



**Penistone Grammar School**

Policy Statement:

**Values Driven Expectations  
Behaviour Management**

Policy Version: January 2021

**Never Stop Flying**

At Penistone Grammar School we seek to promote excellent behaviour through a mutual understanding and respect for our core values (Aim High; Be Brave; Be Supportive; Be Determined; Be Proud). Our values are underpinned by honesty, integrity and respect and are embedded in all we do.

By determining clear boundaries and a hierarchy of rewards and sanctions which are applied fairly and consistently for all students we can ensure that we create a culture across our school community where learners can continue to flourish and achieve their full potential.

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On behalf of the Governing Body of Penistone Grammar School

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This policy has been written in consultation with staff, students, parents and Governors. It has been reviewed in **January 2021** and has been approved for implementation by the full Governing Body as dated and signed below.

### 1. Intended Outcomes

The school seeks to:

- Ensure all staff (including contractors, agents and volunteers) act as positive role models, demonstrating disciplined and respectful behaviour, both professionally and personally towards students at all times.
- Provide a safe environment free from harassment, violence and disruption.
- Encourage good behaviour, respect and tolerance for others and prevent all forms of bullying.
- Promote the ethos of a Values Driven Education, encouraging and supporting effort over attainment, and attitude over achievement.
- Ensure all members of our learning community display self-discipline and appropriate regard for authority.
- Ensure procedures in relation to positive and negative behaviours are applied consistently and fairly.
- Encourage, promote and reward self-regulation of behaviour by students.
- Secure high standards in all elements of school life.

### 2. Our Commitment

The school is committed to:

- Implementing an inclusive approach to all elements of school life;
- celebrating success and effort through an effective rewards initiative;
- identifying and supporting those students who may have underlying reasons (academic and/or pastoral) which act as contributory factors to standards of behaviour falling below the school's expectations;
- providing a wide range of study support for students;
- regular information sharing with parents as appropriate on matters around their son/daughter;
- achieving high standards in terms of behaviour, attendance and punctuality;
- identifying and supporting those students who require intervention at the earliest opportunity;
- facilitating and encouraging parental involvement;
- monitoring positive achievement and negative behaviour;
- identifying, recording and acting upon any incidents which may be deemed as racial, sexual harassment or bullying in their nature and preventing reoccurrence or repetition;
- teaching all students, the principles which distinguish 'right' from 'wrong';
- providing a moral code;
- fostering honesty, fairness, respect for truth and justice;
- ensuring consistent and fair practice by all staff in terms of discipline.

### 3. Values Driven Education

We expect all students to demonstrate qualities in terms of their behaviour which contribute to the

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creation of an excellent learning environment. This includes taking an active part in their learning; demonstrating commitment to learning, arriving at school, on time, with the correct equipment and completing all tasks (including home learning) to the best of their ability.

#### 4. Policy Implementation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

The Principal (with delegated responsibility to the Vice Principals, Executive Director and Assistant Principal: Inclusion, Safeguarding and Ethos) will be responsible for the implementation and management of the Values Driven Expectations Behaviour Management Policy. The 'Education and Inspections Act 2006' (Section 90 and 91) allows teachers the statutory authority to discipline students who demonstrate behaviours that are unacceptable, break the school rules or fail to follow a reasonable instruction.

This guidance also sets out (in section 90) that teachers have the power to discipline students for misbehaving outside of the school premise 'to such an extent that is reasonable'.

The 'Behaviour and Discipline in Schools – Advice for Headteachers and school staff' (version dated January 2016) sets out that students can be punished when they are:

- Taking part in school-organised or school-related activity; or
- travelling to and from school; or
- wearing school uniform; or
- in some way other identifiable as a student at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

- Could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

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Excellent behaviour management, both within and outside of the classroom, is the shared responsibility of all staff at Penistone Grammar School and the procedures which support implementation of this policy will be provided to staff in writing (captured within the Values Driven Expectations Handbook, a copy of which is in each student planner.).

