

# Parkstone Grammar School



# BEHAVIOUR POLICY

<b>DATE APPROVED</b>	November 2025
<b>APPROVED BY</b>	Students and Staff Committee
<b>NEXT REVIEW</b>	2026-27
<b>TYPE OF POLICY</b>	Statutory



# BEHAVIOUR

## POLICY CONTENTS

- Aims & Principles
- Positive behaviour in Teaching & Learning
- Key actions to uphold the policy
- Monitoring procedures
- School Charter
- Values of the school
- PGS Character
- School rules
- Prohibited items, searching and confiscation procedure
- Student rewards and discipline systems
- Exclusion policy

## AIMS

We aim to:

- Create a caring, stimulating and secure environment for everyone.
- Promote high expectations of positive behaviour by example.
- Develop a sense of self-discipline and an acceptance of responsibility for actions and encourage everyone to value the school environment and its routines.
- Value the rights of every individual and promote and develop empathy and respect for self and others.
- Ensure that everyone has the right to be treated fairly.
- Empower all staff to determine and request appropriate behaviour for everyone.
- Ensure that good behaviour is always recognised and rewarded.
- Raise students' self-esteem by the use of positive interaction.
- Develop a culture in which we accept the young person but not the poor behaviour.
- Develop a culture where we value everyone equally and focus where necessary on any poor behaviour and the modification of this.
- Ensure the policy is fully understood, is consistently implemented throughout the school and that effective mechanisms are in place for the monitoring and evaluation of this policy.



## PRINCIPLES

- Learning is developed best in a safe, caring and ordered environment.
- Accept that the maintaining of exceptional behaviour within Parkstone Grammar School is the shared responsibility of every member of the school community.
- Expectations of work and behaviour are high and the consequences of poor behaviour are made explicit and applied consistently.
- Self-esteem and consequently learning is enhanced by encouragement.
- We recognise that everyone has the right to make mistakes and contained within this policy are identified personal and support strategies.
- Working in partnership with home and external agencies is vitally important in promoting positive behaviour.
- We will provide a rich, appropriate curriculum for each student.

## SAFEGUARDING

The expectations, procedures and sanctions detailed in this policy aim to safeguard all students and staff in the school through their aims/principles and implementation.

## EQUAL OPPORTUNITIES

All expectations, procedures and sanctions should be applied consistently and equally. The systems are aimed at ensuring every student receives a high quality of education.

## TEACHING AND LEARNING

### Promoting positive behaviour in the classroom

Effective teaching can help to support the promotion of positive behaviour. By effective teaching we mean that lessons are well planned to include:

- differentiation activities that are engaging and challenging
- assessment for learning opportunities

and that these lessons are delivered with pace and enthusiasm.

Teaching methods should encourage enthusiasm and active participation for all, within a challenging and supportive environment. Lessons should aim to develop the skills, knowledge and understanding which will enable students to work in cooperation with others. Praise should be used to encourage positive behaviour as well as good quality work. Correction should follow the sanctions outlined in the policy for rewards and-discipline.

Assertive teaching styles and good relationships between staff and students are important in establishing a positive ethos in the classroom and teachers need to be consistent and respectful in their interactions. Scanning, anticipating and intercepting positively can prevent disruption.

Where preventative approaches have been unsuccessful it is then when consequences as detailed in the disciplinary sanction systems should be applied.



## Positive behaviour

All behaviour has a purpose and as a community we aim to create an environment where students consciously want to demonstrate positive behaviour. This is when individuals' actions, words and deeds allow a positive working environment to flourish. It positively impacts on self and others by building esteem and allowing all to take responsibility for actions.

Examples of positive behaviour are listed below:

- Respectful language
- Actively listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- PGS Character
- Respect for self and others, regardless of status

## Classroom management and environment

Classroom management and teaching methods have an important influence on a young person's behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and students, strategies for encouraging positive behaviour, layout of furniture, access to resources and classroom displays all have a bearing on the way students behave, although it is recognised that this may be challenging when staff do not have a permanent room base. Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

## KEY ACTIONS

### Role of the Student

Students should take responsibility for their own behaviour. Consideration and politeness should be given to all. Students must adhere to the uniform rules/dress code, come prepared to lessons and behave appropriately in lessons and around school.

### Roles and responsibilities of all staff

- To lead by example.
- To be consistent with students.
- To promote the aims and values of the school as outlined on the 'School's Charter', 'Values of the School' and 'PGS Character' documentation.
- To have high expectations of students.
- To promote high expectations within the community.
- To meet the educational, social and behavioural needs of students.
- To provide an appropriate curriculum.
- To provide a rigorous and well-maintained learning environment.
- To follow all appropriate procedures.



### **Role of the Head of Year and Head of Department**

It is the responsibility of Heads of Department and Heads of Year to support their teams by modelling through positive and consistent leadership. It is also important that they monitor student progress with regard to both behaviour and achievement by providing support, appropriate challenge and strategies to aid improvement. They must also support staff in implementing and acting on the stages as detailed in the disciplinary sanction systems.

### **Role of the SENDCo**

Under the requirements of Equality Act 2010 the SENDCo alongside the relevant Key Stage Manager and Head of Year may differentiate areas of the policy where necessary to meet individual student needs. Any changes will be recorded in the students support documentation and may involve external agencies where additional support is required.

### **Role of Key Stage Manager (Leadership Group)**

It is the responsibility of the Key Stage Managers to support their Heads of Year and Departmental Heads in modelling through leadership. It is also important that they monitor student progress with regard to both behaviour and achievement by providing support, appropriate challenge and strategies to aid improvement. They must also support staff in implementing and acting on the stages as detailed in the disciplinary sanction systems.

### **Role of the Headteacher**

The Headteacher holds the ultimate sanctions once all other procedures have been followed and will address any individual situation as and when required (this will include any malicious allegations made by pupils, where the disciplinary policy will be applied appropriately to the severity of the accusation, as well as pastoral support given to the staff member accused). The Headteacher's decision is final.

### **Role of the Governors**

The Governors should agree and approve the Behaviour Policy and monitor and evaluate the school's work in implementing it.

### **Role of Parent(s)/Carer(s)**

Parents have a vital part to play in securing the appropriate behaviour of their young person at school. Home school agreements go a long way to setting out the respective roles of parents, students and the school. It is the responsibility of schools to provide an orderly and structured environment with a positive ethos, where students can feel safe, without fear of threat or harm from others; it is parents' responsibility to support the school in providing and promoting this ethos. Close working relationships between school staff and parents are essential in providing effective solutions to difficult problems. Parents/carers may expect conversations with subject staff, Form Tutors, Heads of Year/Department or the Leadership Group where behaviour has been inappropriate. It may be necessary to construct an appropriate report card which requires a



parental/carers' signature. Parent(s)/carer(s) may also be required to make alternative arrangements to collect their child from school should they be sanctioned with a Friday after school detention or a uniform violation which is unable to be immediately changed. In rare cases where a student is placed on a suspension parents/ carer(s) will need to supervise their child away from the school site with guidance for this set out in writing from the Headteacher.

## **MONITORING PROCEDURES**

### **Monitoring of the Policy**

This policy should be consistently updated and modified as practice within the school progresses. Data and impact of systems will be reviewed termly by the member of the Leadership group in charge of behaviour as well as by other members of the Leadership Group, Headteacher and Governors where relevant to their role.

## **BEHAVIOUR SUMMARY**

Teachers have the right to teach and students have the right to learn without unnecessary disruption. An ordered working environment does not just happen; it needs to be promoted by example.

A positive approach will ensure that appropriate behaviour is rewarded and that inappropriate behaviour has consequences. Students will not follow a set of rules just because they exist or are posted on a classroom wall. All staff must take time to teach students appropriate behaviour.

- Set high expectations.
- Do not ignore poor behaviour.
- It is our responsibility to promote positive behaviour in our classroom and the wider school environment.

This policy and guidelines must be followed by all staff, students and parents to ensure a consistent and corporate approach to managing behaviour at Parkstone Grammar School. Training will continue to be provided, where relevant, to staff to support them in upholding this policy.

Sanctions may also be applied where a student has misbehaved off-site when representing the school, such as on a school trip (the application of sanctions on trips is detailed in the Procedures for Offsite Activities Policy, Appendix 10).

