



# Behaviour Policy

**Last review date: July 2024**

**Next review date: July 2025**



## INDEX

01. VISION.....	p.3
02. POLICY STATEMENT.....	p.3
03. SCOPE.....	p.4
04. DETAILS.....	p.4
1. Student Code of Conduct.....	p.4
2. Attendance.....	p.6
3. The Pembridge Values.....	p.6
4. Rewarding good behaviour and attainment.....	p.7
5. Addressing behaviour that falls below expectations..	p.10
6. Physical Restraint.....	p.13
7. Specific considerations for Early Years.....	p.14
8. Behaviour expectations for pupils with SEND.....	p.15
9. Managing Transitions.....	p.16
10. Communication and Complaints.....	p.16
05. ROLES AND RESPONSIBILITIES.....	p.16
06. COMPLIANCE AND MONITORING.....	p.17
Appendix 1: Parent Code of Conduct.....	p.18
Appendix 2: Uniform and Appearance Policy.....	p.20



## 01. VISION

Pembroke Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembroke Hall girls are nurtured, challenged and empowered to succeed.

## 02. POLICY STATEMENT

At Pembroke Hall we want to ensure that our girls are always safe and happy: we seek to create an environment which encourages and reinforces good behaviour. Pembroke Hall has a central role in girls' personal, social and moral development, just as it does in their academic development. We are responsible for teaching them how to play together and how to behave towards one another - and girls must be aware of moral issues such as right and wrong, fairness, tolerance and consideration of others.

The school is committed to the promotion of Fundamental British Values (FBV) and encouraging a Growth Mindset within our girls. Although we do provide a nurturing environment for all, we also focus on developing self-worth, encouraging risk taking and creating resilient girls at every age.

The philosophy of good behaviour is embedded at the heart of our school. Children learn best when there are clear structures in place and where positive models of good behaviour, manners and consideration towards others are continually, and consistently, encouraged.

The Head of School has overall responsibility for school disciplinary policies and procedures. Classroom and academic discipline are largely the responsibility of individual teachers with support from the Pastoral Leaders, while disciplinary matters outside the classroom are dealt with by Pastoral Leaders or Heads of Section.

Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Head of School, see table below in section 5.

The school does not use or threaten the use of Corporal Punishment.

This policy follows DFE guidance outlined in '[Behaviour in schools guidance](#)' (2022) and the Equality Act (2010). The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities. When assessing behaviour and deciding on a relevant course of action, staff must bear in mind any special educational needs, or disabilities, a pupil may have and the SEND Coordinator should be consulted. This policy applies to all children in the school (including Reception/EYFS).



The aims of this policy are:

- To highlight all that is best at the school, ensuring all students receive recognition within a culture that strives for excellence and is actively supported by students and staff.
- To maintain order and good discipline throughout the school, overseen by the Head of School and SLT, with the support of the governing body.
- To enable all members of the school community to be clear about the standards of behaviour expected and the responses to any lapses.
- To promote positive behaviours and to ensure the school's behaviour and counter-bullying policy (see Appendix 4) is followed whenever a student displays unacceptable behaviour.
- To encourage timely action if a student's behaviour contravenes the Code of Conduct.
- To ensure fair and equal treatment of all Students and, so far as possible, that every student in this School is able to benefit from and make his or her full contribution to the life of the School, consistent always with the needs of the school community.
- To agree on community wide expectations – see Appendix 3, the Parent Code of Conduct.

### 03. SCOPE

This policy applies to all sections of the school, all staff, all students and all parents.

### 04. DETAILS

#### 1. Student Code of Conduct

- 1.1. The School's philosophy is structured to create a sense of freedom within which individuality is encouraged, personal growth and self-confidence is promoted and freedom of expression is encouraged; the extent of that freedom is defined by the Student Code of Conduct and the responsibility is placed on the Student to enjoy the freedom within the parameters of this code.
- 1.2. The Code is a partnership between the school, Parents and Students. This Code is applicable whilst Students and Parents are on school premises, at School functions, traveling to and from school, on trips or on any occasion where they are identifiable as Students or Parents. (see Appendix 1, specifically for the Parent Code of Conduct)
- 1.3. The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the school. By accepting a place that may be offered by the school, Parents and Students confirm that they have accepted and are bound by this Code, school rules,



policies, and practices as well as the core values and ethos of the school. Each year, the school issues new terms and conditions, by signing this Parents commit to updates to both the Student and Parent code of conduct on a yearly basis.

