



## Ponteland High School Behaviour Policy (2024-25)

*The powers within this policy are at the discretion of the Headteacher*

### Overview

Our two 'school Rules' within school are:

1. **Always do as you are asked by a member of staff**
2. **Listen attentively, in silence, when a member of staff is talking**

These are displayed in every classroom within school and regularly reinforced by staff in lessons and assemblies.

### Behaviour Policy sections:

1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching
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 and other agencies
9. Organisation and facilities
10. Student's conduct outside the school gates
  - a. School will implement sanctions where student behaviour outside the school gates affects the school's reputation or behaviour within school
11. The use of detention
  - a. Detention is used in our school and will be carried out in line with current government guidelines
12. Confiscation of inappropriate items
  - a. School has the power to search and confiscate banned items and will confiscate them in line with the procedures set out in this policy
13. Power to use reasonable force
  - a. Reasonable force will be used where students are at risk of:
    - i. students are at risk of injuring themselves
    - ii. students are at risk of injuring other students
    - iii. students are at risk of damaging school property
    - iv. they consistently refuse to follow staff instructions thereby

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#### 14. School Uniform Policy

**NB: This policy will be reviewed by the Senior Leadership Team/Pastoral Leaders every July; and agreed with governors, in time for the next academic year.**

### **Section 1: A consistent approach to behaviour management, teaching and learning**

Behaviour is best managed by a staged process (see Responsibilities and Routes of Referral document)

The core business of school is to focus on high-quality teaching and learning ensuring that students flourish and make strong progress. Poor behaviour inhibits this therefore it is essential that we deal with it in an effective manner.

School systems will identify students who are persistent offenders or are beginning to be noticed because of low-level disruption. Where there is a need to intervene we will:

- ensure staff follow-through issues with students indicating what must be done to improve
- ensure that staff discuss with parents the main concerns and agree a common way of working to help students make improvements to their behaviour
- establish the best way of communicating with parents and provide regular feedback on the progress being made

We believe consistent experiences of good teaching and learning engage students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allows staff to be supportive.

As a school we will:

- assess staff needs and build in to our CPD programmes specific opportunities to discuss and learn about behaviour management strategies
- identify those students who have learning and behavioural difficulties or are experiencing difficulties out of school and agree on common ways of managing and meeting their needs
- ensure that the Senior Leadership Team and RALs are highly visible throughout the day, to support staff and maintain a sense of calm and order
- ensure that the Senior Leadership Team regularly walk around the building, going into classrooms and assessing how effective the school's policies are in supporting good behaviour

## Section 2: School Leadership

Effective leadership in school is central when creating a climate of security and good order that supports students in managing their behaviour. The Senior Leadership Team and governors have a critical role in identifying and developing values and expectations that are shared with and accepted by students, parents and staff.

The Senior Leadership Team has a responsibility to promote high expectations of student behaviour, however, this responsibility must be shared across the whole staff, including RALS, RADs, RACs, Pastoral Leaders & Managers, classroom teachers, and all support staff.

Parents have a responsibility to support the high expectations of the school and the governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will:

- Set high expectations for students and staff in all aspects of the school's life and show they are met.
- By: having clear classroom expectations (see school Rules)
  - giving students guidance on how to improve their work and behaviour
  - having a clear uniform policy that is applied equally to all
- ensure Senior Leadership Team and Pastoral Leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around school
- ensure Senior and Middle Leaders model the behaviour and social skills they want students and staff to use
- clearly identify the responsibilities and roles of pastoral staff for behaviour improvement

### **Section 3: Classroom management, learning and teaching**

At Ponteland High School we have developed an appropriate curriculum, which is accessible to students of all abilities and aptitudes. Through regular communication and professional development opportunities, we have identified high quality and effective teaching and learning strategies designed to engage, challenge and stretch our students. We have also identified classroom management strategies to be followed by all staff.

We believe that this approach, when supported by high-quality assessment, assists students to learn and teachers to teach.