Members of the Governing Body are committed to supporting the school to ensure that the highest standards of behaviour are maintained and will ensure that appropriate training is available to support effective implementation of this policy.

## 5. Positive Achievement

The school will seek to create a positive ethos through the recognition and rewarding of achievement and effort. The school will use a range of strategies including reward events, assemblies and reporting to parents, to recognise achievement and effort and will keep an accurate record of all rewards issued.

The school will commit resources to rewarding achievement from its annual budget.

### **Students will:**

- Take responsibility for achieving the highest standards possible in terms of their effort, work and conduct.
- Recognise, acknowledge and celebrate the achievement and effort of others.
- Act in a way that is conducive to a culture where success is celebrated, including taking part in assemblies and reward events.
- Recognise and reward effort and achievement in line with the values driven education ethos.

### **Parents will:**

- Attend celebration and reward events where possible.
- Contact school with any achievements outside school so we can share them with the wider school community.

### **All staff (including volunteers, agents and contractors) will:**

- Act as positive role models, modelling the highest standards of behaviour and attitude for the benefit of all students.
- Promote a culture of achievement and support the recognition of achievement and effort through whole school rewards.
- Capitalise on every opportunity to praise students and reward achievement.

### **Curriculum Area Leaders will:**

- Find opportunities to praise students every day within their specific area(s) of responsibility.
- Develop departmental rewards and recognition of achievement within their specific area(s) of responsibility.
- Keep SLT, Achievement Leaders, the Inclusion Team and parents/guardians informed of achievements within their subject area when possible.

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**Mentors will:**

- Celebrate success and acknowledge achievements and effort within the mentor group setting.
- Contribute to creating a culture of success through House and year group activities.
- Provide opportunities to develop democracy and citizenship with students.

**Achievement Leaders and members of the Inclusion Team will:**

- Work together in conjunction with parents, colleagues and outside agencies to recognise positive achievement and effort.
- Develop a culture where positive achievement is recognised for their year group of responsibility.
- Contribute to and support House activities.
- Celebrate success through assemblies and reward events.
- Encourage all students to play an active part in democracy and citizenship.

**Heads of House will:**

- Work in conjunction with Mentors, Achievement Leaders, Student Support Officers and SLT to recognise positive achievement and effort.
- Develop and foster a 'positive achievement' culture for all House members
- Lead celebration events.

Encourage active participation in student democracy and citizenship through House assemblies and mentor activities.

**The Senior Leadership Team will:**

- Act as positive role models for all staff in terms of implementation of this policy.
- Promote a culture of achievement and effort and support the recognition of achievement and effort through whole school rewards.
- Capitalise on every opportunity to praise students.

## 6. Negative Behaviour

The school will seek to support students in developing their awareness of inappropriate conduct and will work with students to develop their skills in recognising, managing and self-regulating their own behaviour.

**Students will:**

- Self-regulate their behaviour.
- Report any incident(s) of bullying, violence, harassment and disruption at the earliest possible opportunity.

**Parents will:**

- Work with and support school and the Values Driven Expectations protocol.
- Attend meetings as requested.
- Emphasise good behaviour and high expectations.
- Check their son/daughters planner each week.
- Check effort reviews and discuss these with their son/daughter.

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- Report concerns/worries/problems to school around negative behaviour as soon as possible.

**Subject Teachers will:**

- Be responsible for maintaining good discipline within their own lessons.
- Apply behaviour management sanctions consistently and fairly as outlined within the Values Driven Education procedural documentation.

**Curriculum Area Leaders will:**

- Support members of staff within their department by operating a departmental system of withdrawal (departmental parking) proactively and utilising report cards as they see appropriate.

**Mentors will:**

- Maintain an overview of the behaviour of their mentor group. In the first instance this will include responding to minor offences that occur inside and outside timetabled lessons.

