suspensions are given for serious misdemeanours, either for a one-off serious offence or for prolonged serious misbehaviour. Suspensions may be fixed term, or in extreme cases, permanent. Some behaviour will result in a fixed-term Suspension without the need to progress through the lower consequences.

In some cases, where it is deemed appropriate, students will be Managed Moved to another school in Harrow for initially 6 weeks and if successfully will move to the new school permanently. Parents/carers must agree to this process in order for this to take place. If the 6 weeks are successful, then a student can be moved onto the new school roll permanently.

The following offences are regarded as serious enough to merit automatic suspension (which may be permanent or fixed term) from school. The list is not exhaustive. Some examples are:

- Endangering others
- Physical assault upon another student
- Physical assault upon any member of the school staff
- Threatening behaviour
- Any behaviour that endangers others
- Persistent bullying
- Possession of an offensive weapon
- Persistent sexual harassment including upskirting

- Persistent racial harassment
- Persistent smoking
- Use of alcohol and/or solvents
- Possession, distribution, or use of illegal drugs
- Deliberate damage of college property
- Deliberately setting off the fire alarm
- Theft
- Swearing or offensive language directed at any member of staff.

Suspension may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.

**Level 1** = First formal warning; uniform infringement, lateness to lessons, missing homework

**Level 2** = Class teacher detention for a second warning. Lunchtime or Breaktime Detention may also be given to students who breach the school's behaviour rules outside of the classroom. For example, poor behaviour in social time or in the corridors

**Level 3** = Removal from lesson if a student is preventing the learning of others from taking place and has reached third warning, or for a one off serious incident in the lesson. This will also involve the Head of Department and Head of Year. The sanction issued will be a 40 minute Middle Leader detention after school.

**Level 4** = Middle Leader detentions may also be given for persistent poor behaviour. The list is not exhaustive. Some examples are:

- Persistent poor behaviour around the school or in a particular subject
- Being out of class without permission
- Persistent uniform infringements
- Repeated lack of PE kit
- Repeated lack of homework
- Inappropriate use of ICT

**Level 5** = Senior detention / Isolation/ Reflection. A 50 minute Senior detention will be given for truancy, receiving 6+ Level 1 Behaviour points in a week, or for Pastoral incidents. An Isolation/ reflection will be given by SLT for serious breaches of school rules. This will mean spending a full/part of the school day in the Isolation/reflection room, with supervised break and lunch times.

Appropriate work will be provided. Some behaviour will result in a day of Isolation without the need to progress through the lower consequences. These behaviours may also result in suspension depending on their severity, as judged by the Headteacher. The list is not exhaustive. Some examples are:

- Repeated Truancy
- Dangerous or abusive behaviour

- Disturbing examinations or detentions
- Bullying
- Verbal or physical aggression
- Misuse of the internet
- Racist, sexist or homophobic behaviour

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- Persistent sexual harassment including upskirting
- Persistent racial harassment
- Persistent smoking
- Use of alcohol and/or solvents
- Possession, distribution, or use of illegal drugs
- Deliberate damage of college property
- Deliberately setting off the fire alarm
- Theft
- Swearing or offensive language directed at any member of staff.

Suspension may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.



## **Intervention**

This is the key to the Behaviour for Learning Policy and is put in place to suit the needs of the individual student at the discretion of the member of staff involved. More serious issues are dealt with by senior staff.

Examples of possible intervention:

- Monitoring a student
- Contacting parent/carer
- Meeting with parent/carer
- Liaising between the student and teacher
- Putting the student on Report
- Working with a learning mentor
- Moving the student's class
- Referral to Inclusion
- Referral to SEN
- Referral to Headteacher
- Referral to other agencies: Educational Psychologist, HTS, Careers Advisor, Transition Team, Managed Moves Panel, The Jubilee Academy, Counsellors, Alternative curriculum, PSP, Isolation/reflection, Restorative Justice, Sweet Science Boxing, Fixed Term Suspension, Permanent Suspension.