As a school we will:

- ensure all staff plan for high-quality lessons, using strategies appropriate to the ability of the students
- ensure all staff have high expectations for student behaviour, reinforce our 'school Rules' and apply agreed procedures, where behaviour falls short of expectations
- use commonly agreed classroom management and behaviour strategies such as a formal way to start lessons. In our school, this should include: students being greeted as they enter the classroom, and being asked to sit in a specific chair in line with the seating plan
- offer students the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class
- offer students the opportunity to engage in self and peer assessment activities to develop their skills of analysis and feedback.

## Section 4: Rewards and sanctions

Our aim is to provide a range of opportunities within the school that enable students to excel and be rewarded for their efforts. In addition, offer a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

As a school we will:

- recognise students' efforts and achievements, both for activities within and outwith the school
- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly by all staff

List of common rewards

- verbal praise and recognition
- telephone call home
- letter home
- attendance certificates
- student of the month letters
- track it light points
- achievement certificates
- Celebration of Achievement awards

## Section 5: Behaviour strategies and the teaching of good behaviour

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.

As a school we will:

- use consistently, appropriate behaviour management strategies to promote good behaviour and use student tracking systems to identify positive and negative behaviour. We recognise that effective policy and practice is based on accurate information
- ensure all staff joining the school are given clear guidance on expectations and use the school systems appropriately

Sanctions will be applied where the student's conduct falls below that which could reasonably be expected of them. Sanctions can only be applied by a paid member of staff, while on the school premises or in the care of the member of staff, e.g. on a school trip, and must be reasonable in accordance with disability, special education needs, race and other protected characteristics, equalities and human rights legislation.

### List of common sanctions:

1. Detention (break, lunchtime or after school)
2. Behaviour report
  - a. Form Tutor
  - b. Subject report
  - c. Pastoral Leader report
  - d. SLT report
  - e. HT report
3. On-Call system
  - a. This involves removal from a lesson by a member of SLT to enable the lesson to continue without disruption
4. On-tow (internal isolation)
  - a. We will, from time to time place a student 'on tow' with a member of the senior leadership team.
  - b. This is used when a serious behaviour sanction is warranted but not justifying a suspension.
  - c. On tow is a short term sanction usually lasting 1-3 days and agreed by the Headteacher
  - d. Students will be supervised and work in an SLT office, on their schoolwork and will meet with a member of the pastoral team at some point during the day to discuss the reasons for their removal from lessons.
5. Suspension
  - a. Removal from school for a clearly defined fixed period
6. Permanent exclusion
  - a. Permanent removal from the school roll

## **Suspension and Permanent Exclusions**

Suspension may be used for breaches of school discipline or for persistent disruptive behaviour. This may be after a range of sanctions have been tried but have not been successful. These will usually be for 1-3 days, depending on the circumstances, and could be 4-5 days for more serious situations. A student can receive up to 45 days of suspension within any one academic year with 15 days in any one term triggering a governors review panel.

A student can receive a permanent exclusion for the following reasons:

- Serious one-off breach of discipline
- Persistent acts of poor behaviour which has a negative impact on others in school

All decisions related to suspension, or permanent, exclusions will be made on consideration of the balance of probabilities – having reviewed all pertinent evidence.

When a student is excluded, parents will receive notification by phone and in written form; work will be set for the child to complete. Upon return to school, we expect parents to attend a reintegration meeting with the Pastoral Leader and/or a member of the Senior Leadership Team.

### **Reintegration meetings**

1. A student will not return to normal lessons until such time as this meeting has taken place
2. A record of the key points in the meeting will be recorded
3. Any and all action points will be followed up as required

Source: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023)* [document](#)

## **Section 6: 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
- ensure that all staff joining the school receive induction training. This will apply equally to newly qualified teachers, and experienced teachers/middle or senior managers transferring from other schools whose needs are often neglected

## **Section 7: Student support systems**

We believe it is important for schools to have an effective pastoral support system

As a school we will:

1. Recognise that a good pastoral system involves teachers and support staff
  - a. Ensure that staff allocated with specific pastoral responsibilities have appropriate time to carry out their task
  - b. are appropriately trained
  - c. have adequate admin support
2. Recognise that student support is not just about behaviour. We believe the best pastoral support is concerned with:
  - a. supporting strong academic attainment
  - b. developing students' ability to become good citizens
  - c. supporting students in maintaining at least 95% attendance in school
3. Ensure that pastoral staff understand and are responsive to the needs of particular groups within school
4. Ensure that students are helped to identify as belonging to a community by sharing a common uniform, which is rigorously enforced



## Section 8: Liaison with parents and other agencies

We believe in working in partnership with parents on all aspects of a student's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We aim to be active in establishing these links and forging positive relationships. We reflect on our contact with parents in order to build upon good practice identified and amend our practices as appropriate.