- 1.4. It is the responsibility of Parents to support the school in enforcing the Code. Parents are requested to communicate any concerns openly and constructively to the Head of School and to do so without lobbying other parents, other students, members of staff or outside parties until all internal processes have been exhausted.
- 1.5. The Student Code of Conduct can be summarised as follows;
  - Rules are based on respect for others and their property, and on ensuring that the school maintains an excellent reputation in the community. Inappropriate dress or behaviour may reflect adversely on all students as the community observes the standards set by the school and judges accordingly. (See Uniform and Appearance Policy Appendix 3)
  - Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. The school is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, or disability or learning.
  - We expect students to be ready to learn and to participate in School activities. Students should attend School and all lessons punctually.
  - Students are expected to show respect for the rights of others, including each other's possessions and the school's property.
  - We expect students to behave in a manner that reflects the best interests of the whole community.
  - We expect students to treat all members of the school community with respect and courtesy and to respond positively to the opportunities and challenges of school life.
- 1.6. Parents and Guardians who accept a place for their child at the school undertake to uphold the school's policies and regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, extra-curricular activities, homework, and private study. Each year upon reenrolment parents will agree to the terms and conditions, one of which is a continual agreement to the Student and Parent Code of Conduct.
- 1.7. The school has several support systems in place to meet the needs of all students. These include form time discussions, 'Pembroke Pulse' drop in sessions, meetings with Head of Sections or Head of School and Pastoral Mentoring with the Assistant Head (Pastoral).
- 1.8. In the event of any behaviour management issue the school will liaise closely with parents and, if relevant, other statutory and support agencies.



## 2. Attendance

- 2.1. For full details of attendance, please see our Attendance policy.
- 2.2. Students must attend all scheduled classes unless exempted from attendance, or ill. Whenever possible, Absence should be advised in advance by parents/guardians (usually by telephone). An explanation for absence must be given which is satisfactory to the School. Students are expected to arrive at classes on time. An extended absence that is unaccounted for may lead to a student being removed from the roll of the school.
- 2.3. Please note that it is usually the school's policy not to allow holiday to be taken during term unless in exceptional circumstances and with the agreement of the Head of School.
- 2.4. Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, and during form time, project work, drama activities, stories and literature and via the School Council, which meets regularly.

## 3. The Pembridge Values

- 3.1. The behaviour policy is based on a collection of sound moral values - the Pembridge Values. These permeate every aspect of school life, providing safe guidelines for everyone to follow.

At Pembridge Hall we aim for all Pembridge girls to:

**BE INDIVIDUAL** - Pembridge girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

**BE KIND** - Pembridge girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

**BE CURIOUS** - Pembridge girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

**BE ASPIRATIONAL** - Pembridge girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their



learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

**BE RESILIENT** - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

**BE RESPONSIBLE** - Pembridge girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembridge Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.

- 3.2. The Pembridge Values are displayed prominently throughout the school and referred to as appropriate. In this way, every child in the school is made aware of the standard of behaviour that we expect in school. The class teachers discuss the school values with their class at the beginning of the school year. Rewards are given for achievements in relation to the school values on a regular basis. If and when values are broken, teachers discuss the infringement in relation to the school values.

#### **4. Rewarding Good Behaviour and Attainment**

- 4.1. Underpinning all the school's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing negative behaviour when the other steps have been unsuccessful.
- 4.2. The school acknowledges all the efforts and achievements of children, both in and out of school. We praise and reward all pupils for upholding the Pembridge Values in a variety of ways, including:
- Informal praise (e.g. a smile or kind word)
  - Stickers, stars
  - Giving additional time for children to pursue activities of their own choice
  - Sending positive letters and Pembridge Hall postcards home
  - Awarding House Points to individuals or groups (see section 3.3)
  - Each week, a girl receives a Golden Apple Award (one per year group): for good character and outstanding examples of the Pembridge Values
  - Each week, a girl receives a Head's Award (one per class): for academic excellence in any subject. Girls awarded a Head's Award or Golden Apple Award receive a badge; this should be worn on the pupil's blazer for the remainder of their time at the school. The name of the pupil is added to the Friday newsletter and recorded on SIMS.
- 4.3. Each girl is allocated to one of four Houses when joining Pembridge Hall (Austen, Hepworth, Nightingale or Franklin).



