



**PENISTONE  
GRAMMAR SCHOOL**

Achieving Excellence through a Values Driven Education

Aim High

Be Determined

Be Brave

Be Supportive

Be Proud

# Guide to Values Driven Expectations

## Never Stop Flying



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My notes:





# How students should use their Planner

## Academic Year

The planner is part of our students' essential equipment, and the central method of communication between home and school. Students are expected to look after their planner and maintain it in the condition it is given to them.

### Students are expected to ...

- Take pride in their planner, keeping it clean, tidy and in excellent condition. This includes no graffiti or doodling, ensuring no pages are removed, torn or pulled out and making sure the wire is intact, not removing it or misshaping it.
- Write their name on the front of their planner and on the weekly diary/merit pages.
- Take their planner with them to every class and place it on their desk, open at the correct page at the start of every lesson, with the merit page facing up.
- Be aware that, should they lose or damage their planner, it is their responsibility to replace it, for which there will be a £4.50 charge.

### Parents or carers should ...

- Check their child's planner on a regular basis and use it as appropriate to communicate with school.
- Use their child's planner as a way of finding out about their learning, behaviour and effort so they can support their child at school.
- Check that work is completed on time and inform us of any problems.

### Mentor will ...

- Check that students have their planner with them every day.
- Check that students are recording information in your planner correctly.
- Review the information in the student's planner with them regularly.





# Home/School Agreement

## Student Planner

*The following Home/School Agreement must be signed by the Mentor, Student and Parent or Carer*

At Penistone Grammar School, we believe that students make the best progress if parents/carers and teachers work closely together. We appreciate how important the partnership between home and school is in providing the best education for our young people. For our students to make the most of their time at PGS, we need to acknowledge that there are responsibilities for all parties. We will make a commitment to our students, and to our parents/carers. In return, we ask that they accept certain responsibilities as caring, supportive parents/carers, entering into a **Home/School Agreement** with us. It is important that our students also recognise the part they play as members of our learning

### On behalf of Penistone Grammar School

We will put in place a clear, simple structure to ensure all students and their parents and carers understand what is expected from every member of our learning community. This will be referred to as '**Values Driven Expectations**' (VDE).

We will do everything in our power to ensure that students are safe from bullying, harassment, or any other danger, that they are encouraged to be healthy and active and that their positive contribution to our learning community is facilitated. We will advocate the mental wellbeing of each student and will proactively support those who suffer mental ill health.

Furthermore, it will be our absolute priority to ensure that students can make the maximum academic progress possible, ensuring that they have the skills and knowledge needed to access further education, employment, or training.

We will always maintain an effective communication partnership with parents and carers, notifying them quickly when concerns arise, as well as communicating praise where appropriate. It will be our intention to ensure that every young person who works well at PGS is made to feel valued, appreciated and recognised.

**Signed:** ..... (Mentor)

**Dated:** .....



## Student

As a student at Penistone Grammar School, I commit to understand and abide by the school's **Values Driven Expectations**. I will always do my best and I will embody the school's five **Core Values** in everything I do. I recognise that to do this I need to apply positive effort in learning, behave well and show respect to all adults and all other students who make up our learning community.

I recognise that bullying is totally unacceptable, and I will act to stop bullying wherever and whenever I witness this.

I will set a positive example to my peers and do everything I can to promote the school's values. I will represent the school positively in the local community; this includes wearing the correct uniform with pride and helping to keep the environment as tidy as possible.

I will arrive for every lesson prepared to do my best work, try hard and apply good (or better) effort. I will bring my equipment, complete home learning to the best of my ability, be resilient in the face of challenge and do everything I can to learn and progress.

**Signed:** ..... (Student)      **Dated:** .....

## Parent or Carer

I recognise the key role I play in supporting my child and the school.

I will check their planner and will do all I can to encourage my child to work hard in school, be positive about their learning, develop resilience and be ambitious for the future.

I have read and understood the school's **Values Driven Expectations** (as set down within my child's planner) and I will support the school in upholding these expectations to maintain the highest standards possible.

Where I experience issues which I believe are a cause for concern, I will address these promptly with school in a supportive manner, working in partnership to address concerns as swiftly as possible.

I will play my part in supporting the school in implementing all policies approved by the Governing Body.

I will do everything I can to ensure that my child attends school every day, that they are in the correct uniform and that they are properly equipped for learning.

I will attend all Parents' and Students' Evenings to understand how my child is progressing and how I can support them and the school in their learning.

**Signed:** ..... (Parent/Carer)      **Dated:** .....

**Signed:** ..... (Print Name)





# Anti-Bullying Student Planner

We believe that all students are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.

**We will not tolerate bullying in our school community and will do all we can to eradicate bullying in all its forms if this occurs at Penistone Grammar School.**

To signify this commitment, we ask that every member of our learning community signs an anti-bullying pledge at the start of every year. By signing this pledge, students, staff, parents/carers and members of the Governing Body agree to the following:

### Anti-Bullying Pledge

1. I will accept and value difference while treating others with respect.
2. I will avoid becoming involved in bullying incidents or being a bully and will support anyone who has been or is subjected to bullying.
3. I will be vigilant in terms of bullying in places around the school where there is less adult supervision.
4. I will be aware of the school's policies and understand my role with regards to anti-bullying and immediately report all incidents.
5. I will talk about concerns regarding bullying and work with the school to stop bullying.
6. I will speak out against all forms of bullying.
7. I will be a good role model in our school community.
8. I will support those who report bullying, as will all staff and our school community.

**Signed:** ..... (Student)                      **Date:** .....

**Signed:** ..... (Parent/Carer)                      **Date:** .....

**Signed:** ..... (Mentor)                      **Date:** .....

**My personal anti-bullying pledge:**

.....

.....

.....

.....



The definition of bullying is when an individual or group of people with more power repeatedly and intentionally cause hurt or harm to another person or a group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Bullying can take a number of different forms:

<b>EMOTIONAL</b>	Being unfriendly or being tormented (for example, hiding books).
<b>VERBAL</b>	Name calling, spreading rumours, making fun of someone.
<b>PHYSICAL</b>	Pushing, kicking, hitting, biting, or spitting for example.
<b>RACIST</b>	Racial taunts, making fun of someone's race, colour, creed, culture, or religion.
<b>SEXUAL</b>	Unwanted sexual advances, either verbal or physical.
<b>HOMOPHOBIC</b>	Targeting someone because of their sexuality or focusing on the issue of sexuality.
<b>ONLINE/CYBER*</b>	Setting up hate websites, posting hateful comments, offensive messages sent via text, social media, or email for example.
<b>GENDER IDENTITY</b>	Discriminating/targeting someone because of their chosen gender.

Single episodes of social rejection or dislike, single episode acts of nastiness or spite, random acts of aggression or intimidation and mutual arguments, disagreements or fights are all examples of actions that can cause great distress. However, they do not fit the definition of bullying unless someone is deliberately and repeatedly carrying them out. They will, however, still be dealt with via the school's VDE system.

The important thing is that if anyone believes someone is or may be the subject of bullying, that they report this at the earliest opportunity so that the victim can receive the appropriate support. Any member of our learning community can report incidents of bullying either in person, by email, over the phone or online by completing the form on Microsoft Teams or SharePoint (accessible to students, parents and staff).