## **School procedures**

*The school day:*

Students may not leave the school premises at any time during the working day. Students may not use the school premises during the evenings, weekends or holidays, except for official supervised activities.

*Absence:*

Holidays during term time will not be authorised. Absences should be notified to the school on the first day. Absences known in advance should be requested by letter beforehand. After any absence a note is required from the parent giving the reason.

Students attending dental appointments etc. must show a card or letter to the form tutor and main office however, these should be made outside of the school day where possible.

Students taken ill in school will only be sent home at the discretion of the Welfare Support Officer and after a parent or carer has been contacted.

Students needing to leave the school premises for any other reason should sign out at Reception and sign in on their return. Students in Years 7-9 must be collected from school if they need to attend an appointment.

For further details please see the schools Attendance policy.

*Personal Property:*

Students are expected to provide their own writing and drawing instruments and equipment for practical lessons. The correct equipment in working order must be brought to every lesson.

Students are not to bring items of value into school and any money must be kept on the person at all times.

The school accepts no responsibility for valuables, mobile telephones, personal listening devices, or any electronic equipment brought onto the premises. Valuables lost or stolen on the premises will not be investigated.

Mobile phones and other handheld devices should be kept at the bottom of bags, at the owner's risk, and should not be seen or heard on school premises at any time, in corridors, lessons, playgrounds or anywhere on the school grounds.

Violation of this rule will mean that the phone or other device will be confiscated and parents will be asked to come into school to collect them at the end of the following day. If they are unable to do so, the item will be returned after school on the soonest Friday.

Students must not bring into school anything which may be a risk to health or safety.

Items such as matches, lighters, cigarettes, e-cigarettes, fireworks, weapons, alcohol, drugs and narcotics etc. will be confiscated on sight, whether being used or not, and returned only to a parent or guardian.

All personal property is brought at the owner's risk and should be clearly labelled. Lost property should be handed to, or retrieved from, the Student Reception.

*ICT:*

All students must comply with the school's ICT Acceptable Use Student Contract and the schools E-safety policy

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## **7.6 Confiscation and searching**

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

### **Confiscation**

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **Searching a pupil**

Searches will only be carried out by the Headteacher or someone who has been authorised to do so by the headteacher. There will always be 2 adults present with a student and/or their property.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

**Before carrying out a search the authorised member of senior staff will:**

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. Parents/carers should be informed and asked to attend the school immediately.

If they still refuse to cooperate, the member of staff will liaise with Raj Patel the Headteacher, Emma Pacey the Designated Safeguarding Lead or Beth Hindmarsh/ Tom Metcalfe the Assistant DSL’s to try to determine why the student is refusing to comply.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching students' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of senior staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Parents should be informed if a search has been made of any students and their property.

### **Informing the designated safeguarding lead (DSL)**

The senior staff member who carried out the search should inform the DSL, Emma Pacey without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system on CPOMS.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3).

A member of senior staff will tell the parents/carers as soon as is reasonably practicable:

- What happened?
- What was found?, if anything
- What has been confiscated?, if anything

- What action the school has taken?, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of senior staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Senior staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. **The school will advocate for the safety and wellbeing of the students(s) involved.** Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, senior staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge. We will use CPOMS for this record.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the pupil or others. **As a school, we would expect this to happen at a police station and not on school premises.**

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

## **Care after a strip search**

After any strip search, we would expect that the police would provide the student with appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Senior staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL) Emma Pacey. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a student 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 student of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Any unlawful behaviour online will be reported to the police.

## **7.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.



The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

## **7.11 Malicious allegations**

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **8. Serious sanctions**

### **8.1 Detention**

See Appendices 3 & 4 for Pinner High School Detention Overview.

Students can be issued with detentions during break or after school.

The school will always inform the student's parents/carers via email or telephone call. Where possible 24 hours notice will be given.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. (At Pinner High, we use the term removal when a student is moved from their current lesson to an alternative one for the remainder of the lesson)

We use a removal timetable, and staff support other colleagues with removals.