As a school we will

- ensure that reception and other support staff and teacher are trained, so that they are welcoming and have the skills to deal with difficult parental conversations
- have clear and well-understood procedures in place for dealing with distressed and angry parents
- ensure that parents and carers hear from school when their children are doing well so that the first contact is positive. There is a greater willingness to work with the school when parents or carers believe the school has the student's best interests at heart
- take advantage of varied approaches such as emails, weekly bulletins, and the school website to improve regular communications with parents and carers
- contact parents regularly through
  - Weekly Bulletin for Parents (emailed for the week ahead)
  - SchoolComms (email) notices
  - Regular subject updates
  - Student of the Month letters
- Remind parents that where they have an issue they wish to raise, they should contact the appropriate member of staff, depending on the seriousness of the concern. This may be:
  - Form Tutor/individual subject teacher
  - Pastoral Leader/Manager or subject Raising Achievement Leader
  - Senior Leader
  - Headteacher
- If a parent is dissatisfied by the response of the school and has exhausted all avenues they can pursue the matter through the school Complaints Procedure available on the school website and upon request.

As a school, we work with other agencies including the children's services and the Police, and at times may refer our students and families to access support from such agencies. We will always support families when this happens.

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## Section 9: Organisation and facilities

We are aware that the school ethos is communicated in actions as well as words. Students' attitudes can be positively or negatively influenced by the ambience of the school's physical elements as well as the personal interactions with staff.

As a school we will

- recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date
- ensure that when graffiti/mess occurs it is cleaned up as soon as possible
- ensure that when windows/furniture and fittings are broken they are fixed/replaced as soon as possible
- ensure that toilets and corridors are cleaned throughout the day
- ensure that social areas in the school are supervised during break and lunch times
- create a welcoming and comfortable reception area where parents can be received

## Section 10: Student behaviour outside the school gates

Teachers have statutory power to deal with students misbehaving outside the school premises. This extends to, but not exclusively, the journey to and from school. This entails dealing with:

- any misbehaviour when the student is:
  - taking part in any school organised or school-related activity
  - travelling to or from school
  - obviously identifiable as a Ponteland High School student by wearing their school uniform
  - in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school

Should any disciplinary action need to be taken it will be carried out in accordance with the sanctions laid out in this policy.

## Section 11: The use of detention

Detentions are an important part of ensuring good order and discipline and by choosing to send a child to our school, parents are agreeing with the use of detention as a sanction.

Detention is used within our staged sanctions.

Detention in our school can be given by all staff (teaching and professional support staff). We encourage teachers to cooperate and support each other by picking up/dropping off/escorting students to ensure detentions take place at the first time of asking. Detention can be given within the school day, e.g. break time/lunchtimes, or outside of the school day, e.g. after school, at weekends.

We are not required to give 24 hour's notice for detention but would always endeavour to do so by contacting home. The school will give consideration when deciding the timing of the detention and will:

- consider whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours. It does not consider if making these arrangements is an inconvenience to the parent.
- ensure students have a reasonable time for their lunch and use of the toilet where lunchtime detentions are used

The Headteacher may make use of a Saturday morning detention for serious or persistent misbehaviour, including repeated instances of smoking/vaping on school site. Where used, this will usually be from 9.00-11.00am and involve academic work or community service.

## Section 12: Confiscation of inappropriate items

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

If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher shall apply an appropriate sanction in line with the stages already described.