The Inclusion Team and every member of the Strategic Leadership Team, together with other staff and students in school, are trained as Anti-Bullying Advocates and are available for students or parents to talk to for advice, guidance, and support. Anti-Bullying advocates can be identified by their teal-coloured lanyards.

\* National Online Safety have released some excellent resources which provide advice for children and adults about how to stay safe online. Specific advice about how to deal with online bullying can be found at: [National Online Safety | Keeping Children Safe Online in Education](https://nationalonlinesafety.com/training/search?search=bullying&sort=new&cat=&type=resource) (<https://nationalonlinesafety.com/training/search?search=bullying&sort=new&cat=&type=resource>)





# Values Driven Expectations

## Key Expectations of Penistone Grammar School

At Penistone Grammar School we are committed to Values Driven Education. This means we all live by our Five Core Values: **Aim High; Be Determined; Be Brave; Be Supportive; Be Proud.**

Our values fully embody British Values which are central to all that we do. These British values completely align with our commitment to treating others with honesty, integrity and respect. Above all, we are a highly supportive community.

There are four British Values: Democracy; Rule of Law; Individual Liberty and Mutual Respect for and Tolerance of those with different faiths.

In assemblies, mentor time and many lessons, students will have opportunities to think about the importance of our values system.

**Above all, we want our students to be well-educated citizens who can make the right choices for themselves and others so that they can contribute to society in many positive ways.**

As a Penistone student, our young people will be expected to:

- Aim high in everything that they do and fully embrace our values system
- Be determined and demonstrate at least good effort
- Fully comply with Values Driven Expectations which are rewards led

If a student fails to comply, they will face consequences.

**Our Five Core Values** are at the heart of all that we do. Our values give us a shared understanding of how we should all behave so that we can all be happy and successful. At all times we should treat each other with **honesty, integrity and respect.**

### Aim High

There are no limits to how far our students can go in their studies and in all the other activities they choose to participate in.

### Be Determined

Anything worth doing is worth doing well, and this requires real effort and the determination to learn from setbacks and try again. Dealing with failure in the right way will enable our students to do even better.

### Be Brave

There are times when it is necessary to try something new that our students might feel nervous about. The rewards are often great when they do this.

### Be Supportive

We can all achieve and enjoy school life because we are a caring, supportive community. Students will be supported by their teachers, associate staff, fellow students and their parents and carers.

### Be Proud

Penistone Grammar School is a great school. Students should be encouraged to wear their uniform with pride, represent their House with pride and be proud of their achievements.





# Achievement Rewards

Part of the Values Driven Expectations System

Through our **Values Driven Expectations**, we will always recognise when our students are doing well. This will lead to significant **rewards!**

Our **Values Driven Expectations** system is **REWARDS**-led. The student's planner is central to the system and during every lesson students will be expected to have their planner open on their desk at the correct page for that week, with the merit page facing upwards.

All adults in school will seek to **reward** students for excellent effort, engagement, and commitment to their learning. Staff will stamp merits directly into the student's planner in recognition of these positive learning behaviours.

Every week, there will be a dedicated mentor session, which will enable Mentors to **congratulate** students and record the number of merits students have received.

**All** adults in school will actively seek opportunities to praise students. Students will be rewarded through written or verbal praise, phone calls home, merit stamps and commendations.



**Merits** will be awarded for ...

- Good effort in class
- Good effort in home learning
- Positive behaviour
- 100% attendance
- 100% punctuality
- Contributions to school life, such as sport, music, or charity
- Supporting students and staff



**Commendations** (5 merits) will be awarded for ...



Excellent effort over a sustained period (4 weeks)



Doing something that gives your teacher the 'WOW' factor!

## Half-termly Rewards

Gift Vouchers  
Queue Jump Passes  
Certificates

## Assessment Review Point (ARP) Rewards

Experience Days

*Students will need to achieve a 5:1 Merit to Line ratio to qualify for an Achievement Experience Day!*

**Important Information:** We reserve the right to refuse access to a Reward Event should a student's behaviour, during the term for which it applies, indicate that they are likely to impact negatively upon the enjoyment and/or health & safety of other students in the event. We also reserve the right to refuse access to a termly Reward Event for a significant one-off instance of poor behaviour.





# House Rewards

Part of the Values Driven Expectations System

Through our **House System**, we will always recognise when students are making positive contributions to school life. This will lead to significant **rewards!**



Our **House System** is designed to support students to develop their **Core Values**, leadership and communication skills, teamwork, build confidence, resilience, and encourage empathy and compassion as global citizens.

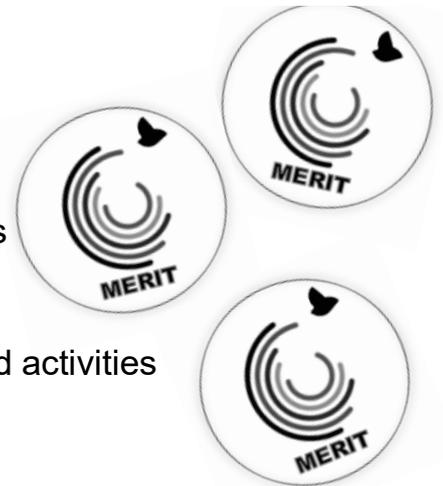
Heads of House and mentors will seek to **reward** students for excellent effort, engagement, and participation in House activities. Merits will be stamped directly onto students' House merit page in the planner, in recognition of these positive contributions to school life.



As well as the great personal benefits our students will experience from taking part in a range of competitions, there will also be opportunities for them to earn certificates, competition-specific prizes, fun trips out of school, and lots of other rewards and treats along the way!

**House Merits** will be stamped directly onto students' House Rewards pages (pages 9 to 14) and will be awarded for ...

- Engaging in mentor time House activities
- Participating in lunchtime and after-school House activities
- Entering solo House competitions
- Supporting students and staff with House competitions and activities
- Being awarded the top places in competitions



## House Competition Rewards

Gift Vouchers, mystery prizes and rewards!



## Christmas House Reward Event

Time out of school to attend Penistone Paramount Cinema for a classic Christmas film!



## House Champions!

A visit to a theme park as voted for by the House!



**Important Information:** We reserve the right to refuse access to a Reward Event should a student's behaviour, during the term for which it applies, indicate that they are likely to impact negatively upon the enjoyment and/or health & safety of other students in the event. We also reserve the right to refuse access to a termly Reward Event for a significant one-off instance of poor behaviour.





# Expectations for Attendance

Part of the Values Driven Expectations System

Excellent attendance at school is crucial if students are to reach their full potential. If students are **aiming high**, they need to **be determined** to attend school on time every single day.

The table below highlights the importance of good attendance across a school year and the impact poor attendance may have (based on the **actual results of PGS Students** in Summer 2019).