Each house has a House Captain and Deputy House Captain. These post holders are girls in Year 6 who have been elected by all the girls in their House towards the end of their final term in Year 5.

House points are given as rewards for a variety of achievements (see 3.6). A maximum of three house points can be awarded at any one time to an individual. As a guide: 1 = very good, 2 = great and 3 = excellent.

House points are displayed in each classroom. Each week the house points are collected and house totals are announced in the Friday assembly. Results are added to the Newsletter and displayed on the television screens in the hallways of each building.

An overall house winner is announced at the end of the year. The House Captain accepts the House Cup on behalf of her house.

- 4.4. The school aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.
- 4.5. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard. Effort and application are praised and rewarded.





4.6. The 'Rewards Ladder' is used to recognise good behaviour:

<b>Pembridge Hall Rewards Ladder</b>		
<b>Level</b>	<b>Examples of Behaviour</b>	<b>Possible Rewards</b>
1 <b>RECOGNISE</b>	Consistently ready to learn	Verbal praise
2 <b>SHINE</b>	Demonstrating the Pembridge Values: fair, honest, respectful, responsible, thoughtful and kind	Stickers (or other class individualised reward system)
3 <b>CELEBRATE</b>	Improved or great work; upholding the Pembridge Values; improved or great effort; consistent progress	House Points
4 <b>REWARD</b>	Creative, artistic or sporting achievement; good all-round achievement	Golden Apple Heads Awards
5 <b>FLY</b>	Consistently outstanding effort, behaviour and achievement	Postcard home



## 5. Addressing behaviour that falls below expectations

- 5.1. We recognise that as students are growing in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them learn from these mistakes and to model how we would like them to respond when things do not go as planned.
- 5.2. Depending on the situation, it may be necessary to apply appropriate sanctions. The use of sanctions should be characterised by certain features:
- It must be made clear why the sanction is being applied
  - It must be made clear what changes in behaviour are required to avoid future sanctions
  - Group sanctions should be avoided
  - It should be the behaviour rather than the person that is punished
- 5.3. The table below indicate types of behaviours that may take place and suggested sanctions that align with the severity of the behaviour. All behaviours that reach Level 3 on the Sanction Ladder are recorded on MyConcern. Any behaviours that are of a high level or above will remain on the student's permanent record.
- 5.4. 'Sanctions Ladder':

<b>Pembridge Hall Sanctions Ladder</b>			
Included in both the Behaviour Policy and Anti-Bullying Policy.			
The list is not exhaustive, or overly prescriptive; every child and case are different. Behaviour is always dealt with in an age-appropriate way.			
Level	Examples of Behaviour	Possible Sanctions	Staff Responsibility
Low  <b>REMIND</b>	<p><b><u>Isolated or infrequent incidents</u></b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Interrupting</li> <li>• Not listening</li> <li>• Pushing</li> <li>• Running</li> <li>• Shouting</li> </ul>	<p><b>Behaviour reminder</b></p> <ul style="list-style-type: none"> <li>• adult gently reminds girl of appropriate conduct</li> </ul>	Adult who witnesses incident



