



POYNTON HIGH SCHOOL BEHAVIOUR POLICY

This policy has been reviewed with due regard to the governing body's statutory requirements under the Equality Act 2010.

This policy is available to all stakeholders on the school website or by request at reception.

Philosophy of Poynton High School

Our aspirations and expectations are high. Outstanding behaviour is a co-operative endeavour, shared by students and staff to achieve a culture where it is fashionable to learn.

Our school promotes care and consideration for others, politeness and respect at all times. We expect our students to participate in the life of the school and to work hard at classwork and homework. We insist on the right for all to learn and succeed in their education.

Where these values are upheld we seek to reward and celebrate achievement, and where these values are breached, a range of sanctions will be applied fairly and appropriately. Parents will be involved in this process in order to strengthen partnerships and build the relationship between the school and home.

By choosing to send their child to Poynton High School, parents become part of the school community and support our Behaviour Policy. On entry to the school, an agreement is signed by students and parents which outlines rights and responsibilities for all.

THE PRINCIPLES

- At Poynton High School we believe that good behaviour is essential for effective teaching and learning and that effective teaching and learning promotes good behaviour.
- All members of our school community are worthy of respect.
- Good behaviour is the collective responsibility of everyone in our school community.
- We will form positive relationships which promote effective learning, good behaviour and self-esteem.
- We will have a safe and stimulating environment which supports effective learning and enhances pride in our school.
- We will reward and celebrate achievement and good behaviour.
- We will have a system of sanctions which recognises the limits of unacceptable behaviour and leads to improvement.

ROLES AND RESPONSIBILITIES

At Poynton High School we expect courtesy, politeness, regard for others and self-discipline. Whilst there are clear and consistent rules, procedures and guidelines aimed at maintaining a positive atmosphere around the school, it is important that all students develop a sense of responsibility for their own behaviour.

The Governing Body has established, in consultation with the Head Teacher, staff and parents, the policy for the promotion of good behaviour and will keep it under review. It will ensure that it is communicated to parents and its expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Deputy Head Teacher is responsible for the implementation and monitoring of the policy and procedure guidelines.

Staff, including Support Staff, are responsible for ensuring that this policy and associated procedures contained in the Poynton-High-Expectations document are upheld. They also have a responsibility both in the classroom and around the school for maintaining the high quality learning environment which encourages good behaviour and a responsibility to report any incidents they feel undermine the safety and security of students.

Parents and Carers will take responsibility for the behaviour of their child both inside and outside the school. They will be actively encouraged to work in partnership with the school in a number of ways to maintain high standards of behaviour and will have an opportunity to raise any issues arising from the operation of the policy and associated procedures.

Students will be made fully aware of the school policy, procedure and expectations. As a result students have a responsibility to report any incidents which they feel undermine the safety and security of the school community.

BEHAVIOURAL GUIDELINES

Guidelines arising from this policy have been developed by the Head Teacher and Deputy in consultation with the staff and students. The guidelines will be applied fairly to foster the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The guidelines will help to identify causes of inappropriate behaviour in order to focus specific strategies to help students improve their own conduct and take responsibility for their own improvement.

Poynton High School encourages positive and responsible behaviour by:-

1. The promotion of positive relationships between staff and students.

The school Aims and Home School Agreement commits the school to maintaining a culture of positive relationships based on mutual respect and understanding.
(See School Aims and Home School Agreement)

2. Rewarding effort and enterprise.

As well as formal encouragement rewards are provided through the curricular and extra-curricular rewards system, effort grades on reports, attendance certificates and other strategies.
(See Rewards Procedure)

3. Promoting the importance of good attendance and punctuality.

Electronic registration is carried out every lesson and student attendance and punctuality is carefully tracked. Students with a poor attendance record are referred to the Education Welfare Officer. Regular gate checks reinforce the importance of making a prompt start to the school day.
(see Attendance Policy)

4. Rejecting bullying and behaviour which offends or upsets others.

The school Anti-Bullying Policy identifies types of bullying, warning signs that a child is being bullied, reason for bullying and the procedure for dealing with bullying. Issues are explored and strategies taught via the P.S.H.C.E. programme, through assemblies and through work in our Wellbeing base.
(See Anti-Bullying Policy)

5. Ensuring that students understand and follow the school rules.

The 'Poynton-High-Expectations' are published in the Student Planner and Tutors ensure that all students are aware of these as part of the induction process. Through assemblies and P.S.H.C.E. detailed work on identifying types of behaviour and strategies for dealing with these are identified.