Percentage Attendance	Number of Days Lost	% of PGS Students who achieved 5+ Grade 9 to 4 Qualifications (Summer 2019)
<b>100%</b>	None! Outstanding Attendance! Excellent work, well done Students have given themselves the best possible chance of achieving their targets	<b>97%</b>
<b>Greater than or equal to 97%</b>	Great Attendance Fewer than 6 days of absence in one academic year	<b>95%</b>
<b>95 to 96.9%</b>	Up to 10 days of absence Students are likely to achieve their targets and will be well prepared as they move through school	<b>93%</b>
<b>90 to 94.9%</b>	A student will have had up to 19 days of absence Students in this category may fall behind and it can be difficult for them to achieve their best. Attendance in this bracket is a major concern and should be addressed quickly.	<b>&lt; 91%</b>
<b>Less than 90%</b>	Persistently Absent: a student will have had more than 19 days absence (more than 3 weeks and 4 days) over the academic year and their results will probably reflect the amount of time missed. This is very poor attendance, and the Educational Welfare Officer may become involved.	<b>55%</b>



## Important information for students and their parents or carers:

- Students are expected to be in school ready to start learning at 08:18 each day.
- Being persistently late to school will incur consequences which can lead to referral to the Education Welfare Service and have legal implications for the student's parent/carer.
- In the event that a student cannot attend school, their parent/carer will need to contact us **on each day of your absence** and advise us of the reason for their absence and the student's expected date of return. The telephone number is **01226 762114** (please select **Option 1**) or they can email **attendance@penistone-gs.uk**.
- If there is a longstanding or ongoing medical problem that prevents a student from attending school, their parent/carer is requested to obtain medical evidence and share this with us so we can put appropriate support in place for the student.
- If a student has ongoing low attendance, we may request medical evidence for each absence. This can be an appointment card, hospital letter or prescription, this does not have to be a formal letter from a Doctor.
- If there is an underlying reason why a student does not want to attend school, they should speak to their Mentor, Achievement Leader or Student Support Officer so they can put appropriate support in place for them.
- When a student returns to school following an absence for any reason, they are expected to work with their teachers to ensure they catch up on any work missed.
- Where possible, we ask that parents/carers arrange any medical or dental appointments outside of school hours. Where this is not possible, we ask that the student attends school before and after the appointment, only taking the minimum time needed away from school.
- We do not authorise holidays during term time unless there are exceptional circumstances.
- Students should not contact home themselves when they are unwell, instead they should access our first aid provision who, if necessary, will contact home.

## Absence for medical reasons:

- If a student becomes ill at school they should speak to a member of staff who will make an assessment about whether the student should remain in school, or whether it is necessary for us to contact a parent/carer to collect them. Under no circumstances should a student call home and ask to be collected without first speaking to a member of staff. If they do, their absence will be unauthorised.
- If a student suffers an injury or illness which requires specific arrangements to be put in place, a risk assessment will need to be completed. **It is important that the student's parents/carers contact school to make an appointment to attend with them on their first day back in school following the injury/illness so that a risk assessment can be conducted.** Until the risk assessment is in place, we will be unable to let the student access mainstream lessons for their own safety.
- Should it be necessary for a student to be absent from school for a prolonged period of time due to a medical condition, we ask that they are assessed by a medical professional and that evidence of their medical condition is provided to school wherever possible.





# Expectations for Learning

Part of the Values Driven Expectations System

Arrive equipped for learning ...

Students are expected to arrive at school and for every lesson with **Basic**

**Equipment:**

- Their planner
- Essential Knowledge Books (KS3)
- A blue or black pen
- A pencil, sharpener and eraser
- A ruler
- A red pen for assessment
- A green pen for improving (Green for Growth (GfG))
- A whiteboard pen and eraser
- A maths set including a pair of compasses and 360° protractor
- Highlighters and fine liners
- A pencil case for the above

- A calculator (Casio FX-83GTX or Casio FX-85GTY)
- Glue stick
- Their PE kit for your PE lessons

We believe all students are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.

Students may also choose to bring the following **Equipment for Excellence:**

- Headphones with a 3.5mm connector.

At the beginning of the lesson students are expected to ...

- arrive at their lesson on time.
- arrive at their lesson wearing the correct uniform, including shirt being tucked in.
- arrive at their lesson quietly, calmly and prepared to learn.
- sit in the correct seating plan without needing to be told or prompted.
- take their equipment out of their bag and place it on their desk.
- take their planner and essential knowledge sheet books out of their bag and place on their desk, opening them at the correct page for the week/subject (making sure their name is written at the top of the page in their planner).
- Quickly begin the 'Do Now' activity that the teacher has set.

During the lesson students are expected to ...

- listen carefully to their teacher and always follow all instructions and classroom rules.
- observe all health and safety instructions, at all times.
- remain in their seat unless they are given permission not to.
- complete all work to the best of their ability.
- always apply at least good effort (see page 20).
- present their work in-line with PROUD expectations (see page 22).
- be respectful of their teacher and all students in the class by making sure nothing they do is disruptive to learning.
- work in silence when working independently.
- be respectful by not talking when their teacher or other students are talking.
- not ask to go to the toilet unless it is for exceptional circumstances (such as a medical issue).
- not ask to leave the lesson to fill up their water bottle.



- wait for their teacher to tell them to finish working and pack away.
- ensure their work area, including the floor around them, is tidy and free from litter ready for the next class (remember, they should leave the classroom as they would wish to find it).
- ensure they have all their equipment and their planner, and that this is folded properly (to avoid pages falling out) and packed away and in their bag.
- make sure their uniform is correct, this includes making sure they are wearing their blazer before leaving the classroom.
- stand behind their chair, leave the classroom quietly, calmly, and only when they are told to do so by their teacher.
- Follow the one-way system and stay on the left.

We will not allow our **Five Core Values** or the safety and learning experience of any member of our school community to be compromised by those who make a choice not to follow our **Values Driven Expectations**.

If a student makes a choice not to follow Values Driven Expectations for Learning, the following consequences will be applied:



V1

The first time they choose not to follow Values Driven Expectations within lesson, the teacher will **take their planner from them and place it on the teacher's desk. The student will lose a line.** The teacher will try to help the student to make positive choices by, for example, discussing the student's behaviour with them or moving the student to an alternative seat.



V2

The second time a student chooses not to follow Values Driven Expectations, **they will lose a second line.** The teacher will make sure the student understands how serious the situation is and will encourage them to make the right choices.



V3

Should a student continue to choose not to follow Values Driven Expectations, **they will lose a third line** and the teacher will move them to another classroom within the department (known as departmental parking).

**WARNING!** Should a student fail to follow Values Driven Expectations in departmental parking, the teacher will call for a member of the Senior Leadership Team to **remove you from learning and place you in Supporting Expectations.**





# Expectations for Excellent Effort

## Part of the Values Driven Expectations System

We understand that the results you achieve and the progress you make is directly attributable to the amount of effort you apply. You will be encouraged to aim for 'Excellent' (5) and 'Good' (4) effort in all you do. By reviewing your effort regularly and using the grade descriptors below to set SMART (Specific; Measurable; Achievable; Realistic; Timely) targets, you can ensure you are doing all you can to secure your future success.

**EXCELLENT EFFORT (5)** You are committed to getting the most out of all learning opportunities available, and you show excellence in all that you do. You should always aim to apply excellent effort.

Effort Level 5: Excellent Effort	Aim High	1 EFFORT	Demonstrates Excellent effort and is fully engaged in lessons at all times.	Effort Level 5: Excellent Effort
		2 FEEDBACK	Actively seeks feedback on how to improve the quality of his/her work.	
	Be Determined	3 INDEPENDENCE	Demonstrates high levels of responsibility and uses his/her initiative in a range of situations.	
		4 RESILIENCE	Demonstrates great determination and perseveres with all tasks, even when difficult.	
	Be Brave	5 CHALLENGES	Demonstrates great bravery when faced with new challenges.	
	Be Supportive	6 TEAMWORK	Demonstrates high levels of support for others with their learning and works extremely effectively with peers.	
		7 HOME LEARNING	Demonstrates excellent effort in all home learning.	
	Be Proud	8 EQUIPMENT	Demonstrates that he/she has additional equipment for excellence and is ready to learn in all lessons.	
		9 PRESENTATION	Demonstrates great pride in his/her work.	