## **LINKED POLICIES**

Examination & Internal Assessment Malpractice Policy  
Child Protection & Safeguarding Policy  
Internet and Email Acceptable Use Policy - Students  
Teaching and Learning Policy  
Curriculum Policy  
Anti-Bullying Policy  
SEND Policy



Procedures for Offsite Activities  
Continued Professional Development Policy  
[AI Policy](#)

## **CONTACT**

Any questions or queries regarding this policy should be directed to:

Member of the Leadership Group responsible for Behaviour  
Parkstone Grammar School  
Sopers Lane  
Poole  
BH17 7EP



# AT PARKSTONE WE TAKE RESPONSIBILITY FOR ...

## ... our relationships and behaviour

- Being kind and considerate to all, including ourselves
- Dressing according to the uniform rules/dress code
- Following the school rules
- Contribute towards a dynamic learning attitude

## ... our learning

- Active listening, talking and sharing of ideas
- Meeting deadlines
- Personal organisation and punctuality
- Challenging ourselves fully
- Acting on feedback, advice and guidance
- Reflect and learn from our mistakes, building resilience

## ... our environment

- Safe and considerate movement around school
- Clean and tidy working environment
- Appropriate care of equipment and displays
- Positively contributing towards our community



# VALUES OF THE SCHOOL

## COURAGE

“Feel confident to achieve your very best and develop your resilience to overcome barriers”

## COMMITMENT

“Be tenacious and relentless in your curiosity for knowledge”

## COMPASSION

“You should encourage and care for your peers, value and engage with all cultures and religions in our diverse global community”



# OUR SCHOOL CHARTER

**In our community it is important that we should maintain high standards and take responsibility for our own actions.**

## **OUR COMMUNITY RESPONSIBILITIES**

- To uphold the values of our school
- To treat all persons and the environment of the school with respect
- To apply ourselves to all areas of school life
- To empower all to do our best and to take care of each other
- To challenge any inequality and prejudiced attitudes

## **OUR RIGHTS**

- To be treated with respect by all members of our community
- To feel safe both emotionally and physically safe in our school environment
- To participate in all the opportunities that our school offers
- To know where we can access support and guidance
- To be challenged appropriately where we fall short of our responsibilities

# SCHOOL RULES ...

The School Rules are designed to fit the structure of the School Charter and to support the broad aims expressed there.

## RELATIONSHIPS AND BEHAVIOUR

### Consideration and politeness to all

- We do not condone bad language at any time towards anyone in the school.
- Bullying will not be tolerated

### Dress according to the Uniform Rules/Dress Code

- Keep to the Uniform Rules/Dress Code throughout the day.
- Main school students should arrive and leave school in correct school uniform.

## THE DRESS CODE – for the Main School

*Our uniform reflects our professional attitude to our school and our work. If you have not followed the Dress Code, you will be given replacement items from school stock for the day or until you sort the problem.*

### Hair

Hair should be neat and tidy and of one natural colour. We do not allow extreme styles or colours. For Health and Safety, you will need to tie your hair back for practical lessons: Science, Drama, Design and Technology, Art and PE.

### Jewellery

One small stud per ear in each ear lobe is allowed, but no other piercings. No other visible jewellery is allowed other than a watch and a discreet religious symbol on a chain, worn inside the shirt.

### Makeup

Discreet makeup is allowed. You will be asked to remove excessive makeup. We do not permit the wearing of false eyelashes.

### Nails

Students should not wear nail varnish of any type or colour. This includes “Shellac”, gel nails or any other trade names. You will be asked to remove inappropriate nail varnish. Students should not wear artificial nail extensions of any type.

### Skirts

Skirts should be worn no more than 5cm above the knee and of a non-stretch material. For the new uniform skirts must be worn at the knee.

Correct school skirts can be purchased from our suppliers.

### Trousers

Regulation trousers as supplied by our outfitters.

### Shoes

Shoes should be plain black, and of a smart and sensible design with enclosed heels and toes. High heels, stilettos or platforms are not allowed. Boots of any type are also not allowed.

### Socks

Socks should be white, black or grey/navy (depending on which uniform is worn) with no other colours allowed and worn at the ankle or below the knee.

### **Tights**

Tights must be plain and not patterned, with no footless tights or leggings. They may be black, grey or natural if wearing the old uniform; or black, navy or natural if wearing the new uniform. It is a good idea for students to have a spare pair in case tights ladder during the day.

### **Blazers**

Blazers should be worn between lessons and when walking around the school.

**Where any student infringes the dress code and the item cannot be changed/removed in school parents will be contacted to collect their child to rectify the situation.**

### **DRESS CODE FOR MAIN SCHOOL DAY TRIPS, RESIDENTIAL VISITS & NON-UNIFORM DAYS**

Clothing for day visits and residential trips must be smart casual. This means that beachwear is unacceptable. School uniform may be required on certain visits as notified by the trip leader.

This code also applies to any non-uniform days, unless otherwise instructed.

- Mid-thigh length shorts only may be worn i.e. no 'short' shorts and no denim.
- No shoestring / strapless tops / vest tops/ bare midriffs
- No flip-flops or shoes without a strap to support the heel
- No leggings to be worn unless covered with a long length top or skirt, or are sports leggings.
- Jeans are acceptable but must not have holes or tears
- No dresses and skirts with holes or tears
- Dresses and skirts must be of an equivalent length to school skirt requirements.
- No fancy dress unless part of a themed day (e.g. World Book Day)
  
- Anyone who does not follow the regulations on non-uniform days will be sent home to change
- For day trips you may be refused permission to attend the trip if your clothing is unsuitable and does not adhere to the code above
- For residential trips staff have the right to ask you to change if you do not adhere to the above dress code

### **DRESS CODE FOR YEARS 12 AND 13**

**Should include a combination of:**

- Blouse / top that covers shoulders / smart t-shirt / polo shirt
- Trousers, dress or skirt
- Jumper or cardigan (optional)
- Jacket or blazer (optional)
- Leather (or leather style) shoes or boots, laced canvas shoes – all without excess heels or platform soles
- Outside coat
- Plain or patterned tights
- Students must wear their school lanyard and student ID card at all times whilst on school site.

**Items that are NOT appropriate:**

- Unprofessional dress items such as low-cut tops or mini skirts
- Bare midriffs and off the shoulder tops
- Blue denim of any description
- Combat trousers or camouflage wear
- No visible bras/bra straps
- Dresses, shirts or trousers with holes or tears
- Tracksuit tops or bottoms
- Leather or similar trousers
- Leather or similar skirts
- Jogging bottoms
- Beach wear
- Shorts
- Tops displaying large logos, lettering or slogans
- Leggings, jeggings, Lycra trousers or any skin-tight type trousers
- Playsuits
- Vest tops, shoe string tops, strapless tops
- Bover style boots – with heavy studs/buckles/thick platforms
- Flip flops, open toed shoes or shoes without a strap to support the heel
- Excessive jewellery

**This list is not exhaustive and may be added to as deemed appropriate by the Leadership Group.**

**ALSO:**

- Students may wear a pair of earrings in their earlobes and in the top of their ears. There should be no other visible piercings
- Hair should be neat and tidy. Extreme styles and colours are not allowed
- No visible tattoos are allowed
- No hats or caps are to be worn around the school
- No earphones / headphones / earbuds to be worn around school

This Dress Code is not optional. Any student who is unsure about any aspect of it should seek guidance.

**Students who fail to adhere to the Dress Code will be sent home to change. USE OF**

**MOBILE PHONES AND PERSONAL ELECTRONIC DEVICES**

- Mobile phones and other personal electronic devices are banned from being used on the school site, until 16:30, by students in years 7-11.
- If a mobile phone is seen by a member of staff it is confiscated, a disciplinary point issued and a lunchtime detention automatically set the next day. If a mobile phone is seen after 15:15 the phone itself will not be confiscated but a disciplinary point given and a detention set.
- Confiscated items can be collected from Reception after 15:15.
- Mobile phones and personal electronic devices are allowed to be bought into school, but this is at the student's own risk, and they must be stored switched off either in their bag or locker (not in a blazer pocket).
- Should students need to contact or receive a call from a parent/carer after 15:15 they may use their mobile phone, for this reason only, in the small hall/dining room.