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

We also use an on -call system, where senior staff will monitor behaviour during lessons. They carry a radio and can be contacted if there is an issue they can support.

If a student has demonstrated continued poor behaviour or there has been a significant incident which warrants the student not being in class for a period of time, they will be removed and placed into Isolation/Reflection.

Isolation/Reflection is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a separate member of staff and will be removed for a maximum of a day. Sometimes a student will be placed into Isolation/reflection for only part of the day in order to support students with SEND where reasonable adjustment has been made to the sanctions given.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher and/or the deputy headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as;

- Meetings with learning mentors
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units- The Jubilee Academy for respite, The managed move process and The Helix in Harrow.
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **8.3 Suspension and Permanent Exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches will include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (the emotional regulation room) where students can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **9.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the appropriate local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

For further support with SEND students, the following contacts should be used:

Harrow SENARS

Hillingdon SENARS

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Regular contact with the pastoral lead
- A report card with personalised behaviour goals
- Creating a PSP- Personal support plan
- Support for one of our Pastoral mentors
- External support from groups such as Sweet Science/ Art Therapy etc.
- Use of our in-house counsellors
- Use of movement/ rest breaks and 'time out' cards
- Use of fidget toys or other de-escalation toys
- Referral to external agencies such as CAMHS, Harrow Horizons etc.

## **11. Student transition**

### **11.1 Inducting incoming pupils**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

This Policy takes account of other relevant policies and applies at all times when students are on school premises or engaged in school activities, including: the school day, morning and lunchtime breaks, the journey to and from school, off-site activities, out-of-hours activities and any other school related activity.

This policy shall be monitored and shall be reviewed not less than every 2 years.

**Deputy Headteacher -Pastoral**

**September 2024**

Outside of Lesson Behaviour		Classroom Behaviour	Reward/Sanction
An outstanding contribution to the school community		<p align="center"><b>Half Term Assembly Awards &amp; Reward Events</b></p> <p align="center">Attendance, Subject and Pinner High Values Awards. Special celebration events.</p>	<p align="center">Honours Evening Awards in assembly Amazon Voucher Golden Tickets Fast track Passes Praise Certificates House Point Badges Contact with home House points on Arbor</p>
Consistently outstanding behaviour demonstrated in and around school		<p align="center"><b>Certificates &amp; Badges</b></p> <p align="center">Subject specific recognition or awards in Assembly</p>	
Demonstrating Pinner High School Values Participation in a school event		<p align="center"><b>House Points &amp; Star of the Lesson</b></p> <p align="center">Issued on Arbor for excellent effort, attitude, attainment or behaviour</p>	
Excellent behaviour		<p align="center"><b>Verbal Praise</b></p> <p align="center">Individual praise in lessons for contribution and progress</p>	
	<b>START POINT</b>	<p align="center"><b>Every student starts every lesson here</b></p> <p align="center">Full uniform, equipment, on time and Ready to Learn</p>	
<p align="center"><b>Level One - Verbal Warning</b></p> <p>Poor behaviour in the corridor Incorrect uniform Lateness to lessons</p>		<p align="center"><b>Level One</b></p> <p align="center">First warning for failure to follow instructions or engage in learning <i>*Separate Level 1 behaviour points will be issued for incorrect uniform, jewellery, chewing gum or lateness to lessons</i></p>	<p align="center">Name on board Behaviour point on Arbor</p>
<p align="center"><b>Level Two</b></p> <p>Failure to follow staff instructions Rudeness to staff Queue jumping</p>		<p align="center"><b>Level Two</b></p> <p align="center">Second warning for failure to follow instructions, engage in learning or for disrespect to staff <i>*Separate class teacher detentions will be awarded for missing homework</i></p>	<p align="center">Move to Re-set desk, <b>15 minute class teacher detention</b> &amp; behaviour point on Arbor</p>
<p align="center"><b>Level Three</b></p> <p>Inappropriate use of ICT Mobile Phone confiscation Defiance <b>Punctuality detention</b> <b>Level 3 Late detention</b></p>		<p align="center"><b>Level Three</b></p> <p align="center">Final warning for failure to follow instructions, engage in learning or for continued disrespect to staff <i>*Separate Middle Leader detentions will be given for inappropriate use of ICT, mobile phone confiscation, missing a class teacher detention or repeated lack of PE kit</i></p>	<p align="center">Removal to shadow timetable Contact home Behaviour points on Arbor <b>40 minute Middle Leader Detention</b></p>