**Achievement Leaders and members of the Inclusion Team will:**

- Work together in conjunction with parents, subject teachers, Mentors, the SENDCo, Senior Leaders and external agencies to address serious or repetitive incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.

**The Head of Behaviour Support will:**

- Work collaboratively with Senior Leaders, Achievement Leaders, Student Support Officers, colleagues and external agencies in addressing serious or persistent incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.

**Senior Leaders will:**

- Act as positive role models for all staff in terms of implementation of this policy.
- Support colleagues by supervising after school detentions for repeated inappropriate behaviour or one off incidents of poor behaviour.
- Operate an 'On Call' service in response to serious incidents of behaviour or persistent incidents of behaviour which undermine the learning of other students.

## 7. Support Services

**External**

The school will engage with a range of support workers from Local Authority Support Services where appropriate. These may include: Inclusion Services; Behaviour Support Services; Educational Psychology Service; Communication and Interaction Team; CAMHS; Youth Offending Team; the Police and Education Welfare Service. Any input by external agencies will be used to offer additional care, support and guidance to students and staff in relation to appropriate behaviour management strategies.

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### Internal

The school will engage all staff in a pastoral capacity to offer support, where appropriate, to students who demonstrate behaviour which is a cause for concern. Individual and group approaches will be used for improving behaviour and enabling students to identify and manage their individual behaviour challenges. **For continued challenging behaviour the school will adopt an assess, plan, do, review model to ensure an appropriate and graduated response.**

## 8. Support for Learning

Penistone Grammar School is committed to supporting all students to access learning and recognises that some students may require a personalised approach through structured support for learning to facilitate this.

The reasons for this may be:

- Reintegration into mainstream school following exclusion;
- reintegration into some or all lessons following time spent in 'Supporting Expectations';
- short term withdrawal from lessons which may be identified as flash points;
- Short term periods at other schools to support changes in behaviour;
- full-time or short-term educational provision for those students who may be 'school-phobic';
- full-time educational provision for students joining Penistone Grammar School via the Fair Access Panel;
- short-term alternate provision for those students in years 7 to 11 who display temporary reluctance to access full time provision in a mainstream setting;
- full time educational provision for students with temporary mobility issues, for example, injuries to limbs, and/or student using walking aids where a risk assessment deems this an appropriate and proportionate measure;
- year 10 and 11 students who have been disapplied from a GCSE subject and where mainstream provision is considered inappropriate;
- facilitating examinations for students who require alternative or special arrangements.

The Assistant Principal: Inclusion, Safeguarding & Student Ethos, and the Assistant Principal: Achievement & Student Ethos, will work collaboratively with Achievement Leaders and members of the Inclusion Team to establish the appropriate provision for individual cases as they arise.

## 9. Detentions

Teachers have the power to issue a detention to any pupil under the age of 18. Penistone Grammar School will operate two detentions a week with the maximum duration being 120 minutes. This detention will be supervised by members of the Strategic Leadership team. The Values Driven Expectations handbook sets down clearly the reasons for which a detention can be issued, including the length. The school reserves the right however to utilise detentions for incidents which occur outside of those specified in Values Driven Expectation or at the discretion of the SLT or Head of Behaviour Support.

The school is under no legal obligation to provide notice before issuing a detention, but the school

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will endeavour to give 24 hours' notice of a detention to parents/carers where possible. However, this is not a prerequisite of a student doing a detention. A sticker/note will be placed on the relevant day in the student's planner. Failure to attend a detention will result in time in Supporting Expectations and the after-school detention being repeated.

Detentions can be issued outside of school hours and include –

- Any school day where the pupil has not received permission to be absent.
- Any weekend, other than a weekend which precedes or follows a half-term break.
- INSET or training days.