**GOOD EFFORT (4)** You are responsible, hardworking and consistently apply effort in all lessons. Once achieved, you should aim for excellence in all areas of learning.

Effort Level 4: Good Effort	Aim High	1 EFFORT	Demonstrates good effort in his/her learning, is attentive and focussed.	Effort Level 4: Good Effort
		2 FEEDBACK	Responds well to feedback and completes work to the expected standard.	
	Be Determined	3 INDEPENDENCE	Demonstrates responsibility for his/her learning and behaviour.	
		4 RESILIENCE	Demonstrates determination and is willing to persevere when things are difficult.	
	Be Brave	5 CHALLENGES	Demonstrates bravery when faced with new challenges.	
	Be Supportive	6 TEAMWORK	Demonstrates support for others with their learning and works effectively with peers.	
		7 HOME LEARNING	Demonstrates good effort in all home learning.	
	Be Proud	8 EQUIPMENT	Demonstrates that he/she is equipped to learn in all lessons.	
		9 PRESENTATION	Demonstrates pride in his/her work.	



**EFFORT REQUIRES IMPROVEMENT (3)** in one or more areas means that you are failing to push yourself to make the most of the opportunities available to you. You need to act on feedback to improve.

<b>Effort Level 3: Requires Improvement</b>	Aim High	1 EFFORT	Should aim to do more than the minimum that is asked.
		2 FEEDBACK	Should aim to do more than the minimum to improve his/her work after feedback.
	Be Determined	3 INDEPENDENCE	Should aim to demonstrate more responsibility for his/her learning and behaviour.
		4 RESILIENCE	Should aim to demonstrate more determination when challenged.
	Be Brave	5 CHALLENGES	Should aim to demonstrate more bravery when faced with new challenges and situations.
	Be Supportive	6 TEAMWORK	Should aim to demonstrate more support for others with their learning and work more effectively with peers.
		7 HOME LEARNING	Should aim to complete more than the minimum home learning.
	Be Proud	8 EQUIPMENT	Should aim to demonstrate more consistency in being equipped and ready to learn in all lessons.
		9 PRESENTATION	Should aim to demonstrate more pride in his/her work.

**Effort Level 3: Requires Improvement**

**INSUFFICIENT EFFORT (2)** You are inconsistent in your level of effort. The standard of your work is below minimum expectations and requires intervention to improve.

<b>Effort Level 2: Insufficient Effort</b>	Aim High	1 EFFORT	Does not yet make sufficient effort in his/her learning.
		2 FEEDBACK	Does not yet sufficiently act on feedback and is reluctant to improve work.
	Be Determined	3 INDEPENDENCE	Does not yet show sufficient responsibility for his/her learning and behaviour.
		4 RESILIENCE	Does not yet demonstrate sufficient determination and gives up too easily.
	Be Brave	5 CHALLENGES	Does not yet demonstrate sufficient bravery when faced with new challenges and situations.
	Be Supportive	6 TEAMWORK	Does not yet sufficiently support others with their learning and works inconsistently with peers.
		7 HOME LEARNING	Does not yet make sufficient effort to complete home learning.
	Be Proud	8 EQUIPMENT	Does not yet always have equipment and is not always ready to learn in lessons.
		9 PRESENTATION	Does not yet take sufficient pride in his/her work.

**Effort Level 2: Insufficient Effort**

**UNACCEPTABLE EFFORT (1)** means that you need to significantly improve, and you will require extensive support or intervention to become a more effective learner.

<b>Effort Level 1: Unacceptable</b>	Aim High	1 EFFORT	Does not yet make effort in his/her learning.
		2 FEEDBACK	Does not yet act on feedback and is reluctant to improve his/her work. As a result, he/she does not make progress.
	Be Determined	3 INDEPENDENCE	Does not yet take responsibility for his/her learning and behaviour.
		4 RESILIENCE	Does not yet demonstrate determination when challenged and will give up without trying.
	Be Brave	5 CHALLENGES	Does not yet demonstrate bravery when faced with new challenges and situations.
	Be Supportive	6 TEAMWORK	Does not yet support others with their learning and works ineffectively with peers.
		7 HOME LEARNING	Does not yet complete home learning.
	Be Proud	8 EQUIPMENT	Does not yet always have equipment or is ready to learn in lessons.
		9 PRESENTATION	Does not yet take pride in his/her work.

**Effort Level 1: Unacceptable**





# Expectations for Excellent Work

Part of the Values Driven Expectations System

For every lesson students need:

### Basic Equipment (kept in a pencil case):

- A blue or black pen
- A pencil, sharpener and eraser
- A ruler
- A red pen for assessment
- A green pen for improving (Green for Growth (GfG))
- A whiteboard pen and eraser
- A maths set including a pair of compasses and 360° protractor
- Highlighters and fine liners
- A calculator (Casio FX-83GTX or Casio FX-85GTY)
- A glue stick

### Organisation:

- **Planner** (open at correct week), **EKS book**, **pencil case** and **equipment** on desk.
- **Bag** away (under desk or in bag stores).
- **Coats/jackets** in lockers.

To ensure excellent presentation students will:

C/W	<u>Date in full.</u>	<u>Title</u>
		<i>Start work keeping letters between the lines. Check your spelling, punctuation and grammar.</i>

- start a **new page** for each **new topic**
- write **C/W** for class work or **H/L** for home learning in the margin at the **top left**
- write the **full date** on the top line on the **left**
- write the **title** on the **1<sup>st</sup> line** down in the **middle**
- **underline** the date and titles using a ruler
- draw **diagrams** in **pencil**
- assess work using a **red pen**
- correct or improve work in a **green pen** (GfG)

## ↓ Acting on Teacher Feedback (GfG) ↓

### Improving literacy...

If a teacher has highlighted something in blue, check:

- P** errors in punctuation
- C** incorrect use of case
- Sp** errors in spelling
- //** use of paragraphs
- Gr** errors in grammar

Students check, correct and improve work in **green pen**.



All teachers have high expectations of students, the work they produce and the way in which they present their work. Using the **PROUD** expectations will help students to take pride in their work. Remember - students check, correct, and improve their work in **green pen**.

## ↓ Home Learning and Assessment ↓

### Home Learning

- Students must check Teams for all Home Learning and make a note of when it is due in
- Students should aim to complete work at least 1 day before it is due
- Students will always attempt all aspects of Home Learning by applying excellent effort **!! If it's not Excellent, it's not finished!!**
- Students will read, check and respond to feedback ... Green for Growth (GfG)

### Tests, Exams and Milestones

**REVISE → REVIEW → REVISE → APPLY**

When **knowledge** is secured in a student's **memory**, they need to apply this to **exam practice questions**. Some proven effective revision techniques are:

Mind Maps
Flash Cards
Mnemonics and Acronyms
Sparx Maths
Self-Quizzing
Practice Questions/Exam PPQs
Websites (BBC Bitesize)





# Expectations for the use of IT

Part of the Values Driven Expectations System

Information Technology is a significant part of society and critical to a student's learning at Penistone Grammar School.

It is essential that students take responsibility for any work completed digitally in the same way they do for their written work. This includes applying at least good effort and making sure their work follows our PROUD principles.