# Pinner High School Behaviour Ladder 2024-2025

<p><b>Level Four</b> Truancy Persistent poor behaviour</p>		<p><b>Level Four</b> Truancy, persistent poor behaviour, repeated lack of homework</p>	<p>Tutor or HOY Report Parent Meeting</p>
<p><b>Level Five</b> One off serious incident Inappropriate use of social media <b>Level 5 Late detention</b></p>		<p><b>Level Five</b> One off serious incident including fighting, dangerous behaviour, possession of prohibited items, LGBTQ+ phobic or racist comments, sexual harassment &amp; bullying.</p>	<p><b>Friday Senior detention</b> <b>Isolation</b> <b>Exclusion</b></p>

**Appendix 1**

## Appendix 2 - Pinner High School Behaviour for Learning Ladder – Notes for Teachers

It is important that we follow all steps of the ladder to show that there are always **positive and negative consequences of student conduct**. Even if you are confident in your classroom, **consistency** will be key to ensuring this works for the students. While the below 'notes' section is for additional guidance, it is important you **use your professional judgement in all situations** when dealing with students. There will be some situations where consequences for their conduct both positive and negative will skip steps of the ladder. The tracking of this will be central to its success – and so we have streamlined these to ensure we are able to monitor key trends in student conduct.

Positive Conduct			
	Consequence and Ladder Step	Key Staff Involved	Notes
	<p><b>Half Term Assembly Awards &amp; Reward Events</b></p> <p>Attendance, Subject and Pinner High Values Awards. Special celebration events.</p>	<p>HOY Class Teacher</p>	<ul style="list-style-type: none"> <li>• Every half term we will have a Golden Ticket draw for each year group. This will entitle the winner to a £10 Amazon voucher. This will be drawn in the Celebration assembly at the end of each half term.</li> <li>• Each half term Pinner High School Values certificates will be given to one member of each tutor group, as nominated by form tutors</li> <li>• Star of the Term Subject awards will also be given in termly Celebration assemblies. Class teachers should nominate a student each term from each class they teach</li> <li>• Each term special celebration events are held (currently hot chocolate and selection boxes at Christmas, Easter Eggs at Easter and a Summer Ice Cream sundae event) Student will be selected for these based on house points, Pinner High School values and / or performance at data points</li> <li>• At the end of the Summer term we will be holding an Honours Evening for students in Years 7 – 10. Various school awards and subject prizes will be given in each year group with parents invited to attend.</li> </ul>
	<p><b>Certificates &amp; Badges</b></p> <p>Subject specific recognition or awards in Assembly</p>	<p>HOY Class Teacher</p>	<ul style="list-style-type: none"> <li>• In assembly each week HOYs will award a Star of the Week and Fast track passes to those students with the most house points.</li> <li>• Students also receive House Points certificates when they reach 50, 75, 100, 150, 200, 250 etc</li> <li>• When students reach 100, 200, 300 etc Praise Points they receive star badges to be worn on their blazers</li> <li>• Subject specific certificates will also be awarded in assembly e.g. for Maths Challenges</li> </ul>