If the student refuses to be searched, the Headteacher or other Senior Leader can still carry out the search in line with the following guidelines:

1. The item is a prohibited or banned item.
  - a. Prohibited items are knives or weapons, alcohol, illegal drugs, stolen items.
2. Ensure the member of staff has reasonable grounds for suspicion
3. The search must be carried out by a person of the same sex and in the presence of another member of staff, where possible of the same sex.
4. The person conducting the search may not require the student to remove any clothing other than outer clothing.
  - a. A jumper/ sweatshirt would be included where the student had a shirt on underneath
5. The person conducting the search may search any of the student's possessions including bags and pockets.

After the search, the school will confiscate the item and dispose of it in the following way:

Items banned in the school rules after confiscation
mobile phones in lessons held until the end of the lesson or end of the day then returned to the student. Parents collect on the second occasion.
Cigarettes/e-cigarettes/vapes Held for a reasonable period of time until a parent collects them
lighter/matches Held for a reasonable period of time until a parent collects them
Energy/ fizzy soft drinks held until the end of the day and then returned to the student.

Prohibited items
knives and other weapons passed to the police
Prescription drugs returned to parents
Alcohol returned to parents
Fireworks or other explosive ordnance returned to parents
Stolen items either returned to the owner or passed to the <u>police</u>

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## Smoking or Vaping (use of e-cigarettes)

***NB: 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 who are caught smoking in buildings could be issued with a fixed Penalty Notice (£50 fine) and/or a Saturday detention. Students caught smoking on the school site will be given break and lunchtime detentions for one week, and parents will be contacted. In both cases, the offending items will be confiscated in line with this policy.

Repeated instances of smoking on school site may result in:

- Saturday morning detention
- Suspension
- Permanent exclusion

## Mobile Phones

We do allow students to bring mobile phones into school but we remind all students and parents that these are brought in at their own risk. Mobile phones should be switched off/on silent and are not to be used in lessons unless the class teacher gives express permission.

If a mobile phone is taken from a student it will be returned to them at the end of the school day. If this happens more than once then parents will be asked to collect it, i.e. on the second occasion.

Any student caught using their mobile phone to bully other students or take photographs of students/staff will have their mobile phone confiscated and held until a parent arrives. Any photos will be deleted in the presence of a Pastoral Leader/Senior Leader.

Source: [DfE guidance](#). 'Searching, Screening and Confiscation Advice for school

## Section 13: Reasonable force

Schools have a legal duty of care for all students. Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option and staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent students:

- from hurting themselves
- from hurting others
- causing damage to property or
- causing disorder within the class or school grounds

In our school we will 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 seriously disrupts the learning of others
- prevent a student from attacking a member of staff or another student or to stop a fight (inside or outside school)
- prevent a student from wilfully damaging school property
- remove a student from a lesson to ensure the learning of others can continue uninterrupted.

Reasonable adjustments will be made for disabled students or students with SEND.

Where reasonable force has been used, parents will be informed and a report written and given to the Headteacher.

All complaints about the use of reasonable force will be investigated in line with the school Complaints Procedure. A parent wishing to make a complaint should put their complaint in writing and send it to school marked for the attention of the Headteacher.

Source: DfE guidance 'Use of reasonable force' (2013)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Section 14: Uniform code

We want all of our students to feel that they are part of our school community and our uniform supports this aim. All students in years 7-11 must adhere to this uniform code. Schools can refuse entry to students who are not conforming to this policy.

The school uniform that students must wear each day is:

- Black polishable shoes (not trainers, plimsolls or boots above the ankle)
- Black trousers (not jeans/leggings) for boys or girls
- Black knee-length school badged skirt
- White shirt with a collar that buttons
- Grey school jumper (must be worn at all times in lessons, unless staff give permission for it to be removed. This item of uniform is optional in the final half term)
- School tie (regular or clip-on)
- Grey school blazer (must be worn at all times in school and can be removed in lessons)

Students must have the items above each day and may be sent home if any item is not present. In addition, students may also be sent home if:

- They have facial piercings other than one set of stud earrings (ear lobe)
- Extreme makeup or extreme hair styling

Persistent infringements of the uniform policy will result in suspension.

Reviewed and Revised	July 2024
Reviser	Will Close-Ash
Next Review	July2025