## 10. Supporting Expectations

Supporting Expectations will be used as a sanction to help promote the good behaviour of individual students by:

- Providing an environment that will facilitate re-engagement of disaffected learners.
- Reducing the number of potential fixed-term exclusions.
- Improving the learning environment in mainstream classrooms by making it possible to withdraw disruptive students for short periods of time.
- Strengthening the school's ability to offer additional curriculum provision for students who demonstrate behaviours that are affecting their own learning and/or the learning of others.
- Supporting students who cannot access lessons for a range of other reasons.

The Values Driven Expectations handbook clearly explains the reasons why a student can be placed in Supporting Expectations. The school reserves the right however to utilise Supporting Expectations for incidents which occur outside of those specified in Values Driven Expectation or at the discretion of the SLT or Head of Behaviour Support.

## 11. Exclusion

In line with Values Driven Expectations, Exclusion will be used as a sanction in cases of serious misconduct or multiple incidents. The decision to exclude will be made by the Principal, or in their absence the Executive Director or Vice Principal, who, before reaching a decision will:

- Consider all the relevant and available facts and evidence to support the allegations made, considering the school's Equal Opportunities Policy.
- Consider the Special Educational Needs and Disability (SEND) status of the student.
- If the student is LAC this will be given additional consideration and the virtual school and social care will be informed of the incident as appropriate.
- In the event of one-off incidents, ensure opportunity has been provided for the student to give their version of events.
- Check whether an incident was provoked by racial, sexual or homophobic harassment.
- If necessary, consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, for example, members of the Discipline Committee.
- Ensure full compliance with government and Local Authority regulations.
- The length of the Fixed Term Exclusion will be determined by the individual circumstances of the

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incident(s).

## 12. Governor Disciplinary Panel

This is a very serious meeting for those students at high risk of exclusion because of their behaviour. The Governors will consider the next steps which are likely to include:

- a SWAPP (a move to another school for 6-8 weeks); or
- to move the student permanently to another school through a referral to the Local Authority Fair Access Panel; or
- permanent exclusion from school.

## 13. Searches\*

A student may be searched if they are suspected of concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images or any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property.

Prior to any search being carried out students will be encouraged to voluntarily hand over any such items listed above in the presence of a second adult witness. If this hand-over does not happen, or it is suspected there are other items, then a search may be carried out.

School staff will always involve the Head of Behaviour Support or any member of SLT before conducting a search unless it is deemed necessary, in the event of safety, to search the pupil immediately. Searches will be carried out by a member of staff of the same gender unless exceptional circumstances apply.

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is good reason to do so. Staff give devices to police as soon as reasonably practical where they have reasonable grounds to suspect that they contain evidence related to an offence.

Staff are made aware that behaviours linked to sexting place a child in danger and as such know that this needs to also be logged with the safeguarding team in line with the safeguarding policy.

The Head of Behaviour Support or member of SLT will consider informing parents/carers for support at the earliest opportunity. In more serious situations, the police may be contacted and may carry out a search.

Should a student refuses to give consent to a search, a search can still be conducted by law if a member of staff has reasonable grounds to suspect the student is concealing any of the aforementioned items. Failure to consent to a search will be considered a serious breach of the school's behaviour policy and be dealt with accordingly.

## 14. Confiscating Items\*

As part of the school rules, certain items, such as mobile phones, electronic music devices,

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e-cigarettes, cigarettes, inappropriate clothing/uniform, drugs, and weapons (or anything that could be used as a weapon) will be confiscated by staff if seen, heard or suspected of being used.

Confiscated items will be kept safe by the Head of Behaviour Support or member of SLT. If a student refuses to hand an item over further sanctions will be applied. Items will be returned at the discretion of the Head of Behaviour Support or member of SLT who may reserve the right to hold on to the item until collected by a parent/carer.

Any illegal items will be handed over to the Police or relevant agencies as appropriate. Whilst every care will be taken to ensure the safe return of such confiscated items the school takes no legal responsibility should an item go missing.