- If students are repeatedly sanctioned for using their mobile phone/device on site they may be asked to hand their phone/device over to a Head of Year, or member of the Leadership Group every day for an agreed amount of time.
- Sixth Formers may use their phones responsibly but not in corridors, locker areas or in the canteen at break or lunchtime.
- Refusing to hand over a mobile phone will be sanctioned under Incident Level 3.

### **Prohibited Items Banned from School**

- Knives or weapons
- Alcohol
- Illegal drugs and/or associated paraphernalia
- Stolen items
- Tobacco and cigarette papers, e-cigarettes/vapes
- Fireworks
- Pornographic images
- Chewing gum

Breaking this rule is a serious offence and will be dealt with by the Leadership Group and possibly the Police.

At Parkstone we also ban the use of correction fluid/tape to help maintain the standards of work and protect our school environment. Correction fluid/tape will be confiscated and a behaviour points issued.

### **LEARNING**

***Teaching and learning are central to what we do at Parkstone. It is important that we are all allowed to do this easily and comfortably. If you persistently prevent others from learning you may be asked to leave the lesson, to report to the Head of Department or to attend an after-school detention. Your parents will be contacted if necessary.***

#### **Appropriate Listening and Talking**

- Students should listen carefully and follow instructions
- Students should listen and contribute considerately to class discussions.

#### **Meeting Deadlines**

- In a large secondary school, it is essential that students learn to meet all deadlines.
- We recommend that students write down their deadlines in their student planner which should be regularly signed by parents/carers. If students miss a deadline for a reply slip for a trip, then they will have forfeited the opportunity to go on the trip.
- If a student has any problems with deadlines they must inform the teacher before the deadline has passed.

#### **Personal Organisation**

- Bring everything you need, including planners, to all lessons.
- If you feel unwell you must report this to your teacher who will then ask you, if necessary, to go to Reception where you may be placed in the Medical Room.

#### **Punctuality**

- Arrive promptly to all lessons, including registration at 8.25 am
- If you arrive in school after 8.35 am you must sign the Late List at Reception.
- If you know in advance that you are going to be absent, you must give your Tutor a letter in advance.

## Use of AI

Students may only use AI to support their learning when permitted to do so by their teacher. Student must ensure that they reference assistance appropriately ensuring that they follow exam/NEA rules. Students must ensure full compliance with the guidelines set out in the Acceptable Use Policy (Staff & Students).

### Students (examples of acceptable use)

- Allowed (when permitted by teacher): brainstorming, outlines, language practice, code hints, revision quizzes—with acknowledgement of AI assistance. When specifically studying and discussing AI in schoolwork, for example in computing lessons or art homework about AI-generated images.
  - Students (examples forbidden use)
- Submitting AI-generated work as own (including homework and class assignments); using AI on controlled assessments/NEAs/exams unless explicitly authorised under access arrangements.
- In addition to the above forbidden uses of AI students must never use AI to generate content to impersonate, bully or harass another person. AI must not be used to generate explicit or offensive content including, but not limited to, generating inappropriate or sexualised images nor input offensive, discriminatory or inappropriate content as a prompt.

Any examples of students using AI to generate work submitted and claimed to be their own, will be sanctioned under the behaviour point system or the appropriate referral will be made to JCQ.

Where students submit work that is not their own for an external examination and have signed the declaration sheet to submit to the board the school HAS to report this as malpractice to the board and follow any sanctions that they put in place. If the use of AI comes to light prior to the signing of the declaration sheet the school will use its own internal behaviour systems, as outlined in the policy, to apply relevant sanctions.

## Attendance

- For unplanned absences e.g. illness, parents/carers are requested to phone the school or email the school via the link on the school website before 8.30 am on the first day of absence. A letter must be sent to the Form Tutor on your return.

## Challenge Yourself Fully

- Sit where instructed or where you know you will not be distracted in lessons.
- Do all homework set – keep a record in your planner.
- Ask for help if you need it.

## ENVIRONMENT

***A safe and healthy environment helps us all to learn effectively. If students' actions spoil our environment they will have to take part in Community Service such as clearing the canteen after lunch, litter picking, recycling, cleaning damaged areas, sorting and returning lost property. If necessary parents/carers will be contacted by phone or letter to let them know***

### Safe and Considerate Movement Around the School

There are over 1200 students in school and movement around the school can sometimes be problematic. In order to reduce congestion and to provide a safe and comfortable environment for all we request therefore that:

- All main school students must remain on site all day.
- When moving around the school, keep to the left and show consideration for others.
- Don't run.
- Hold doors open for others.
- Keep to the one-way systems.
- Keep to the paths to respect our green environment.
- Students may carry one appropriate school bag around during the day (with the exception of an additional PE bag for the periods, and adjacent periods, they have PE).

- If students have to stay in school after 3.15 pm they must wait either in the small hall/dining room or work in the computer area at the bottom of the Humanities block
- Keep to the permitted areas of the school. The following areas are out of bounds:
  - Areas where sporting activities are in progress.
  - All areas adjacent to the perimeter fence.
  - The car parks.
  - Any area where building work may be in progress.
  - Any other area cordoned off or marked as out of bounds.

### **Equipment/Facilities**

- Students should wait outside all practical rooms until invited to enter by a member of staff.
- Specialist apparatus may be used only when the relevant member of staff is present or has given permission.
- Safety equipment must not be removed (unless being utilised for its intended purpose) or tampered with.

### **Clean and Tidy Working Environment**

- No graffiti.
- We do not allow chewing gum in school.
- Leave lockers clean and empty at the end of term.
- Keep your possessions in your locker, not on top of lockers or shelves.
- Put litter in the appropriate bins to help with recycling.
- Don't sit on tables and lockers.
- Clear up at the end of break and lunch to leave a pleasant room for the next period.
- Bags must be stored under desks, or in a designated storage facility.

### **Appropriate Care of Equipment and Displays**

- Save energy by switching off equipment where helpful at the end of the day.
- Only use ICT equipment with permission.
- Respect the work of others; don't damage or remove display items.
- Students should ask to open or close a window blind.
- If there is a problem with any room, it should be reported to Reception as soon as possible.

### **Food and Eating Arrangements**

- Hot meals are served in the school canteen at lunchtime.
- A variety of snacks are also available at break and lunch from the canteen, as well as for Sixth Formers throughout the day in the canteen and Sixth Form Café.
- No student from years 7-11 should be purchasing food from the canteen during lesson times or breaks between lessons.
- A breakfast club currently runs from 8:00 am for students who wish to purchase breakfast at school.
- Students should only eat in tutor rooms, Sixth Form Café or in the canteen.
- For safety and hygiene reasons, students must not take food and drink into the PE area, Science Labs, the Library, or near any computer terminals.
- No plated food may be taken out of the canteen.
- No food should be eaten whilst walking around the school.
- Food taken from the canteen should be properly wrapped while being carried to a form room and hot drinks should have a lid.
- No bags are to be taken into the canteen at lunchtime.
- Students are encouraged to take responsibility for keeping all areas of the school free from litter. In particular, each tutor group has responsibility for ensuring that their tutor room is clean and free from litter. At the end of break and lunch clean up any spilt food and put litter in the appropriate bin.

### **Arrangements for the end of the school day**

- Students are encouraged to stay on at the end of the school day for organised meetings and clubs.
- No student will be allowed to attend a sports fixture out of school unless a parental consent form has been signed.

### **Personal Belongings**

In any large school care of personal belongings is important as unfortunately personal belongings do sometimes go missing. To help with this we do ask that:

- All property must be clearly marked.
- Students will be allocated an individual locker to keep their valuables and belongings in.
- Musical instruments are kept in the music storeroom, except those small enough to be kept in a locked locker.
- Outdoor clothes should be left in lockers.
- Students are politely requested to take their PE kit home preferably at the end of the day, and definitely at the end of each week.
- Students are discouraged from bringing in large sums of money to school but if this proves to be unavoidable, we ask that it is handed into the school reception for safe keeping in a clearly marked envelope.
- The school cannot accept responsibility for personal items brought into school by students.

Items, which are left on top of lockers, in tutor rooms or in corridors will be removed to lost property.

### **Retrieving Lost Property**

Lost valuables, e.g. purses, may be retrieved from Reception. For all other items of lost property students should come to Reception when the lost property cupboard is open. At the end of each half term the lost property cupboard is cleared of unclaimed items which are donated to charity or disposed of.