When using Information Technology students are expected to ...

- **Observe Password security:** 12 characters, including a number and capital letter. Must not include the student's name "password" or "Penistone".
- **Remember their password.** A student's school password is as essential as their pencil case, it allows them to access their student Office 365 account, including Teams for home learning. Forgetting their password will impact upon the student's learning.
- **Reset their password if they think their account is compromised.** Password will not expire, so encourage them to be vigilant and notify their mentor if they spot something suspicious with their account.
- **Save their work correctly.** It is the student's responsibility to ensure that any work completed electronically is saved in the correct location with an appropriate file name. Students should use their Office 365 OneDrive space to transfer files to and from home as USB sticks do not work on school devices.
- **Treat all IT equipment with respect.** Students should report any issues with IT equipment immediately to their teacher and not attempt to address them. Students should remember to leave the IT classroom as they would wish to find it.



It is the student's responsibility to make sure they follow expectations for the use of Information Technology. Should they fail to do so they will **lose a line**. (A more severe consequence will be applied in the event of damage to IT equipment).

## For safety, students should remember the following when using the internet at home or in school:

- Never give out personal information such as home address, telephone number and parent's work address/telephone number to others online. Only give email addresses to those with whom they are familiar.
- Never agree to meet anyone, anywhere, without first discussing this with a parent or carer.
- Never give out a username and/or password to anyone online.
- Do not reply to any message that they feel is offensive, strange, mean or upsetting either to them, or to others. Report this immediately to a teacher or to their parents.
- Stop if they see or read something on a website that is upsetting or offensive to them. Not all websites are suitable for everyone.





Microsoft Teams provides students with all they need to play an active part in our learning community, including access to curriculum materials, school information and home learning assignments. Students will also receive all their notifications and alerts in Teams

Teams is best viewed using the **Microsoft Teams app**.  
 The app is available for Windows, MacOS, iOS and Android devices.  
 Download the app from an app store, or by visiting this link:

[aka.ms/teamsdownload](https://aka.ms/teamsdownload)

About Teams:

 PGS Intranet	<p><b>PGS Intranet:</b>          The one stop shop for Information sites, and Department sites.</p>
 Activity	<p><b>Activity:</b>          Get notifications when mentioned or when an assignment is set. Students should visit their class team to check for other messages.</p>
 Assignments	<p><b>Assignments:</b>          A list of all a student's home learning assignments. Students should visit their class team to check for other notices and information too.</p>
 Teams	<p><b>Teams:</b>          A list of all the teams that students are members of, including their year group "Class of ##" team, and all their class teams.</p>
 Calendar	<p><b>Calendar:</b>          Students can view their timetable lessons in your calendar.  <i>Please note: the timings of calendar lessons do not match the School Day timings.</i></p>



Teams is part of your Microsoft 365 account. But there is much more to experience. Everyone has free access to Email, Teams, SharePoint, Word Excel, PowerPoint and OneNote. Your Onedrive space has 1TB of storage. All accessible at: [portal.office.com](https://portal.office.com)

Username: [schoolusername]@penistone-gs.uk  
 Password: [yourschoolpassword]

**AND** the school Microsoft 365 license includes **FIVE FREE** copies of Microsoft Office 365 to install on **ANY** home PC, Mac or Tablet. You could install Office on your home laptop, or a family member's PC. **For FREE!**

Look out for the 'Install Office' button when you login online, or go directly to [aka.ms/office-install](https://aka.ms/office-install)



**Microsoft 365**





# Expectations around School

Part of the Values Driven Expectations System

The student's planner is central to Values Driven Expectations and they are expected to have this with them at all times.

Our school building has been designed and equipped to inspire our students and staff, encouraging them to **Aim High** in all they do. As members of the PGS Learning Community, we are all collectively responsible for our school environment and for the health, safety and happiness of each other.

We will apply our Core Values around school; we will **Be Proud** that we have access to such fantastic school facilities. We will **Be Determined** to do all we can to look after them, preserving them for current and future students. We will **Be Brave**, challenging those who do not to respect what we have been provided with and we will **Be Supportive** of those who may need help to make positive choices.

## Food and Drink

- **Hot food** must only be consumed in the main dining rooms.
- All other food and drink should only be eaten in the main dining hall, or in the central area of the school.
- Students must not consume food in any area outside the school building, on corridors or in classrooms (unless their teacher gives them permission).
- All rubbish must be thrown in the bins and not left (students should remember to leave the dining room/amphitheatre/central area as they would wish to find it) and recycle whenever they have the opportunity.
- All cutlery, trays and plates/dishes must be returned to the clearing station.



If the school environment is not respected and litter is left, students will be notified as they leave school that the following day will be a **RED DAY**.  
On a **red day** the school canteen will be closed at break time and students will not be permitted to purchase any food or drink. (**Please note**, on a **red day** students will still be permitted to use the water fountains. The school canteen will be open as normal on **red days** for lunch service).

Specific students or groups of students may be also banned from specific areas and further consequences applied if litter is left.

## Smoking

**Smoking is a health and safety risk and bad for your health.**

- Smoking (including E-cigarettes) is strictly prohibited in all areas of the school and its grounds for everyone. This includes smoking within any vehicle that may be parked in the school grounds.
- Smoking while dressed in school uniform outside school is strictly prohibited.



A first offence will result in immediate removal to **Supporting Expectations**.  
A second offence will result in a **Fixed Term Suspension**.  
Should a student be found to be assisting or standing with a smoker at the time an offence is committed, they will be subject to the same consequence.

Our smoke detectors pick up e-cigarettes that are used in toilets and a fine may be issued by the Fire Service if they are called out as a result of this.



## Mobile Phones

- Students are not permitted to use mobile phones or smart watches between the hours of **08:20** and **15:00** inside the school building.
- Between the hours of 08:00 to 08:20 and after 14:50, students are only permitted to use their mobile phone outside the school building.
- All mobile phones must be switched off and stored in either the student's bag or their locker.
- Students are not permitted to carry mobile phones on their person, including in pockets, between 08:20 and 14:50 (students caught with mobile phones in blazer or trouser/skirt pockets will be issued with a line).
- Should a student need to contact a parent/carer in the event of an emergency, they should go to main reception where they can use the school's telephone.



Mobile phones which are in sight, in blazers, heard, or used contrary to the school's expectations (set out above) will be confiscated. Students will be permitted to collect their confiscated phone from reception at the end of the school day. The student will be issued with a **detention**.

## Boundaries

Students must remain within the designated boundaries during school hours. The following areas are considered out of bounds:

- All corridors during break and lunchtime (unless the student has the permission of a member of staff and this has been recorded in their planner).
- PE Level 5 (unless the student has the permission of a member of staff and this has been recorded in their planner).
- Beyond Weirfield Way.
- More than one student being in a toilet at one time.
- Any grassed area.
- Beyond the line of the trees on the grassed area to the right of the South Plaza steps/path.
- Beyond the North Entrance.
- Any area considered offsite.

**Please note**, the use of the MUGA at break and lunch will be at the discretion of the school.



It is the responsibility of the student to make sure they are within the designated boundaries. If a student has permission to be beyond the designated boundaries it is their responsibility to make sure they have the appropriate written consent from a member of staff and that this is recorded in their planner. If a student is out of bounds they will **lose a line**. If they are persistently out of bounds it will be treated as defiance (please see the consequences page).