			<ul style="list-style-type: none"> <li>Departments should consider subject specific postcards, badges, certificates or awards that they may wish to introduce.</li> </ul>														
	<p><b>House Points &amp; Star of the Lesson</b> Issued on Arbor for excellent effort, attitude, attainment or behaviour</p>	Class Teacher	<ul style="list-style-type: none"> <li>Use these in your lessons to drive effort, progress and behaviour. You can award House Points where students have gone above and beyond on Arbor.</li> <li>The following House points can be awarded: <table border="1" data-bbox="1189 395 1933 770"> <tr> <td><a href="#">Praise in lesson</a></td> <td>1</td> </tr> <tr> <td><a href="#">Displaying Pinner High School values</a></td> <td>2</td> </tr> <tr> <td><a href="#">Excellent classwork</a></td> <td>2</td> </tr> <tr> <td><a href="#">Excellent homework</a></td> <td>2</td> </tr> <tr> <td><a href="#">Participation in a school event</a></td> <td>2</td> </tr> <tr> <td><a href="#">Star of the lesson</a></td> <td>3</td> </tr> <tr> <td><a href="#">Golden Ticket</a></td> <td>5</td> </tr> </table> </li> <li>Each of these generates the listed number of house points and an automated email home. These can be amended to give more detail</li> <li>Please look out for opportunities to award 'Displaying Pinner High School Values' for those students who are always doing the right thing</li> <li>Every lesson you should also award a Star of the Lesson on Arbor. This generates 3 House Points and an amendable email home.</li> </ul>	<a href="#">Praise in lesson</a>	1	<a href="#">Displaying Pinner High School values</a>	2	<a href="#">Excellent classwork</a>	2	<a href="#">Excellent homework</a>	2	<a href="#">Participation in a school event</a>	2	<a href="#">Star of the lesson</a>	3	<a href="#">Golden Ticket</a>	5
<a href="#">Praise in lesson</a>	1																
<a href="#">Displaying Pinner High School values</a>	2																
<a href="#">Excellent classwork</a>	2																
<a href="#">Excellent homework</a>	2																
<a href="#">Participation in a school event</a>	2																
<a href="#">Star of the lesson</a>	3																
<a href="#">Golden Ticket</a>	5																
	<p><b>Verbal Praise</b> Individual praise in lessons for contribution and progress</p>	Class Teacher	<ul style="list-style-type: none"> <li>'Praise' should be on each teacher's board. Add student's names to the board when they have exceeded your expectations.</li> <li>Teachers are encouraged to create systems of subject specific praise these could include: <i>stickers, stamps, marking, names on board etc.</i></li> <li>Teachers may also issue 'Golden tickets' to students in recognition of particularly outstanding work or performance. These should be awarded on Arbor</li> <li>Class teachers and form tutors should aim to make several positive phone calls home per class per half term. These are incredibly powerful and well received by our families.</li> </ul>														

	<p><b>Every student starts every lesson here</b> Full Uniform, Equipment, On Time and Ready to Learn</p>		<ul style="list-style-type: none"> <li>● <u>If we are expecting students to be 'ready to learn' we need to ensure our classrooms are ready for them. <b>Every teacher needs to be on their door meeting and greeting students with a Do now activity ready for students to start.</b></u></li> <li>● Allow time in your planning for both a clear entry and exit routine e.g. Date, Title and Do Now starter activity, and pack up five minutes before the end, add questioning behind their desks and dismiss table by table. Tailor this to your own style and classroom. It is essential that all lesson finish on time to support good punctuality for the next lesson</li> <li>● Ensure there is a 'reset desk' in every classroom. Students who are disrupting lessons should be moved to this seat and given time to reflect/reset and start again. <i>You will be given a laminated sheet which students could read and reflect upon.</i></li> <li>● If you do not have a reset desk or laminated sheet in your classroom please let your HOD know so they can liaise with EPA/EHI/HFO</li> </ul>
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**Classroom Teacher Warnings**