### **Medical Room**

- When a student feels unwell they should speak to a teacher who will issue a note to give to Reception.
- Due to the large number of students in the school, it is not practical to allow a student to remain in the medical room for a long period of time. If the student does not feel well enough to return to lessons, parents will be contacted by a member of the office staff and asked to collect their daughter.
- Should an accident or injury happen help can be sought from any member of staff, who will contact a first aider.

# PROHIBITED ITEMS, SEARCHING AND CONFISCATION

## SEARCHING

Under legislation (School Behaviour (Determination and Publicising of Measures in Academies) Regulations, 2012 and Screening, searching and confiscation, DfE 2018) the Headteacher and members of the Leadership Group have a statutory power to search students or their possessions, with or without consent, where there are reasonable grounds for suspecting a student may have a prohibited items or items banned under the school rules.

Prohibited items banned from schools are:

- Knives or weapons
- Alcohol
- Illegal drugs and/or associated paraphernalia
- Stolen items
- Tobacco, cigarette papers (at Parkstone this includes e-cigarettes/vapes)
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used; to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

This list is specified in Screening, searching and confiscation, DfE July 2022.

At Parkstone we also ban the use of correction fluid/tape to help maintain the standards of work and protect our school environment. Correction fluid/tape will be confiscated and a behaviour point issued.

The Headteacher and/or the Leadership Group can also reasonably search for any item banned by the school which has been identified in the rules as an item that may be searched for.

Consent will always be sought from a student to search their possessions or locker area but where suspicions arise that a student has a prohibited item, possessions can be searched without permission.

Parkstone will make sure that staff of the same sex as the pupil carry out the search of the student's possessions and that a second member of staff will be present. The exception to this rule is where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

## Confiscation

The school has a general power to seize any prohibited item, as set out in section 91 of the Education and Inspections Act of 2006, and this enables any member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty (when it is reasonable in the circumstances), however found, which they consider harmful or detrimental to school discipline.

The Headteacher and/or Leadership Group can seize any prohibited item found as a result of a search, and they will retain or dispose of it as appropriate BUT would never return to the student.

If illegal drugs are found or suspected to be illegal or controlled drugs the appropriate measures will be conducted in line with the school's drugs policy.

Any stolen items that are found will be delivered to the Police as soon as reasonably practical but may be returned to their owner if the owner is within the school community.

If pornographic images are found, the image will be disposed of unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the Police as soon as reasonably practicable. Images found on any electronic devices will be deleted unless it is necessary to pass them on to the Police (see below).

Any article discovered as the result of a search that has been (or could be) used to commit an offence or to cause personal injury or damage to property will be delivered to the Police, retained or disposed of.

Any weapon or items which are evidence of an offence will be passed to the Police as soon as possible.

Fireworks found as the result of a search may be retained or disposed of but will not be returned to the pupil.

Any alcohol, tobacco or cigarette papers found will be retained by the member of staff and disposed of.

### **Dealing with Electronic Devices**

The mobile phones of students and personal electronic devices may be confiscated by any member of staff, including earphone/earbuds/headphones.

In conducting a search, the Headteacher and/or other members of the Leadership Group may examine files or any data on an electronic device if they think there is good reason to do so. Prior to completing a search, the Headteacher or Deputy Headteacher must be immediately informed of the details of the student and reason for the need for an electronic search of the device.

Following the examination decisions will be made whether to retain the device, or return it to the owner or give the device to the Police. Before returning to the owner files or data may be deleted if they believe there is good reason for doing so. A good reason may be where it is suspected that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device decisions will be made whether to delete the material, retain it as evidence (of a criminal offence or breach of school rules) or whether the material is of such seriousness that it requires the involvement of the Police.

### **Informing Parent(s)/Carer(s)**

As a school we are not legally required to inform parents/carers before any search takes place or seek consent to search students or their electronic devices however, Parents/carers will be informed by telephone if a search has taken place and if prohibited items are found, although that is at the school's discretion as there is no legal requirement to do so. Any complaints that parents/carers have about searching should be dealt with in the school's complaints procedures.

# STUDENT REWARDS

## REWARDS

HOUSE POINTS		
5 points in same subject	Subject teacher	Acknowledgement
10 points in same subject	Head of Department	Postcard home
10 points	Form tutor	10 Points Certificate
20 points	Head of Year	Bronze Certificate
40 points	Key Stage Manager	Silver Certificate
60 points	Headteacher	Gold Certificate
75 points	Headteacher	Platinum Certificate

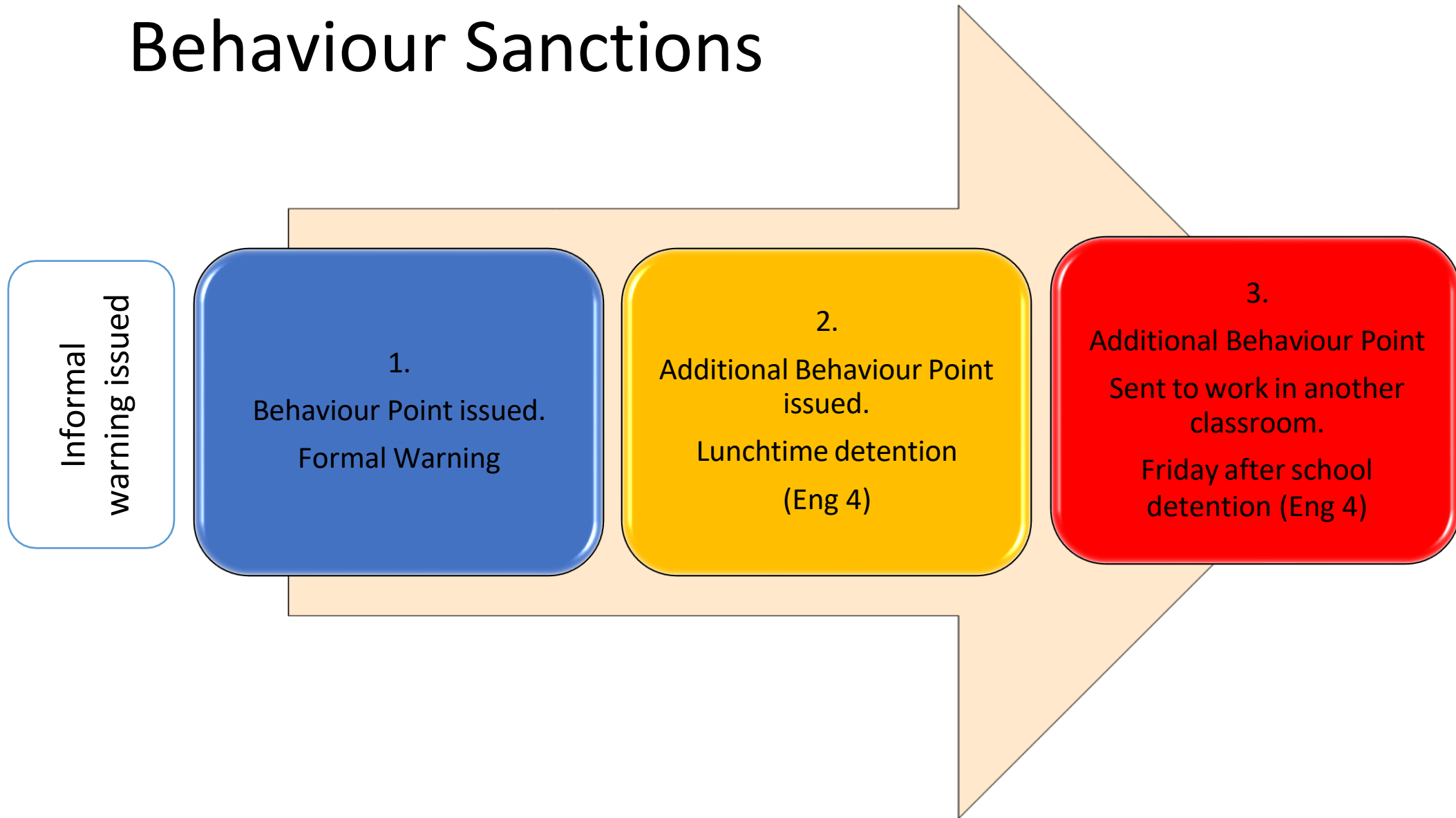
**House Points on SIMS can be awarded for the following descriptors and these appear on the drop down menu in SIMS. Consistency is vitally important and all staff should be looking to reward students.**