## Uniform

Students must always ensure they are following the uniform policy around the school; this includes:

- Making sure they are always wearing the correct tie for their House.
- Ensuring their shirt is tucked into their skirt or trousers all the way around.
- Ensuring their blazer sleeves are not rolled or pushed up.
- Wearing their blazer (except for break and lunchtime when they will be permitted to remove their blazer should they want to).
- Ensuring their coat is in their locker and that they are not carrying this around.



It is the responsibility of the student to make sure they are following the uniform policy and always wearing their uniform appropriately and correctly. If they fail to follow the policy or fail to wear their uniform correctly they will **lose a line**.





# Expectations for Uniform

Part of the Values Driven Expectations System

**The student's planner is central to Values Driven Expectations and they are expected to always have this with them at all times.**

At Penistone Grammar School we believe all students should **be proud** to be a part of our learning community.

Our uniform policy allows every member of our school to feel equal, irrespective of their background. By wearing the school uniform, students can feel smart and professional in their learning, preparing them for the world of work. Wearing their school uniform with pride also allows students to represent Penistone Grammar School positively in the local community and beyond.

Tie	<ul style="list-style-type: none"><li>• Students must always wear the correct House tie.</li><li>• A student's tie must be kept in good condition with no pulls or graffiti and with no accessories attached (such as hair grips).</li></ul>
Blazer	<ul style="list-style-type: none"><li>• Students must always wear your school blazer when in the school building except for break and lunchtime when they are permitted to remove their blazer should they want to.</li><li>• Students are not permitted to wear a jumper or a cardigan under their blazer.</li><li>• Students must not wear their blazer with rolled or pushed up sleeves.</li></ul>
Skirts and Trousers	<ul style="list-style-type: none"><li>• Students must only wear black trousers or skirts.</li><li>• If a student wears a skirt it must be black, of a reasonable length, and always preserve the dignity of the wearer (no more than 2.5"/5cm from the knee and of a style and shape that retains its length when moving).</li><li>• A variety of skirt styles are permitted within school including box pleats, A-line, pencil, and skater.</li><li>• There is no requirement that thick, black tights must be worn with skirts; however, we would ask that if socks are worn, they are black or white.</li><li>• Leggings are not permitted.</li><li>• Denim/denim-style and corduroy are not permitted.</li></ul>
Shirts	<ul style="list-style-type: none"><li>• Students must wear a white shirt under their blazer.</li><li>• Both long and short sleeved shirts are permitted.</li><li>• A student's shirt must be long enough to be tucked into their trousers or skirt.</li><li>• A student's shirt must be always tucked into their trousers or skirt all the way around their waist.</li><li>• Shirts must be always buttoned up to the collar with the student's tie clipped on.</li><li>• Long sleeved and/or coloured t-shirts must not be worn under a student's school shirt.</li></ul>



Shoes	<ul style="list-style-type: none"> <li>• Students are required to wear formal, smart, black leather, suede, or patent shoes to school.</li> <li>• Students are not permitted to wear trainers. This includes black leather trainers including those without markings.</li> <li>• If a student chooses to wear black ballet pumps, these should be plain black without any accessories, such as studs or bows</li> <li>• A student's school shoes should have no visible branding including Nike ticks or sporting logos.</li> <li>• Boots are not acceptable (a boot is defined as anything that touches or comes above the ankle bone).</li> </ul>
Belts	<ul style="list-style-type: none"> <li>• Belts must be black with plain buckles.</li> <li>• Decorative buckles of any description will not be permitted.</li> </ul>
Hair	<ul style="list-style-type: none"> <li>• Extreme hairstyles are not permitted. This includes any bright colour which is not a natural hair colour.</li> </ul>
Nails	<ul style="list-style-type: none"> <li>• Students are not permitted to wear nail varnish.</li> <li>• Acrylic or false nails must be removed for school.</li> <li>• It is the student's responsibility to ensure any nails worn for celebrations such as weddings, are removed in time for school.</li> </ul>
Make-up	<ul style="list-style-type: none"> <li>• Students are permitted to wear subtle make-up; foundation; tinted moisturiser; concealer; mascara.</li> <li>• False eyelashes are not permitted.</li> <li>• Henna will only be acceptable if this has been applied for a religious festival. In this circumstance the student must ensure they have a note in their planner from their parents or carers.</li> </ul>
Jewellery	<ul style="list-style-type: none"> <li>• Students are permitted to wear one pair of stud earrings (an earring in each ear), stretchers are not permitted.</li> <li>• Facial piercings of any description are not permitted (including nose, eyebrow, lip, and tongue).</li> <li>• One ring on either hand.</li> <li>• Students are permitted to wear a watch (except for examinations).</li> <li>• Students must be able to remove all jewellery for PE for health and safety reasons.</li> <li>• Students may wear one bracelet or charity band.</li> </ul>

**Students should be aware that buying clothes from the school section of a shop does not mean they will necessarily comply with our uniform policy. If in doubt, they should contact school for guidance.**



It is **the student's responsibility** to make sure they always comply with Expectations for Uniform. Failure to do so will result in the student **being placed in Supporting Expectations** and removed from mainstream lessons until their uniform complies with school policy.

**Exceptions:** Some religions or beliefs may preclude students from wearing aspects of their school uniform in line with the human rights or for equality and discrimination reasons. Where this is the case a request for special consideration must be made to the Governing Body. Please note: The Governing Body have the right to restrict an individual's rights to manifest their religion or belief on the grounds of promoting cohesion, good order or for health and safety considerations. If there is an issue with school uniform, such as something breaking, it is the parent's responsibility to contact school. If there has been no contact or is no note in the planner, the behaviour sanctions above will be issued.





# Consequences

Part of the Values Driven Expectations System

**A student's planner is central to Values Driven Expectations and they are expected to always have this with them.**

Students will start each week with **six lines**. Each time a student makes a choice not to follow **Values Driven Expectations** they will lose a line. For most students, losing a line will be an indication that a change in behaviour and/or attitude is required and will quickly take steps to make positive choices moving forwards.

Sometimes a student may not make the necessary changes quick enough or may commit an offence that requires a more severe consequence than losing a line. Where this is the case there are several additional consequences and support measures that can be implemented.

## SLT Detention

A student will immediately be issued with an **SLT detention** for the following:



- Losing six lines for the same reason.
- Chewing gum anywhere on the school grounds.
- Inappropriate use of mobile phone (see page 26 of your planner).
- Inappropriate language.
- Internal truancy (including leaving a lesson without permission).
- Second occasion (and for every occasion thereafter) of failing to bring planner, equipment, kit and/or ingredients for practical lessons (60-minute detention).
- Failure to attend a compulsory Session 6/after-school intervention session.
- For any other reason deemed appropriate by the Head of Behaviour Support or SLT.

The student's parents will be informed of detentions via the student's planner. As a courtesy, we will send a text reminder home.