	Consequence and Ladder Step	Key Staff Involved	Notes
	<p><b>Level One</b> First warning for failure to follow instructions or engage in learning <i>*Separate Level 1 behaviour points will be issued for incorrect uniform, jewellery, chewing gum or lateness to lessons</i></p> <p><b>Level Two</b> Second warning for failure to follow instructions, engage in learning or for disrespect to staff <i>*Separate class teacher detentions will be awarded for missing homework</i></p>	<p>Class Teacher</p>	<ul style="list-style-type: none"> <li>● You already use a variety of techniques in your classrooms to de-escalate behaviour and differentiate for the needs of your class (i.e. SEN students) such as the ones suggested below. These should be attempted before issuing a formal teacher warning: <i>Quiet word with student and give them take up time</i> <i>Use of other adults in your room to support you</i> <i>Distraction by task</i> <i>Anonymous Correction – 'I'm still waiting for four more eyes on me'</i> <i>Self- Interrupt – Today we are looking – stops talking to wait for students to listen</i> <i>Providing equipment and picking battles. <b>Equipment is not a formalised warning.</b> This needs to be logged and if persistent work with FT and home to resolve.</i> <i>Positive framing at the next lesson (I was really pleased with our lesson yesterday; we can now move to...)</i> <i>Verbal warning issued/reminder of expectations</i></li> <li>● Formal Warnings are: <i>Formalised in language: 'X this is your first formal warning for .....', 'X this is your second formal warning for.....'.</i></li> </ul>

	<p>Separate Level 1 sanctions should be awarded on Arbor for the infringements below. <b>Only teacher warning should be escalated to a Level 2 if repeated.</b></p> <p style="text-align: center;"><b>LEVEL 1</b></p> <p style="text-align: center;">Teacher warning Missing Homework Missing Equipment Uniform Infringement Jewellery Infringement Chewing Gum Lateness to lessons Lack of classwork Classwork below expected standards Poor out of lesson conduct</p>		<p><i>Added to the 'Concern' side of your board and written down. Their name, and a tick.</i></p> <ul style="list-style-type: none"> <li>● Please do not allow students to answer back or challenge your first warning. We have seen an increase in the number of students trying to negotiate or argue about warnings or sanctions given. A student who argues back or is disrespectful should be given a next level warning. <b>Warnings can no longer be earned off</b></li> <li>● On their second warning they will have earned a maximum of 15-minute detention with the class teacher. This can be at break, lunch, or afterschool. This needs to be organised at a time that the student and teacher are both able to make. You need to issue the student with a detention slip provided. If the student does not make the detention, before referring to the Head of Department ensure that the student was present on the day you have set the detention and you've followed up with them as to why they have not made your detention. This should be recorded on Arbor.</li> <li>● These will be your two options for formal warnings on Arbor – Teacher Warning (Level 1 – 1 behaviour point) and Class Teacher detention (Level 2 – 2 behaviour points)</li> <li>● Both of these will generate an automatic email home to parents. <b><i>This should be amended to add a brief reason for the warning or detention</i></b></li> <li>● <b>There should be no whole class detentions set by any teacher.</b></li> <li>● Level 1 infringements that are not a formal warning should be added to Arbor as per the list on the left. <b>These should not form part of any escalation for that lesson</b></li> <li>● Please be consistent with sanctioning students for incorrect uniform (trainers without a uniform pass) &amp; jewellery.</li> <li>● Students should not be wearing necklaces, rings, bracelets or hoop earrings. ONE pair of stud earrings is permitted. Please confiscate and hand in to Reception, where they will be kept for a week</li> <li>● Six Level 1 sanctions in a week will result in a Friday period 7 detention and a student moving onto a form tutor report for a week</li> <li>● Please also record the number of minutes a student is late to your lessons on your registers so these can be accumulated into Punctuality detentions</li> </ul>
	<p style="text-align: center;"><b>Level Three</b></p> <p>Final warning for failure to follow instructions, engage in learning or for continued disrespect to staff</p>	<p>Class Teacher Head of Department</p>	<ul style="list-style-type: none"> <li>● If your lesson cannot continue with the student in there send them to the removal timetable. This is either due to a health and safety reason or the behaviour prevents the lesson from continuing.</li> <li>● <b>You must send the student with appropriate work to complete that they can access without support.</b></li> </ul>