- Excellent effort and/or perseverance**
- Outstanding work**
- Good progress made**
- Excellent contribution to discussion**
- Community service**
- Voluntarily seeking help outside lessons**
- Evidence of independent research**
- Supporting peers academically Supporting peers socially or emotionally Demonstrating curiosity**
- Demonstrating passion and enthusiasm**
- Demonstrating resilience**
- Excellent effort**
- Excellent use of Response Time**
- Perseverance**
- Problem solving Risk taking**
- Ask relevant questions**
- Challenge or build on ideas of others**
- Express your opinion in a discussion**
- Gaining confidence in speaking**
- Speak fluently with confidence in front of an audience**
- Use subject specific vocabulary when speaking**
- Work collaboratively in group discussions**
- Excellent use of response time**
- Evidence of independent research**

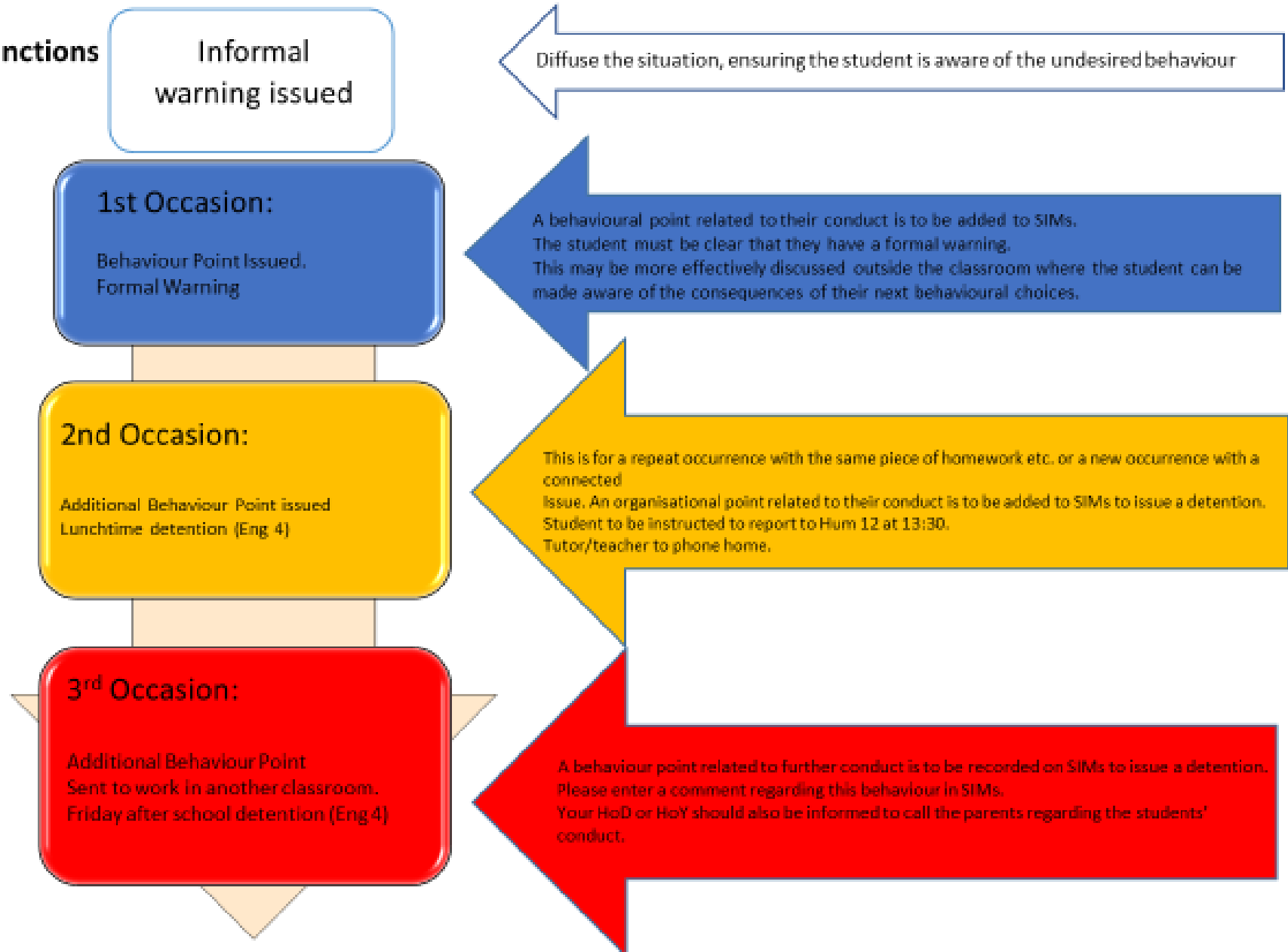
### **Ethos Nominations**

Staff will be prompted to nominate a student from each of the keystages they teach for an ethos award comprising of a personalised certificate sent home to parents. Student will be nominated under the categories of Courage, Commitment and Compassion with the reason from the teacher outlined.