<p>Medium</p> <p><b>WARN</b></p>	<p><b><u>Repeated behaviours</u></b></p> <ul style="list-style-type: none"> <li>• Incorrect uniform</li> <li>• Lateness</li> <li>• Not following the Pembridge Hall Values</li> </ul>	<p><b>Verbal warning</b></p> <ul style="list-style-type: none"> <li>• adult firmly reminds girls of appropriate behaviour</li> <li>• communicates which of the <b>Pembridge Values</b> is being broken</li> <li>• class teacher informed</li> </ul>	<p>Adult who witnesses repeated incidents</p> <p>Class teacher</p>
<p>Medium</p> <p><b>REFLECT</b></p>	<p><b><u>Repeated behaviours (see above), additionally:</u></b></p> <ul style="list-style-type: none"> <li>• answering back/ rudeness</li> <li>• not following instructions</li> <li>• unkindness</li> <li>• moving others' property</li> <li>• incomplete homework</li> </ul>	<p><b>Reflection Session</b> Parents informed Break or lunchtime</p> <p><b>Detention/Reflection Session</b></p>	<p>Class teacher: triggered by behaviour reported or witnessed again</p>
<p>High</p> <p><b>MEET</b></p>	<p><b><u>Continuation of behaviours above</u></b></p> <ul style="list-style-type: none"> <li>• unconscious bullying</li> <li>• physical behaviours</li> <li>• theft</li> <li>• intentional damage of property</li> <li>• graffiti</li> </ul>	<p><b>Detention/Reflection Session</b></p> <ul style="list-style-type: none"> <li>• Head of Key Stage informed</li> <li>• Parents informed</li> <li>• <b>Detention/Reflection Session held</b></li> <li>• <b>Individual Behaviour Plan (IBP)</b></li> </ul> <p>If deemed appropriate, girl placed onto an IBP for a period of time, to support them in upholding the Pembridge Values. The IBP will be drawn up with active involvement from the pupil in question and the class teacher. The IBP will be circulated to all staff involved with the child concerned.</p>	<p>Head of Key Stage informs Assistant Head Pastoral</p>



Very High <b>REVIEW</b>	<p><b><u>Further continuation of behaviours (see above), additionally</u></b></p> <ul style="list-style-type: none"> <li>• persistent behaviours</li> <li>• physical violence</li> <li>• aggressive behaviour</li> <li>• intentional bullying</li> </ul> <p>(This is not an exhaustive list.)</p>	<p><b>Temporary suspension or exclusion: Internal or External</b></p> <ul style="list-style-type: none"> <li>• Decision made by Head</li> <li>• Parents meet with Head and AHP</li> <li>• If a girl is temporarily internally excluded, then she will spend the day with a member of SLT.</li> <li>• If a girl is temporarily externally excluded, then arrangements will be put in place for the setting and marking of work, and also, for the reintegration of the girl when she returns to school.</li> </ul> <p><b>Fixed term/Permanent exclusion (see below)</b></p>	Assistant Head Pastoral and Head

5.5. The Sanctions Ladder is shared with all girls, in an age-appropriate way, not only to educate, but empower them to make positive behaviour choices. Poor behaviour can be a one-off incident, or recurrent, and our staff are always alert to patterns. We also support girls with being able to move forward and rebuild relationships, where necessary.

5.6. **Fixed Term Exclusions:** If the problem is severe, or recurring, then temporary exclusion procedures may be implemented. The staged procedure would initially be an internal suspension, then an external fixed term exclusion. For serious breaches of the school’s behaviour and discipline policy, pupils can be excluded for one or more fixed periods. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with wide range of strategies for dealing with disciplinary offences has been utilised to no avail or if an exceptional Zero-Tolerance Behaviour has been committed (see below).



### 5.7. Zero-Tolerance Behaviours

5.7 (i) If the problem is severe, or recurring, then temporary exclusion procedures and permanent exclusion may be implemented. The staged procedure would initially be an internal suspension, then an external fixed period suspension and finally permanent exclusion. A very serious problem may result in the normal staged procedure being abandoned and a pupil being sent home immediately. The Head is the only member of staff who can exclude a pupil. The below table summarises Zero-Tolerance Behaviours:

Level	Examples of Behaviour	Sanctions	Staff Responsibility
<b>ZERO-TOLERANCE</b>	<p>Single actions that seriously undermine learning and social interactions (school rules)</p> <ul style="list-style-type: none"> <li>• Extreme violence</li> <li>• Possession and/or use of illegal or drugs at school</li> <li>• Extreme bullying, racism or abuse</li> <li>• Selling illegal items</li> <li>• Illegal sexual behaviour</li> </ul>	<p><b>Immediate and Permanent exclusion</b></p> <ul style="list-style-type: none"> <li>• Decision made by Head and parents meet Head</li> <li>• Immediate expulsion</li> <li>• Inform Inspired safeguarding officer (and local police if necessary).</li> </ul>	Head and Board of Governors

5.7 (ii) This is not an exhaustive list. All Exclusions and Fixed Term Exclusions are recorded on the Serious Incident Log. It is important to note that exclusion will not be used for minor incidents, such as academic performance or lateness.