6. Offering a curriculum that is differentiated and appropriate to all our students.

The curriculum is differentiated for students of differing aptitude and ability. Some students have individual programmes relating to their learning needs.

7. Using teaching strategies that are varied and sensitive to individual needs.

Each department differentiates its teaching across the ability range and teachers modify their approach to individual students.

8. Supporting those with individual difficulties.

A range of strategies is available to students including:-

- Monitoring by Welfare and Academic staff (Directors of Learning).
- Counselling by relevant external agencies
- Specific services, such as Educational Psychologies; Anger Management/Behaviour Support/C.A.M.H.S.
- Peer Mentoring (1:1) and staff mentoring
- Students with SEN will be given additional support to ensure that they are clear with regard to our expectations and have strategies in place to help meet them.

9. Achieving Outstanding Behaviour through a consistently applied whole school system of sanctions and rewards. Poynton-High-Expectations

The use of sanctions compliments the initial use of support strategies for students. There is a ladder of sanctions which may be applied with increasing severity according to the incident in question. Staff are encouraged to deal with issues themselves and seek support to this end from increasing levels of seniority, eventually including the Head teacher.

ROLES AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY INVOLVED IN THE MANAGEMENT OF BEHAVIOUR.

1. Expectations of Students

Students are expected to follow the rules of the school at all times. They are expected to behave in a polite and responsible manner towards all adults and each other and in a way that does not adversely affect the learning or health and safety of others. At all times, students are expected to take pride in their appearance, be considerate in their behaviour and act as ambassadors for the school. Students are expected to behave responsibly on their journey to and from school and on school trips so as not to bring the school into disrepute.

2. Subject Staff

All staff are expected to model outstanding behaviour and are responsible and accountable for the promotion and maintenance of excellent student behaviour in the school. All inappropriate behaviour will be challenged and dealt with. Sometimes there will be a need to refer to the following staff who have specific responsibility for student behaviour:

3. Duty Staff and Student Supervisors

Student supervisors are responsible for helping to maintain excellent student behaviour in the canteen and the corridors and playground during lunchtimes.

4. Form Tutors

Form tutors have day-to-day knowledge of, and contact with their form groups and have a responsibility to monitor their achievements, behaviour, including rewards, attendance, punctuality and uniform.

5. Directors of Learning / Welfare Team

Directors of Learning and the Welfare Team have a pastoral and academic responsibility for the learning, progress and welfare of the students in their Year Group including responding to behaviour issues outside the classroom.

(See Job Description)

6. Behaviour Base Co-ordinator

The Behaviour Base Co-ordinator is responsible for behaviour modification programmes for specifically identified students.

7. Heads of Department

Departmental Heads have responsibility for student behaviour in their curricular areas and will sometimes consult with Directors of Learning in matters that spread beyond the department.

8. Directors of Learning for Curriculum

Directors of Learning for Curriculum have responsibility for student behaviour across all the departments in their team and for ensuring a buddy system is in place. Most will contribute to the on-call system.

9. Assistant Head Teachers and Deputy

All Assistant Head Teachers and the Deputy Head Teachers are available as part of the 'On-call' system to be used only for high level incidents, or for medium level to escort students to the behaviour base.

10. Head Teacher

The Head Teacher will become involved where inappropriate behaviour reaches a critical level and a severe sanction, including an exclusion; fixed term or permanent; may be necessary. The Head Teacher will also contribute to the on-call system where required.

11. Expectations of Parents

Parents must insist that their son/daughter contributes positively towards the disciplined learning environment of Poynton High School by actively supporting all school policies by: ensuring regular and prompt attendance is maintained; avoiding taking their son/daughter out of school in term time; supporting attendance at detentions after school if, or when required; insisting upon high standards of uniform, behaviour and discipline to and from school; checking the Student Planner and signing it weekly; responding in a positive way to all communications from the school

MONITORING AND EVALUATING THE BEHAVIOUR POLICY

All policies are formerly monitored and reviewed by the Governing Body in accordance with the published timetable of review. This review will cover an evaluation of the effectiveness and impact of the policy. The operation of the policy will be subject to scrutiny at all times and the policy or procedures may be modified in the light of this scrutiny.