# Behaviour Sanctions



## Behaviour Sanctions



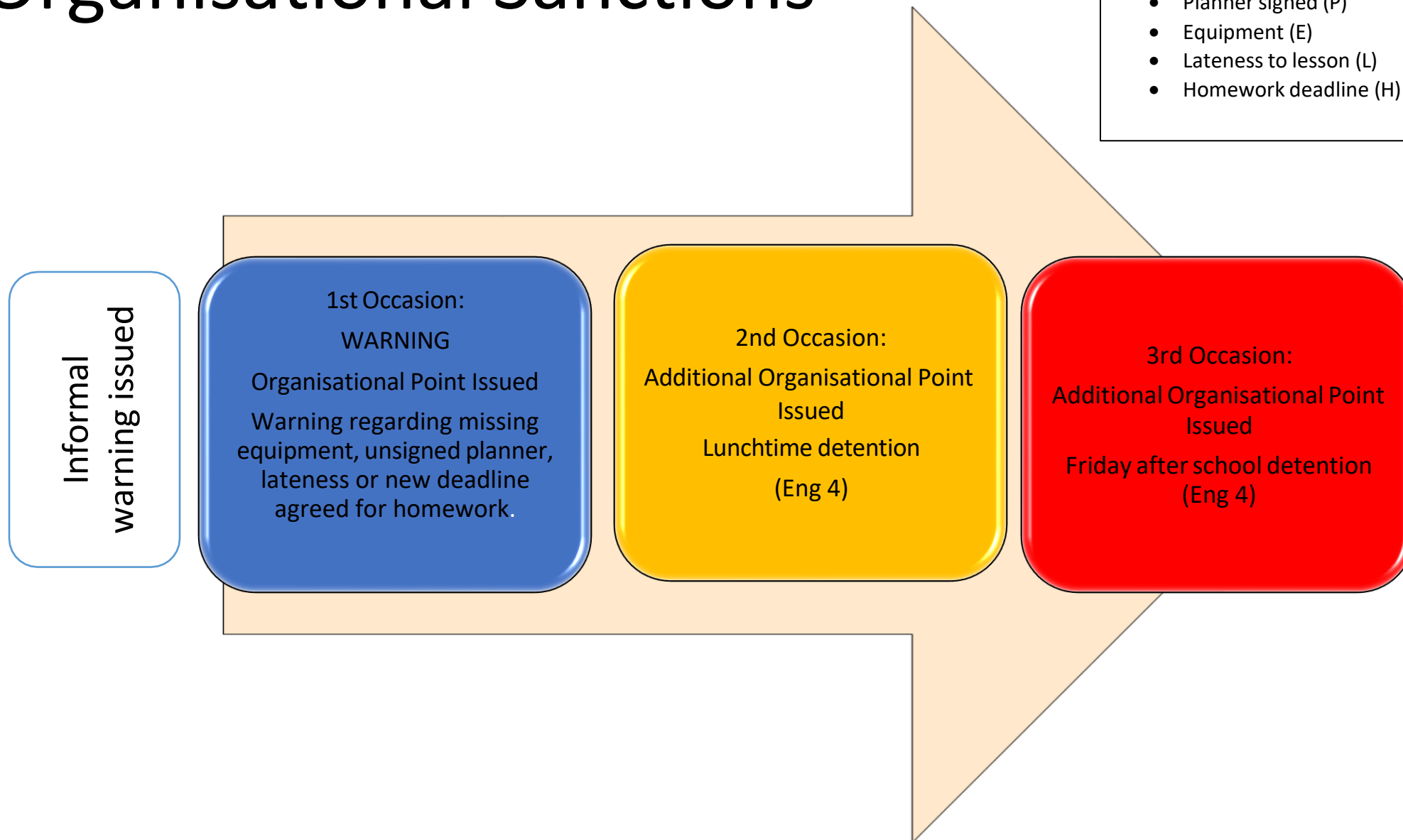
# Behaviour Sanctions



# Organisational Sanctions

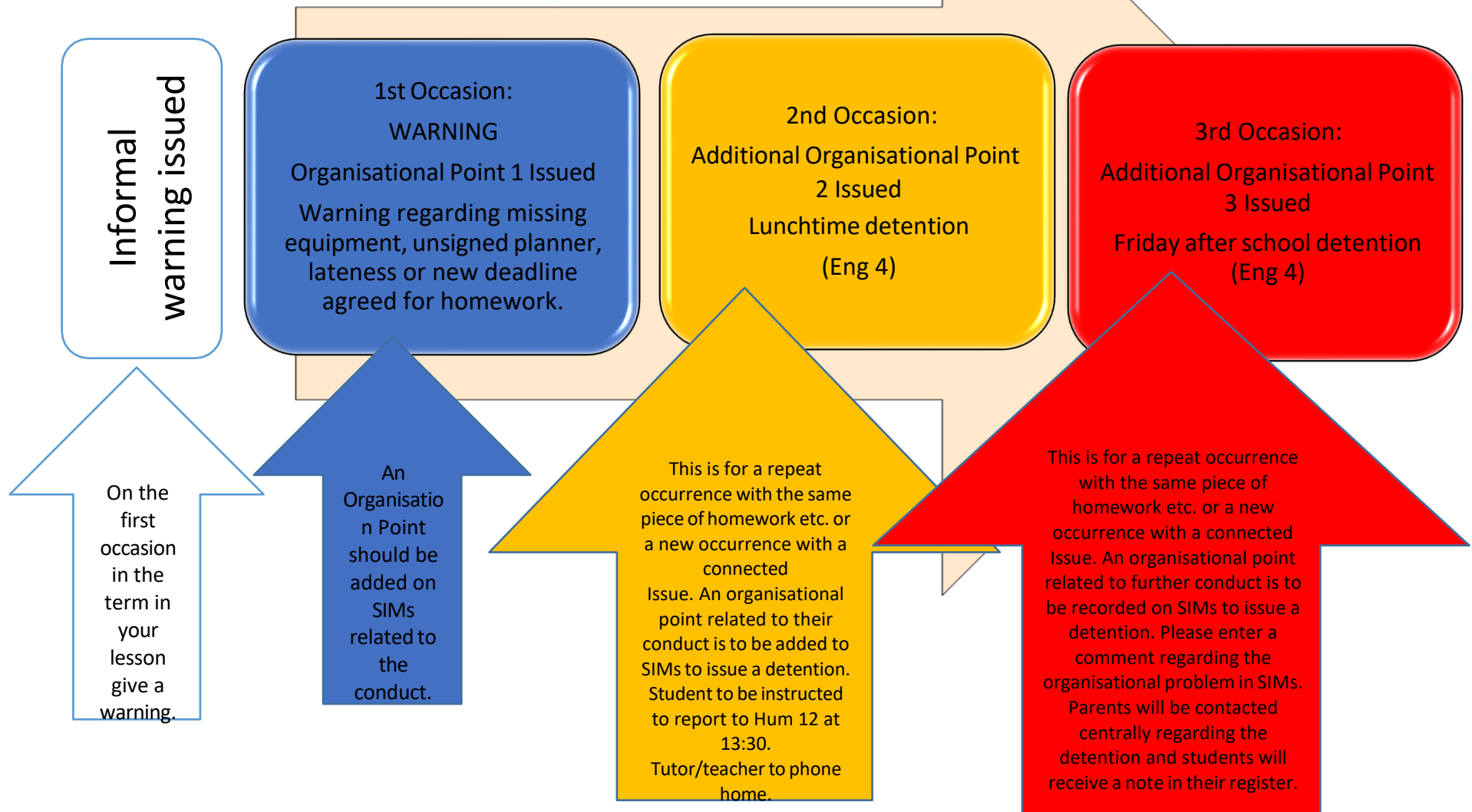
## Organisational Points

- Planner signed (P)
- Equipment (E)
- Lateness to lesson (L)
- Homework deadline (H)