## 6. Physical Restraint

6.1. Physical restraint (the positive use of force) may be Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress, to the student or any other person. In all cases, members of staff are guided by DFE guidelines '[Use of Reasonable Force in Schools](#)' July 2013.

6.2. If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Non-teaching staff may not under any circumstance use physical force to restrain a student.



- 6.3. Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.
- 6.4. Every member of staff will inform the Head of School immediately after they have needed to restrain a student physically. The school also records all disciplinary sanctions on MyConcern, which includes the nature and date of the offence and the sanction imposed.
- 6.5. The school can search and produce listings of these records so that any patterns may be identified by the school.
- 6.6. We will always inform immediately a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.

## **7. Specific considerations for Early Years**

- 7.1. The staff of the school are aware that a child gradually becomes aware of their peers and their place in the group; learning through trial and error to function socially. Mindful that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.
- 7.2. A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.
- 7.3. We celebrate positive and appropriate behaviour to build self-awareness and self-esteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities, and positive behaviour.
- 7.4. We reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an



atmosphere conducive to learning and establishes and builds on adult/child relationships.

7.5. Children in EYFS are rewarded in line with the school's Rewards Ladder, however we recognise that some adaptations have to be made in relation to sanctions at this age (see below).

7.6. Responding to Challenging Behaviour:

- The adult aims to understand what the child is communicating through their behaviour
- The adult must be fully present with the child and listen to their needs.
- Explanation of what child has done wrong, making sure he/she understands
- Withdrawal from activity or area where inappropriate behaviour occurred
- Child is given a specific activity to complete until released by adult
- Adult's facial expression, tone of voice, body language
- Reminding of the expectations
- Child is redirected
- Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'
- Discussion with parents
- Liaising with Learning support team / external professionals to support student
- For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a student to leave, or suggest a non-renewal of contract.

7.7. Every effort is made to gain the full support and co-operation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

## **8. Behaviour Expectations and pupils with Special Educational Needs and/or Disability (SEND)**

8.1. The school welcome pupils with SEND and we do all that is reasonable to ensure that the School's curriculum, ethos, policies, procedures and premises are made accessible to all. Having a good, and clearly structured, behaviour culture will create calm environments which will benefit pupils with SEND, enabling them to learn.

8.2. When a pupil is identified as having SEND that affects their behaviour, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measures in place will take into account the specific circumstances and requirements of the pupil concerned.



8.3. High expectations are maintained for all pupils, including those with SEND.

## 9. **Managing transition**

9.1. As girls move up through the school, we recognise that it is essential to affect a smooth transition through each part of the school to enable them to adjust to the different expectations and challenges each new year group presents. Our PSHEE programme is fundamental in supporting these changes and class teachers carry out a comprehensive 'handover' session at the end of every academic year - which addresses both the academic and pastoral needs of every pupil.

## 10. **Communication and Complaints**

10.1. Parents are always contacted and kept informed of lapses in behaviour, however minor. It is essential to work closely with the family to identify possible reasons for poor behaviour and to put in place positive strategies for improvements both at school and at home. Sanctions and parent meetings to be recorded on SIMS (Pastoral Concern Form/Parent Meeting Form).

10.2. Where parents disagree with the decision of the Head to exclude a girl, then they should follow the school's Complaints Policy. Pembroke Hall School regards any form of bullying as harmful and unacceptable. We believe that everyone has a right to feel safe. The school does not tolerate bullying of any kind. Further details can be found in our Counter-Bullying Policy.

10.3. The school expects that all staff, students and parents have fully acknowledged the Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage.