	<p><i>*Separate Middle Leader detentions will be given for inappropriate use of ICT, mobile phone confiscation, missing a class teacher detention or repeated lack of PE kit</i></p>		<ul style="list-style-type: none"> <li>● Log this on Arbor as a Removal – this will trigger an automated email home. Please include details of why the student has been removed and follow up with a phone call home.</li> <li>● The class teacher must then discuss this with their HOD, who will issue them with a 40 minute Middle Leader detention. A restorative conversation should be held with that student before their next lesson.</li> <li>● If a student refuses to leave the room, please seek support in your department or send an email to <a href="mailto:phs-studentalert@pinnerhighschool.org">phs-studentalert@pinnerhighschool.org</a> for SLT support.</li> <li>● <b>Every student starts every lesson with a fresh start.</b> To prepare for this, consider the following for that student ahead of your next lesson: differentiation, target setting, positive incentives, resetting a positive tone when you greet them at the door, contact with parents.</li> <li>● A student who is removed from lessons twice in a day, or three times in a week will be given an Internal Isolation.</li> </ul>
	<p><b>Level Four</b> Truancy, persistent poor behaviour, repeated lack of homework</p>	<p>Class teacher Head of Department</p>	<ul style="list-style-type: none"> <li>● If the student has been persistently disruptive <b>for three lessons in a row</b>, and has not shown any improvement from the interventions you have put in place refer this to your Head of Department.</li> <li>● Heads of Department will decide with you on who will contact home to discuss and issue a 40 minute Middle Leader detention for ‘Head of Department Incident’.</li> <li>● A brief restorative conversation should be had with that student either with the Class teacher and or the HOD. Ideally this would happen during their detention (Held in room 139)</li> <li>● If the student has missed a detention with the class teacher with no valid reason please log on Arbor and refer to HOD who will issue a 40 minute Middle Leader detention. The Class Teacher must make contact with the parents to explain the reason for the initial detention. This can be by phone or by adding detail to the initial email.</li> <li>● If no change is seen they can be placed on a Head of Department Report.</li> <li>● HOY and FT monitor students across subjects. If the student has been persistently disruptive across multiple subjects they will be placed on FT report initially for a week.</li> <li>● Form tutors must check reports daily and sign them each morning. If form tutors are concerned about the progress of a student on a report they are to make contact with home and refer to HOY. Students are on report for a minimum of 1 week.</li> </ul>

	<p><b>Level Five</b> One off serious incident including fighting, dangerous behaviour, possession of prohibited items, LGBTQ+ phobic or racist comments, sexual harassment &amp; bullying.</p>	<p>HOY SLT</p>	<ul style="list-style-type: none"> <li>● Students will be placed in a Friday Senior detention for HOY Incidents, Failure to attend a Middle Leader Detention, Truancy or for 6+ Level 1 Behaviour points.</li> <li>● Students will be collected for Middle Leader, Senior detentions or Late detentions via a rota of Middle Leaders and SLT</li> <li>● <b>Internal Exclusions</b> will be given on a case by case basis and will be for incidents both inside and outside the classroom. Students will be removed from lessons and placed in Isolation on Monday, Wednesday or Friday. Staff are required to provide work for students who are in isolation.             <ul style="list-style-type: none"> <li>○ An Internal exclusion will be triggered by the following:                 <ul style="list-style-type: none"> <li>○ 2 removals in a day or three in a week</li> <li>○ 10+ Level 1 behaviour points in a week</li> <li>○ 3+ Middle Leader detentions in a week</li> </ul> </li> </ul> </li> <li>● <b>External Exclusions</b> will be given for extreme behaviour and students will be externally excluded from school. This will include a reintegration meeting and a Personal Support Plan and a PSP Review meeting one month after the exclusion.</li> </ul>
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# Detentions Overview 2024 – 2025

## Teacher Detentions

Failure to complete homework or missing equipment or missing a lesson

**15 minute Teacher Detention at break or lunch**

## Middle Leader Detentions

Missing a teacher detention, removal from a lesson, failure to respond to previous detentions, repeated missing PE kit, mobile phone confiscation or inappropriate use of ICT