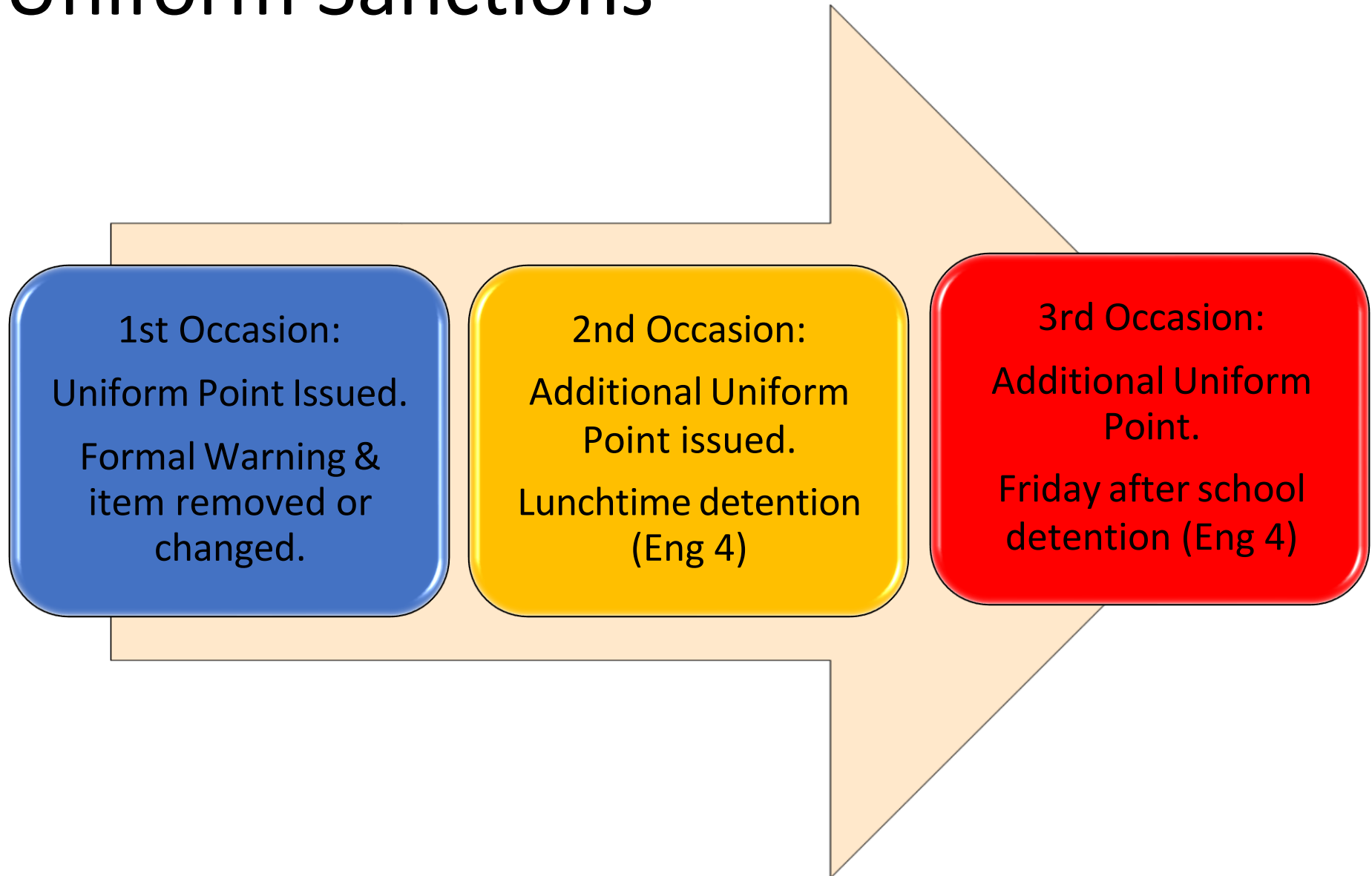


# Organisational Sanctions

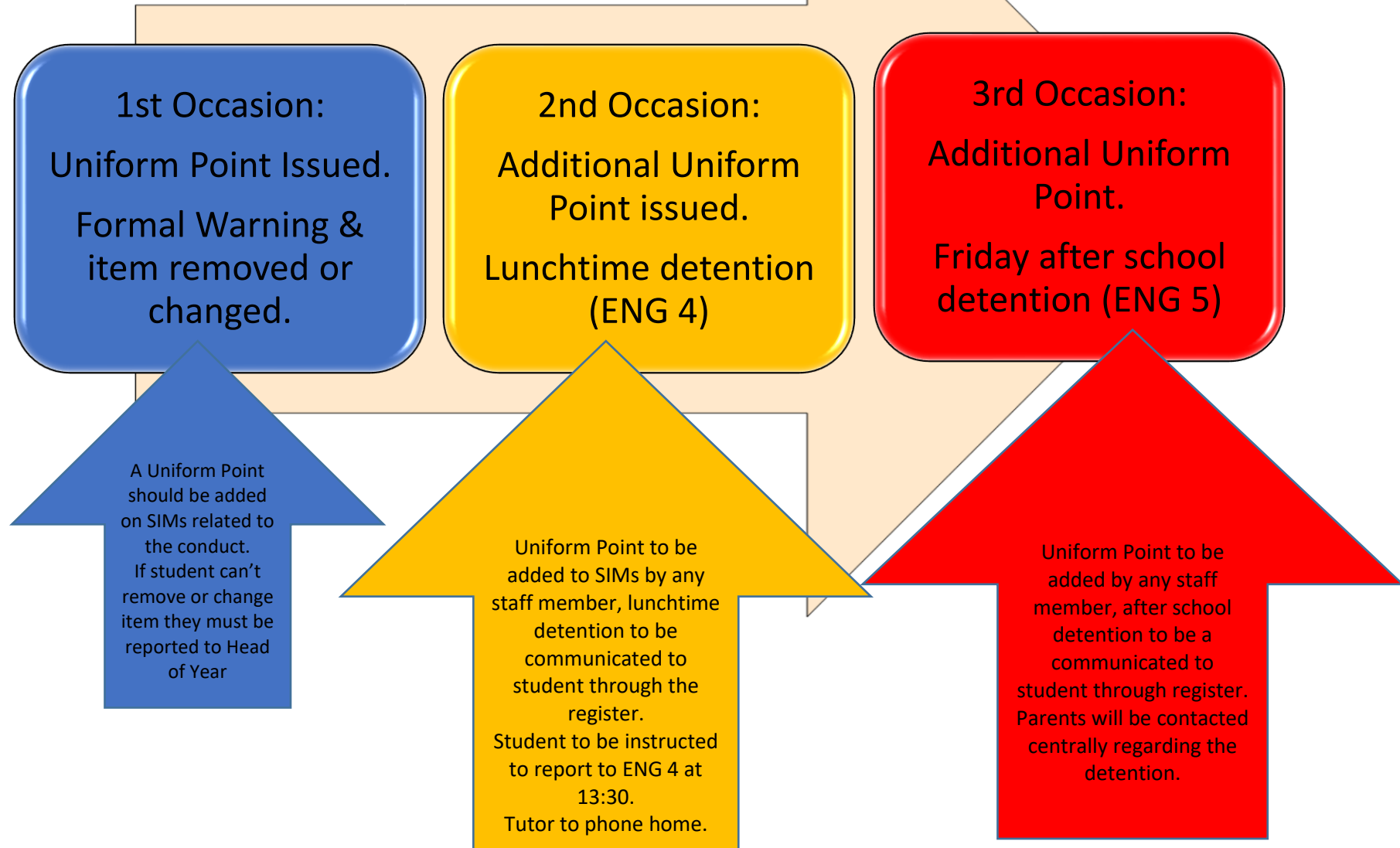
- Organisational Points**
- Planner signed (P)
  - Equipment (E)
  - Lateness to lesson (L)
  - Homework deadline (H)



# Uniform Sanctions



# Uniform Sanctions



Incident	Action by?	Possible Action Taken	Follow up
<b>Level 1</b> <ul style="list-style-type: none"> <li>• Uniform/jewellery/SixthFormdresscodeinfringement</li> <li>• Forgetting to bring equipment to the lesson</li> <li>• Late homework</li> <li>• Inadequate homework or classwork</li> <li>• Health and safety infringements</li> <li>• Low level disruption in class</li> <li>• Lack of focus/inattentive in class</li> <li>• Other minor infringement of school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teacher (if during lesson time)</li> <li>• Form tutor (if during tutor time)</li> <li>• Any member of staff 'on the spot'</li> </ul>	<ul style="list-style-type: none"> <li>• Follow sanctions system</li> <li>• If it concerns a uniform infringement that cannot be changed or removed report to Head of Year immediately.</li> </ul>	<ul style="list-style-type: none"> <li>• For central <b>detentions</b> - please action on SIMS</li> </ul>
<b>Level 2</b> <ul style="list-style-type: none"> <li>• Persistent lateness to lessons</li> <li>• Lack of cooperation with staff member</li> <li>• Rude and/or disrespectful behaviour</li> <li>• Unpleasant behaviour towards other student/s (one occasion)</li> <li>• Misuse of or damage to school property</li> <li>• Failure to attend lunchtime detention</li> <li>• Repeated uniform infringements</li> <li>• Use of a mobile phone or personal electronic device on the school site.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teacher/Tutor/Staff member</li> <li>• Head of Dept. / Head of Year</li> </ul>	<ul style="list-style-type: none"> <li>• Follow sanctions system</li> <li>• If it concerns a uniform infringement that cannot be changed or removed report to Head of Year immediately</li> <li>• For unpleasant behaviour towards other student/s this should involve the Head of Year.</li> <li>• Teacher's Head of Department should be informed if within lesson time.</li> <li>• Mobile phone/device confiscated.</li> </ul>	<ul style="list-style-type: none"> <li>• For central <b>detentions</b> - as Level 1 (directly escalating a punishment to a lunch time detention must be actioned by Head of Year)</li> </ul>
<b>Level 3</b> <ul style="list-style-type: none"> <li>• Truancy of lessons or school</li> <li>• Defiance of staff member</li> <li>• Repeated unpleasant behaviour towards other students (bullying)</li> <li>• Further problems with attendance</li> <li>• Verbal abuse/swearing at other students</li> <li>• Smoking/drunken on school premises</li> <li>• Vandalism</li> <li>• Failure to attend after school detention</li> <li>• Theft of money, possessions or school equipment</li> <li>• Repeat use of a mobile phone or personal electronic device on the school site, or refusal to hand over mobile phone/device.</li> <li>• Homophobic, racial (or other protected characteristic) related abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Year</li> <li>• Leadership Group (Key Stage Manager)</li> <li>• Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• After school detention</li> <li>• Mobile phone/device confiscated.</li> <li>• Mobile phone/device confiscated every morning for an agreed period.</li> <li>• If concerning bullying the student must also be spoken to by Head of Year and Head of Key Stage</li> <li>• Internal suspension</li> <li>• <b>suspension**</b></li> </ul>	<ul style="list-style-type: none"> <li>• For central <b>detentions</b> - as Level 1 (directly escalating a punishment to an after school detention must be actioned by Head of Key Stage)</li> <li>• Parent/school meeting arranged if concerning suspension or exclusion.</li> <li>• Consider Yellow Report Card on return to school</li> </ul>
<b>Level 4</b> <ul style="list-style-type: none"> <li>• Serious or persistent Level 3 incidents</li> <li>• Verbal abuse of /swearing at staff members</li> <li>• Assaulting staff members</li> <li>• Assaulting other students</li> <li>• Suspected handling/dealing of drugs/under influence of</li> <li>• Bringing weapons/forbidden items into school</li> <li>• Homophobic, racial (or other protected characteristic) related abuse</li> <li>• <b>The use of AI to to generate content to impersonate, bully or harass another person, generate explicit or offensive content or input offensive, discriminatory or inappropriate content as a prompt.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Group</li> </ul>	<ul style="list-style-type: none"> <li>• <b>suspension**</b></li> <li>• <b>Permanent exclusion**</b></li> <li>• <b>Possible Police involvement**</b></li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Group to contact parents and relevant outside agencies</li> <li>• Parent/School meeting arranged</li> <li>• Consider Yellow Report Card on return to school.</li> </ul>
<b>** Only used in exceptional circumstances at discretion of Headteacher</b>			

**TRIGGERS:**

Accumulation of 15 disciplinary points

- .