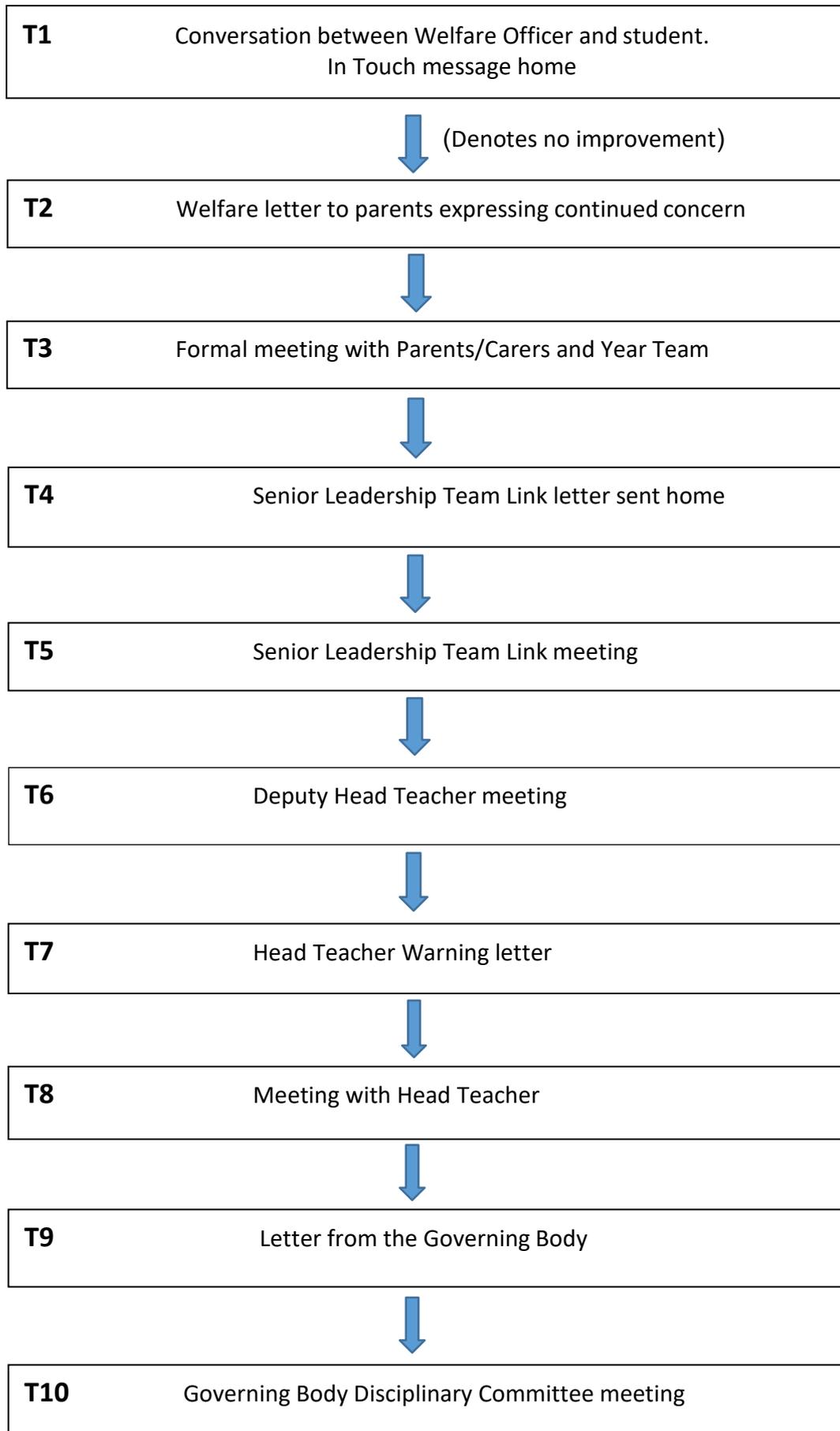
The evaluation of the effectiveness of the policy will be carried out using data collected from SIMS and regular updates will be sent to staff. In addition, data relating to attendance, exclusion and punctuality and the 'on-call' book will be analysed and communicated.

POLICY INTO PRACTICE

As part of our commitment in ensuring the highest standards of behaviour at Poynton High School, we have introduced a Behaviour tracking system that enables us to effectively identify those students who are beginning to be a cause of concern so that we can put a framework of interventions and support in place at an early stage.