## Supporting Expectations

The purpose of **Supporting Expectations** is to remind students of our Values Driven Expectations and to support them to comply with these. Students will immediately be placed in Supporting Expectations (SE) for the following:



- Losing six lines within a week
- Losing twelve lines for the same reason over a term (apart from late lines, which are not reset and continue throughout the year).
- Defiance
- Persistent internal truancy
- External truancy
- Bullying
- Losing a planner page
- Fighting
- Vandalism and graffiti
- Smoking including E-cigarettes (first occurrence)
- Stealing (first occurrence)
- Failure to attend an SLT detention
- Plagiarism or cheating
- For any other reason deemed appropriate by the Head of Behaviour Support or SLT



## Internal and/or Fixed Term Suspension

The following actions are likely to result in an **Internal and/or Fixed Term Suspension**:



- Inappropriate or poor behaviour in Supporting Expectations.
- Losing twenty lines for the same reason over a term.
- Fourth occurrence of being removed to Supporting Expectations.
- Defiance.
- Bullying.
- Losing 20 lines for being late to school.
- Racism, homophobia, or sexism.
- Verbal abuse and/or swearing at staff.
- In possession or under the influence of drugs (including legal highs) or alcohol.
- Assault.
- Bringing a weapon into school (including a knife, air rifle or anything which can be used to cause harm).
- Malicious or false setting off, of the fire alarm.
- Failure to comply with an agreed behaviour contract.
- Bringing an illegal substance into school.
- Stealing (second occurrence).
- Smoking including E-cigarettes (second occurrence).
- Any other action that has placed the safety and welfare of students, staff, or any other persons at risk.
- Any other reason at the discretion of the Principal.

During a **Fixed Term Suspension**, students will be expected to complete the work provided to them. For both a Fixed Term and Internal Suspension, a reintegration meeting will take place with the Principal or a member of the Senior Leadership Team. The student's parent or carer is required to attend this meeting. The student will not be permitted to return to mainstream learning until this meeting has taken place, they have reflected upon their behaviour and demonstrated a genuine commitment to comply with **Values Driven Expectations** moving forwards.

## Report Card



A report card is a support mechanism which allows the student's Mentor, Achievement Leader, Inclusion Team and members of the Senior Leadership Team to monitor a student's progress and behaviour. The report card symbolises a commitment between the student, PGS and the student's parents to the student changing their behaviour so the choices they make are in line with our **Values Driven Expectations**.

A student can be placed on report for a variety of reasons including:

- Persistent poor behaviour around the school
- Persistent losing of lines
- One-off serious incidents
- To monitor progress or effort

**Please note:** For the purposes of accumulation of lines over time, all lines are reset to zero at the start of each term or after a rewards event (except late lines). Cumulation of sanctions is not reset.





# Quick Guide: How do I get Rewarded or Sanctioned?

To help students to understand how our Values Driven Expectations system works, and to support them to get the most from their time at PGS, we have provided some examples of how they can earn merits and commendations (below). We have also included some information about the types of behaviours and actions that will result in a student losing lines. Please remember that this information is provided as guidance only and your teachers and other members of staff will decide how they apply Values Driven Expectations.

<p>What is the type of things student can do to earn a <b>Merit</b>?</p>	<ul style="list-style-type: none"> <li>• A piece of work in class which goes beyond expected progress.</li> <li>• A piece of home learning which demonstrates good effort.</li> <li>• A good result in a milestone or assessed piece of work.</li> <li>• A well thought out verbal response in class.</li> <li>• Demonstrating any of the school's core values, around school or in class.</li> </ul>														
<p>What is the type of things students can do to earn a <b>Commendation</b> (5 merits)?</p>	<ul style="list-style-type: none"> <li>• A piece of work in class which shows outstanding progress.</li> <li>• Excellent effort over a 4-week period.</li> <li>• A piece of home learning which demonstrates outstanding effort.</li> <li>• An outstanding result in a milestone or assessed piece of work.</li> <li>• An outstanding verbal response in class.</li> <li>• Going above and beyond to represent the core values of the school.</li> </ul>														
<p>What are the types of actions and/or behaviours that will result in a student losing a line?</p>	<table border="1"> <tr> <td data-bbox="432 1099 646 1352"> <p><b>Behaviour around School (BAR)</b></p> </td> <td data-bbox="646 1099 1503 1352"> <ul style="list-style-type: none"> <li>• On the corridor at break or lunch or anywhere deemed out of bounds.</li> <li>• Dropping/leaving litter.</li> <li>• Jumping the queue.</li> <li>• Rude to a member of staff/student.</li> <li>• Not following instructions from a member of staff.</li> <li>• Poor behaviour.</li> </ul> </td> </tr> <tr> <td data-bbox="432 1352 646 1518"> <p><b>Behaviour in Learning (BIL)</b></p> </td> <td data-bbox="646 1352 1503 1518"> <ul style="list-style-type: none"> <li>• Talking during silent work.</li> <li>• Walking out of lesson without permission to do so.</li> <li>• Being rude to a member of staff/another student.</li> <li>• Not starting work when directed to.</li> </ul> </td> </tr> <tr> <td data-bbox="432 1518 646 1603"> <p><b>Effort (E)</b></p> </td> <td data-bbox="646 1518 1503 1603"> <p>Failure to meet the expectations for good or better effort in learning despite being issued with reminders by staff.</p> </td> </tr> <tr> <td data-bbox="432 1603 646 1733"> <p><b>Home Learning (HL)</b></p> </td> <td data-bbox="646 1603 1503 1733"> <ul style="list-style-type: none"> <li>• Not handing in home learning on time.</li> <li>• Not meeting the expected standard for the home learning.</li> <li>• Not completing the home learning.</li> </ul> </td> </tr> <tr> <td data-bbox="432 1733 646 1850"> <p><b>Practical Equipment (PR)</b></p> </td> <td data-bbox="646 1733 1503 1850"> <p>Failure to bring any required practical equipment or resources for subjects such as PE, Technology and Art, which then prevents full participation in the lesson.</p> </td> </tr> <tr> <td data-bbox="432 1850 646 1966"> <p><b>Preparation for Learning (P)</b></p> </td> <td data-bbox="646 1850 1503 1966"> <p>Failure to arrive at school with any of the items listed on the 'Basic Equipment' list (Expectations for Learning).</p> </td> </tr> <tr> <td data-bbox="432 1966 646 2029"> <p><b>Uniform (U)</b></p> </td> <td data-bbox="646 1966 1503 2029"> <p>Failure to comply with any aspect of Expectations for Uniform as set down.</p> </td> </tr> </table>	<p><b>Behaviour around School (BAR)</b></p>	<ul style="list-style-type: none"> <li>• On the corridor at break or lunch or anywhere deemed out of bounds.</li> <li>• Dropping/leaving litter.</li> <li>• Jumping the queue.</li> <li>• Rude to a member of staff/student.</li> <li>• Not following instructions from a member of staff.</li> <li>• Poor behaviour.</li> </ul>	<p><b>Behaviour in Learning (BIL)</b></p>	<ul style="list-style-type: none"> <li>• Talking during silent work.</li> <li>• Walking out of lesson without permission to do so.</li> <li>• Being rude to a member of staff/another student.</li> <li>• Not starting work when directed to.</li> </ul>	<p><b>Effort (E)</b></p>	<p>Failure to meet the expectations for good or better effort in learning despite being issued with reminders by staff.</p>	<p><b>Home Learning (HL)</b></p>	<ul style="list-style-type: none"> <li>• Not handing in home learning on time.</li> <li>• Not meeting the expected standard for the home learning.</li> <li>• Not completing the home learning.</li> </ul>	<p><b>Practical Equipment (PR)</b></p>	<p>Failure to bring any required practical equipment or resources for subjects such as PE, Technology and Art, which then prevents full participation in the lesson.</p>	<p><b>Preparation for Learning (P)</b></p>	<p>Failure to arrive at school with any of the items listed on the 'Basic Equipment' list (Expectations for Learning).</p>	<p><b>Uniform (U)</b></p>	<p>Failure to comply with any aspect of Expectations for Uniform as set down.</p>
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# Inclusion Intent Statement

## Supporting the Mental Health of Students

### Our Moral Purpose

PGS Inclusion Team is passionate about making a difference to the lives of young people and supporting them to become the best versions of themselves in all that they do.