**STEP 1**

WHITE Report Card issued by tutor.  
Tutor provides and monitors disciplinary points and reviews regularly. Tutor provides feedback to Head of Year.

**ACTIONS TUTOR:**

- Agrees targets with student for 2 weeks.
- Contact Head of Year to produce Report Card If a target is not met a lunchtime detention should be actioned.
- Inform parents via telephone & review with them after 2 weeks.
- Email all staff.

**TRIGGERS:**

Accumulation of 30 disciplinary points or White Report Card targets have not been met on 3 occasions.

**STEP 2**

Head of Year places student onto BLUE Report Card.  
Head of Year monitors and provides feedback to Key Stage Manager.

**ACTIONS HEAD OF YEAR:**

- Agree meeting time with student each day.
- Discuss in formal meeting with parents & review with them after 2 weeks.
- Issue paper report.
- If a target is not met a lunchtime detention should be actioned.
- Consider additional support

**TRIGGERS:**

Accumulation of 50 disciplinary points or Blue Report Card targets have not been met on 3 occasions. **OR** Level 4 incident after reintegration meeting

**STEP 3**

Head of Year in conjunction with Key Stage Manager, agrees to YELLOW Report Card.  
Head of Key Stage monitors and reviews regularly with the Head of Year.

**ACTIONS KEY STAGE MANAGER:**

- Key Stage Manager and Head of Year meet with parents & student & agree targets. Review with them after 2 weeks.
- Student attends lunchtime detention and after school detentions for 2 weeks.
- Issue paper report.
- Email all staff.
- Arrange additional support.
- Regular updates to Form Tutor & Head of Year.

**TRIGGERS:**

Accumulation of 70 disciplinary points or Yellow Target Card targets have not been met on 3 occasions.

**STEP 4**

Student is placed on RED Target Card by Key Stage Manager.  
Monitored by Key Stage Manager and Headteacher.

**ACTIONS HEADTEACHER:**

- Arrange for student to report to Headteacher's office at break and lunchtime each day.
- Key Stage Manager & Headteacher meet with parents
- Agree review date meeting.
- Issue paper report.
- Email staff.
- Regular updates to Form Tutor, Head of Year and Head of Key Stage.
- Not allowed on /removed from non-curriculum trips.

This policy is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022.' It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

### PRINCIPLES

Suspension and Permanent Exclusion is a sanction used by the school only in cases deemed as high level breaches of the School Behaviour Policy, applicable to incidents in level 3 or 4 of the 'Incident Levels' document. A suspension or permanent exclusion can be made for events outside of school at the discretion of the Headteacher.

In discharging their duties, the Headteacher and Governors will have regard to DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022' and any subsequent DfE updates to this guidance. They will also take into account their statutory duties in relation to special educational needs.

A suspension from the school can only be authorised by the Headteacher or the Leadership Group acting on delegated authority. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. In the case of permanent exclusion this can only be authorised by the Headteacher.

A fixed-period suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

The school seeks to reduce the number of incidents of suspensions by promoting a positive atmosphere of mutual respect and discipline within the school.

The school regularly monitors the number of suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met (please refer to the school Equalities Policy).

Before excluding a student, in most cases a range of alternative strategies will have been tried. Where a one-off incident of sufficient gravity has taken place, this may not apply.

### PERMANENT EXCLUSION

Permanent exclusion should be a last resort and will usually be taken in response to a history of persistent, disruptive behaviour where a wide range of strategies to modify the student's conduct has been attempted without success. Such strategies would include school-based interventions and external agencies. Permanent exclusion can also be used if allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

Permanent exclusion will be considered as a response to extremely serious one-off or persistent

breaches of the behaviour policy as detailed in Level 4 of the 'Incident Levels' document. Where a student is at serious, but not imminent risk of permanent exclusion a managed move to another school may be considered.

When the Headteacher decides upon permanent exclusion s/he will be satisfied that all the following criteria are met:

- There has been a serious breach of the School's Behaviour Policy.
- There have been similar incidents in the past (unless this is a serious single incident)
- Strategies have been used to support the student to change/improve behaviour.
- If the student remained at the School there would be serious harm to the education, welfare and safety of staff/students.

## **RESPONSIBILITIES OF THE HEADTEACHER**

The Headteacher alone (or his/her designate, if he/she is absent) has the power to suspend students. In considering the suspension of a student the Headteacher should ensure that the following range of activities are carried out:

- Undertake a thorough investigation
- Consider all the relevant facts and firm evidence to support the allegations
- Consider the School's Behaviour Policy including the Equality and Anti-Bullying policies
- Ensure that all students involved have the opportunity to give their version of events.
- Consult other people or agencies except where they may be involved in any review of the exclusion.
- Ensure time has been given to addressing and supporting the student's individual problems within the capabilities of the school.

The standard of proof currently applied to school suspensions is the balance of probabilities. This does not amount to requiring a criminal standard of proof ('beyond reasonable doubt') and could mean that the Headteacher may rely on evidence of the students past behaviour to prove the likelihood of committing the offence.

Before deciding to exclude a student permanently the Headteacher will try a range of strategies as outlined in the Behaviour Policy, including suspensions. Only when other strategies have been tried without success will the Headteacher consider permanent exclusion. Except, or notwithstanding where a one-off incident of sufficient gravity has taken place. There are occasions when the severity of the offence will merit permanent exclusion, even when there has been no record of poor behaviour. The Headteacher may exclude a student for up to 45 days in any academic year. Any exclusion beyond 45 school days will be permanent.

The Headteacher must, without delay, notify the governing board and the local authority of:

- Any permanent exclusion (including where a fixed-period suspension is followed by a decision to permanently exclude the pupil).
- Any suspension which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term.
- Any suspension which would result in the pupil missing a public examination or national curriculum test.

The Headteacher must also notify the local authority and governing board once per term of any other suspensions not already notified. Notifications must include the reason(s) for the suspension and the duration of any fixed-period exclusion.

## **RESPONSIBILITIES OF THE GOVERNORS**

The governing board must consider the reinstatement of an excluded/suspended pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent;
- It is a fixed-period suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.

The Governors are required to complete their statutory duties in line with this procedure as outlined in: <https://www.gov.uk/government/publications/school-exclusion>

## **INTERVIEWING A STUDENT**

Following a report of serious misconduct by a student that is likely to lead to suspension, it is normal practice for the student to be interviewed by a member of staff. The member of staff will keep written notes of the interview.

Students will be asked to write a statement in their own words, an adult may take down dictated text for the student. If the veracity of a student's statement is in question as it is at odds with other information available, the student will be asked to write a further statement with corrections or more detail. Statements will be signed and dated.

Witness statements will be attributed as the accused person should know the source and substance of the evidence. However, if the School has a concern for the health and safety of a witness the Headteacher may allow the statement to remain anonymous.

## **INFORMING PARENTS**

Parents/carers will be notified as soon as possible of the decision to suspend a student and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day which will include details of where a copy of the Behaviour Policy can be obtained from if required.

If the Headteacher wishes to extend a fixed period suspension or convert a fixed period suspension into a permanent exclusion, the Headteacher will again write to the Parent(s)/carer(s) explaining the reasons and making the other points above.

A student who has been suspended will have the reason for his/her suspension explained to them by a member of staff so that they understand the nature of their misbehaviour. This may need further clarification at the reintegration meeting.

The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Permanent Exclusions on the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

## **REINTEGRATION MEETINGS**

Where a student has completed a suspension a reintegration meeting will be required before they can return to lessons. This reintegration meeting will involve a member of the Leadership Group, parent(s)/carer(s) and the student themselves. The aim of the meeting is to address the behaviour that caused the exclusion, identify any need for support moving forward and ensure the student is clear on the expectations on them in returning to school. As part of the reintegration meeting the decision may be made to issue the student with a yellow or red report card, as detailed in the 'Report System' document.

## **APPEALS**

The person who should be contacted to enquire about an appeal is the Governance Professional.