**40 minute Middle Leader Detention  
Tuesday – Thursday  
Room 139**

## Late Detention

Late to school twice in a week for a total of less than 30 minutes

**30 minute Late Detention – Friday  
Room 139**

Late to school three or more times in a week or for a total of more than 30 minutes

**50 minute Late Detention – Friday  
Room 139**

## Senior Detention

One off pastoral incident, truancy, 6+ Behaviour points or missed Middle Leader detention

**50 minute Friday Period 7 detention  
Room 133**



# HOY & HOD Detentions Overview 2024 – 2025

## Middle Leader Detentions

Class teachers should be referring any incidents to their HOD for escalation to a Middle Leader detention.

Detentions can be added from the original incident on Arbor by setting a Head of Department incident detention from 'Issue Detentions' on

or:  
One off pastoral incident  
Truancy  
Missing a Middle Leader detention 6+  
behaviour points 3  
Middle Leader detentions in a week?

Friday Period  
7 Senior  
Detention  
Room 133

Is the detention for:  
Removal from a lesson  
Missing a class teacher detention  
Inappropriate use of ICT  
Persistent poor behaviour Mobile phone confiscation?

Middle Leader  
detention  
Tues – Thurs Room  
139

### PINNER HIGH SCHOOL MIDDLE LEADER DETENTIONS

40 minutes **Room 139**

- 7** Tuesday & Wednesday
- 8** Tuesday & Thursday
- 9** Tuesday & Thursday
- 10** Tuesday & Thursday
- 11** Wednesday & Thursday
- 6<sup>th</sup>** Tuesday

Detentions should only be added to Arbor by HODs or HOYS.

A reminder email will be sent home the day before each detention but HODs / HOYS should ensure that parents have already been notified

**Please check you are adding the student to a Middle Leader detention on the correct day**

**If a student is already in the next two Middle Leader detentions please refer to HOY for escalation**

# BEHAVIOUR LEVELS

## LEVEL 1

Teacher warning  
Missing Homework  
Missing Equipment  
Uniform Infringement  
Jewellery Infringement  
Chewing Gum  
Lateness to lessons  
Lack of classwork  
Classwork below expected standards  
Poor out of lesson conduct

## LEVEL 2

Class Teacher detention  
Missing homework detention  
Inappropriate language towards peers

## LEVEL 3

Swearing or use of inappropriate language  
Missed class teacher detention  
Mobile phone confiscation  
Inappropriate use of ICT  
Missed Punctuality detention  
Repeated lack of PE Kit

**Removal from a lesson**

## LEVEL 4

Social Media or Online incident  
Head of Department incident  
Head of Year incident

## LEVEL 5

Truancy  
6+ Behaviour points in a week  
Missed Middle Leader Detention  
Missed Late detention  
2 or more Middle Leader detentions in a week  
More serious behaviour incidents

## CONSEQUENCES

All levels trigger behaviour points & an automated email home

Level 2	→	15 minute class teacher detention
Level 3 & 4	→	40 minute Middle Leader detention
Level 5	→	50 minute Senior Leader detention or Isolation

- 20 Form Tutor Report
- 40 Head of Year Report
- 60 Parent Meeting
- 80 Isolation
- 100 SLT Report
- 120 Parent Meeting & PSP
- 140 Isolation
- 160 Parent Meeting with SLT & PSP

200

250

275

300

Bespoke Support

# INNER READY TO HIGH SCHOOL LEARN

## EVERY STUDENT WILL:



Arrive to school and their lessons on time



Have the correct equipment



Have the correct uniform



Enter the classroom with a positive attitude

VNER  
HIGH SCHOOL

# CORRIDOR EXPECTATIONS

## EVERY STUDENT:



Keeps to the left



Walks sensibly



Moves on to lessons  
promptly & quietly



Shows kindness &  
consideration to others