\* For further information and guidance on searching and confiscation please see 'Department for Education screening, searching and confiscation - advice for headteachers, staff and governing bodies January 2018'.

## 15. Malicious Allegations

Complaints against staff or other students are always investigated thoroughly. If, after a full and thorough investigation, it is the considered view that the allegation against the member of staff or student was unfounded and malicious, any record of the incident will be removed from the member of staff and/or student file. The student(s) involved in making the allegations will have appropriate consequences applied according to the severity of the case up to and including permanent exclusion.

## 16. Physical Contact, Restraint and Use of Physical Force

Penistone Grammar School does not have a 'no contact' policy as any such policy may place a member of staff in breach of their duty of care towards a student or prevent them taking proportionate action to prevent a student causing harm to themselves, others or property.

The law forbids any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain, injury or humiliation.

Physical contact with children and young people may be appropriate and necessary in some circumstances. Staff must always use their professional judgement and be aware of the points detailed below before making any physical contact with a student. In addition, and in some circumstances, reasonable force can be used to control or restrain students, but this should be seen as a last resort. All members of Penistone Grammar School have a legal power to use reasonable force.

These circumstances referred to above are as follows:

- To prevent students from committing a criminal offence, harming themselves or others, causing damage to property (including their own) or engaging in behaviour prejudicial to maintaining good order and discipline at the school.
- To defend themselves against attack providing they do not use a disproportionate degree of force.

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- To use such force as is considered reasonable given the circumstances when conducting a search without consent for the items detailed in section 14.

Before intervening physically in any situation staff should try to communicate calmly and clearly with the student about their behaviour and its consequences wherever possible. If there is a risk of injury to other students, the student should be removed, and assistance summoned.

Force used must be proportionate and reasonable. School staff should always try to act in a way that minimises the chance of injury to the student, but it may not always be possible.

Force will never be used as a form of punishment.

Reasonable adjustments will be made for those students with Special Educational Needs or Disabilities (SEND).

Parental consent is not required to use reasonable force.

All incidents where restraint is used will be recorded by the staff involved. This is done by emailing the Senior Leadership Team.

Staff should not assume that it is acceptable practice to use touch as a form of communication and should be very clear why it is necessary before touching any child. There are occasions when it is appropriate for adults to have some physical contact with a child or young person with whom they are working, for example in medical emergencies, in practical subjects to demonstrate the use of equipment, to adjust posture or to support a child in completing an activity safely. Also, when a child is in distress. This should only take place in an environment which is easily observed and should last for the minimum time necessary. Staff should be aware of gender, cultural or religious issues or SEND needs that may need to be considered and should check that the student is comfortable with the contact.

## 17. CCTV

The school has in place a CCTV Policy, a copy of which can be accessed by contacting the school.

## 18. Drugs

The school has in place an Anti-Drugs Policy, a copy of which can be accessed by contacting the school.

## 19. Anti-Bullying

The school does not accept bullying of any description and as such has a separate anti-bullying policy.

## 20. Reasonable Adjustments

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The school is committed to making reasonable adjustments to Values Driven Expectations when the student has an identified special educational need or medical condition. It is at the schools discretion, alongside advice from external agencies, what form these reasonable adjustments take.

## 21. General Data Protection Regulations

All elements of this policy are implemented in line with the General Data Protection Regulations (GDPR). A copy of the school's GDPR Policy and Privacy Notice can be accessed by contacting the school.

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## 22. Review

The Principal, through consultation with staff, students and other key stakeholders, will undertake systematic monitoring and conduct regular reviews of the Values Driven Education Behaviour Management Policy (together with any associated procedures) in order to evaluate its effectiveness, fairness and consistency of application and will report the outcome of any review to the Governing Body.

The Governing Body will review the Values Driven Education Behaviour Management Policy (together with any associated procedures) annually to ensure its continuing effectiveness and appropriateness and will publish the outcome of any reviews.

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Achieving Excellence through a Values Driven Education

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