We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with **our students, in our school.**

We act with determination and are always here to support.

We believe in our PGS Core Values. We feel they promote positive mental health and help make our school community be a great place to be.

**Mental health is a spectrum and we all fit somewhere. So, what does it mean to us and how do we try to promote positive mental health in our school?**

**Students**, stay at the heart of every conversation **we** have.

**We** focus on those who need our help most, but **we** get involved with all.

**We** can support **students** best when **they** are here in school.

**We** encourage **students** to be the best version of themselves.

**Students** can access targeted support for **their** individual needs.

**We** want **students** to feel safe, happy, and like **they** belong.

**We** help **students** reach **their** full potential.

**We** encourage positive mental health and help build **their** resilience.

**We** act on any safeguarding concerns to make sure **student's** wellbeing is cared for.

**We** provide a safe space and a trusted adult for **students**.

**We** encourage courtesy, respect, and aim to understand each **student**.

**We** provide the best support **we** can for each **student**.

**We** encourage **students** to talk about mental health.

**We** encourage **students** to be kind and accepting towards others.

**We** believe in giving **students** a sense of belonging.

## Our Support System – A Guide for Students

<b>Achievement Mentor</b>	You see this person every day. They can be your first point of call in a morning if you need to talk to anyone about any worries.
<b>Achievement Leader</b>	They will monitor your academic progress and offer support and interventions to help you achieve your full potential. They lead assemblies and work alongside your Achievement Mentors.



<b>Student Support Officer or Student Engagement Officer</b>	You have extra support available every day. Your SSO/SEO can help you find solutions and give advice. They deliver targeted mentoring sessions and often liaise with your parents, your teachers, and your Achievement Leader.
<b>Teachers</b>	Your teachers are experts in their field who are passionate about providing high quality lessons to support your educational outcomes. Some of your teachers are also Staff Wellbeing Ambassadors who have been trained to support you with mental health.
<b>Heads of House</b>	They lead house competitions and assemblies to help you get involved in the school community and feel a sense of belonging. This gives opportunities for rewards and to have lots of fun!
<b>Head of Pastoral Care</b>	Our Head of Pastoral Care leads the SSO team and liaises with colleagues, parents, and agencies to ensure you receive additional support for your individual needs as appropriate. She also works with students and families around safeguarding concerns which may arise.
<b>Head of Behaviour Support</b>	Our Head of Behaviour Support promotes positive behaviours and attitudes across the school and supports students with any issues relating to behaviour. This may include any bullying concerns.
<b>Head of Attendance</b>	Our Head of Attendance works with you and your families if you have difficulties coming to school. We know that the best academic outcomes are achieved by those who spend as much time as possible in the classroom with our teachers.
<b>Mental Health Practitioner</b>	Our Mental Health Practitioner provides a counselling service to students within school who have been identified as needing additional support for their emotional wellbeing.
<b>SENCO</b>	Our Special Educational Needs Coordinator (SENCO) supports students who experience barriers within their learning and often liaises with colleagues across the school in ensuring the needs of students are being met and that learning is accessible.
<b>Strategic Leadership Team</b>	SLT support your overall school journey. You will see them during unstructured time and visiting your lessons. They are on hand to support and guide you, to promote our Core Values and School Ethos.
<b>External Agencies</b>	Sometimes you may benefit from support from people outside of school. We have lots of agencies that we collaborate with, and they often come into school to work with you.
<b>Peers</b>	We have Student Wellbeing Ambassadors and Prefects who help and support across the school. Your peers can be a great support system as they can often relate to you in a different way to adults.
<b>Let us not forget: You!</b>	Self-care helps you manage your own physical and emotional wellbeing. Check out the planner page on Self-Care (page 40) to get some ideas of practical techniques you can use every day.





# School Counselling Service

Supporting the Mental Health of Students

Did you know that Penistone Grammar School has its own qualified Counsellor, Miss Bayne who provides a service within school for students who may benefit from additional therapeutic support?

## What is Counselling?

Counselling provides young people with a safe, relaxed and accepting space to voice their thoughts and feelings with a trusted adult. This is often confidential, but your counsellor will explain to you what this means when you have your first session.

Counselling gives you an opportunity to feel heard and understood by helping you to express yourself in a space where you feel comfortable.

Counselling can give you information that can help you with your decision-making and help you explore new strategies for self-care.

Counselling encourages personal reflection and self-awareness. You know you best!

Our school counsellor offers a person-centred approach where you stay at the heart of the intervention. Counselling can include other mediums such as art, sand story, worksheets or self-soothe techniques. You decide what works best for you!

Counselling sessions in school are often once a week for up to 12 weeks, sometimes longer.

## Why should someone consider seeing a counsellor?

- They may have lots of worries that affect how they feel.
- They may feel they are struggling within school; this could be lessons or friendships.
- There may be problems and worries about matters going on at home.
- They might be experiencing things such as anxiety or low moods.
- They might want to work on their self-esteem.
- They may have lost someone close to them.
- They may want to talk through their problems with someone and just feel heard.

Students who have accessed school counselling have said they have felt calmer, unburdened, less distressed and feel relationships, levels of coping and school life have improved.

## Are you feeling overwhelmed, worried or distressed?

If you would like to talk to someone about your feelings, discuss your problems and find a way forward without the worry of being judged then counselling could be for you!

**Referrals to the school counselling service are made within school by our Inclusion Team.**



Speak to the student's Student Support Officer, Student Engagement Officer, or Achievement Leader if you think they are struggling with their emotional wellbeing. They will suggest referring the student for counselling if they feel this is the best way forward. Drop-in to see Miss Bayne during a break or lunchtime to learn more, ask questions and get advice. **Level 4 orange in the office opposite the lift.**





# Self-Care

## Supporting the Mental Health of Students

**BE  
KIND** to  
yourself!

There are lots of ways in which students can look after their mental health. Through the support we will provide for students' mental health, we will aim to equip them with the practical techniques and tools that they can use in everyday moments that will help them to manage their thoughts and feelings and support them to have positive mental health.

**Smile**  
Take a deep breath  
And  
Relax

Grounding techniques and distraction exercises are good at helping to calm the body and mind. The more you practice these, the easier it becomes.

Count items from around the room and distract yourself from worrying thoughts or feelings.

### Box Breathing

Take a deep breath in  
Hold  
Let the breath out  
Pause

**Talk  
sense to  
yourself!**

"I know I'll be okay ..."

"Stay calm ..."

"Relax ..."

"This feeling will go away ..."

### 7 to 11 Breathing

Take a slow breath in whilst counting from 1 to number 7. Let the breath out slowly whilst counting from 7 up to number 11.

### Name...

**5** Things you can see

**4** Things you can feel

**3** Things you can hear

**2** Things you can smell

**1** Thing you can taste





## My Notes

Please use the space below to record any notes and information.



Aim High

Be Determined

Be Brave

Be Supportive

Be Proud



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