## 06. ROLES AND RESPONSIBILITIES

- We treat all children fairly and discipline is the responsibility of all staff and pupils, whether in the classroom or generally around school.
- All staff are responsible for:
  - Creating a positive climate with realistic expectations;
  - Emphasising the importance of being valued as an individual within the group;
  - Promoting, through example, honesty and courtesy;
  - Providing a caring and effective learning environment;
  - Encouraging relationships based on kindness, respect and understanding of the needs of others;
  - Ensuring fair treatment for all – regardless of age, gender, race, ability and disability;





- Showing appreciation of the efforts and contribution of all.
- The Head of School is responsible for implementing this policy and to inform the Regional CEO of any challenge regarding with its implementation.
- Updates to this Policy must be approved by the Regional CEO

## **07. COMPLIANCE AND MONITORING**

- Any observations of non-compliance with this Policy should be informed by writing to the Head of School or to the Regional CEO (in case of non-compliance by the Head of School).



## Appendix 1- Parent Code of Conduct

### 1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance, they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

### 2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- Irrespective of any class, section or school potential wide concern or complaint, communications to Head of School or via any other channel should be done individually.
- It is not the mission and scope of the Pembroke Hall Parents Association to be the representatives of parents in dealing with concerns or complains.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.



- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.
- We expect parents to follow and uphold all procedures outlined in the school's published policies.

### **3. Behaviour and communication considered unacceptable**

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
  - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
  - Behaviour or communications that breach school policies, safety or procedures.
  - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
  - Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
  - Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

### **4. Consequences of breaching Parent Code of Conduct**

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
  - request for a meeting to resolve the issue.
  - issue a warning regarding the behaviour and how that breaches this code.
  - withdraw the right to be on school premises or at school events.
  - give notice to parents to find an alternative school for their child/ren.



## Appendix 2 – Uniform and Appearance Policy

- Personal pride is reflected in the students' behaviour, attitudes, and attire.
- Every Student must wear the school's full uniform at all times:

### Winter Uniform:

- Grey coat
- Red and white check shirt
- Grey tunic dress
- Grey tights or long grey socks
- Black or red Shoes (no slip-ons or patent shoes)
- Cherry cardigan
- Cherry wool hat
- Cherry and grey scarf
- Grey gloves (optional)
- Grey skirt (Year 6 only)

### Summer Uniform:

- Straw boater
- Cherry blazer
- Gingham summer dress
- Plain white socks
- Black or red Shoes (no slip-ons or patent shoes)

### Sports Kit:

#### Reception and Lower School:

- Pembridge Hall sports jacket
- White polo shirt
- Maroon PE sports shorts
- Maroon tracksuit bottoms
- Pembridge Hall sweatshirt (optional)
- Pembridge Hall base layer (optional)
- Pembridge Hall base layer leggings (optional)
- PH cap or legionnaires hat
- White trainers

#### Middle and Upper School:

- Pembridge Hall sports jacket
- Maroon tracksuit bottoms
- Pembridge Hall polo shirt
- Pembridge Hall skort
- Pembridge Hall base layer leggings (optional)
- Pembridge Hall base layer (optional)
- Pembridge Hall sweatshirt (optional)
- PH cap or legionnaires hat
- White trainers
- Maroon sports socks (optional)

### Swimming:

- Maroon swimming costume
- Pembridge Hall swim hat
- Towel
- Pembridge Hall swim bag

### Wet Weather Wear:

- Pembridge Hall waterproof cagoule



- Wellington Boots (Reception and Lower School only – kept at school)

**Other:**

- Pembridge Hall school backpack
- Pembridge Hall book bag (Reception and Lower School only)
  - Students should not remodel or deface the uniform in any way.
  - The only jewellery allowed are stud earrings or jewellery worn for religious reasons.
  - Hair should be tied up if shoulder length or below. Hair accessories should be simple and in the school colours.
- Whilst it is recognised that this is a difficult area to legislate upon and may conflict with students' own desire to express themselves, these expectations should be respected and parents should ensure that when students leave for school, they conform to the guidelines for uniform and appearance.