We will be monitoring the number of Behaviour points students acquire. When they reach a particular 'trigger' point, we will implement the following steps so that that the students and parent are aware.

Behaviour letters and meetings timeline



Detentions

The Rewards and Discipline procedure is based upon consequences for actions and all student behaviour has consequences. In some circumstances a student's choice of behaviour may result in either a lunchtime or an after school detention. Whilst parental consent is not required for detentions, parents will be informed if the detention is to take place after school so that appropriate travel arrangements can be made. Detentions that take place during the school day will be arranged so that adequate time can be allowed for the student to eat their lunch and go to the toilet.

Confiscation of Inappropriate items

Any student who is found in the possession of inappropriate items will have the items confiscated. Where there is a suspicion that a student has an inappropriate item, they will be required to empty their pockets, bags and locker. Refusal to do so will be classed as refusal to follow instructions and will result in the appropriate consequence in the Rewards and Discipline procedures.

Inappropriate items include inappropriate items of clothing or jewellery, items brought into school for the purpose of selling to make a personal profit (including items bought in such a manner), cigarettes, tobacco and other smoking related items, knives or weapons, alcohol, illegal drugs, stolen items and any other items that may endanger the health and safety of others.

School reserves the right for an accompanied member of the Senior Leadership Team to search a student where there is a suspicion that the student may be carrying knives or weapons, alcohol, illegal drugs and stolen items.

Parents will be contacted and informed of the nature of any items confiscated and appropriate arrangements made for the safe collection of such items. Illegal items will be handed to the Police.

NB – Poynton High School abides by the Department of Education guidelines relating to search, screening and confiscation. Further information can be found by following the link

[Department of Education guidance on searching, screening and confiscation](#)

Students in Years 7 – 11 are not permitted to use mobile phones when on the school site. As a school we are convinced that mobile phones are a distraction and have serious concerns about the impact of their inappropriate use. We do know their use is reducing our students' ability to connect with one another socially on a day-to-day basis. We also believe that removing the distraction of mobile phones at school will impact favourably on our students' approaches to their studies and ultimately outcomes for all.

We do however, recognise that some parents want their children to carry mobile phones to school. The school rules therefore state that phones should not be seen or used in school. All phones should be switched off before they enter the school grounds and remain switched off. All phones must be kept out of sight in bags or lockers, students are not allowed to carry phones in

pockets or on their person. If a student needs to make an essential call they must go to their year team at break, lunch or after school to make the essential call.

If a mobile phone is seen, heard or used in school it will be confiscated. Any phone that is confiscated will be kept in a secure location. Parents will be notified that their child's phone has been confiscated. Parents or an appropriate adult will be invited to collect the phone from the main school reception after a period of 24 hours has lapsed. If a parent wishes the phone to be returned to their child this will happen following a period of 72 hours. We will not return phones directly to students. Any student who fails to hand in their phone when asked will receive

Parents and carers should be reassured that they will still be able to communicate with students during the course of the school day through our established communication pathways. Please continue to contact our school reception and a member of our team will be able to pass on any urgent messages."

Use of Reasonable Force

Due to the high level of respect that is generated within school, it is very rare for any form of physical intervention to be necessary when dealing with behaviour issues.

However, Poynton High School reserves the right to use 'Reasonable Force' where necessary. This may include using reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. Any incidents will be reported to the Head of School

Examples of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight.

Student Behaviour Outside School

The Rewards and Discipline procedure will be applied to all students:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some way identifiable as a student of Poynton High School

The policy will also be applied to poor behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

In addition, behaviour that may be criminal will be reported to the police.

Behaviour Base

If an incident is being investigated Behaviour Base may be used to hold students while the investigation takes places.

If a student fails to meet the Poynton-High-Expectations following being removed to a buddy room the student will be taken to the Behaviour Base. On rare occasions it may be necessary to use the Behaviour Base as a buddy room.

A period of time in the Behaviour Base may be a consequence to a medium or high level incident. The Behaviour Base Co-ordinator is responsible for providing work for the student and working with the student to reflect on the reason they are in the base and support their return to class.

Exclusion

In some circumstances it may be necessary to exclude a student because their behaviour has become unacceptable. The decision to exclude a student will be taken by the Head Teacher.

Exclusion may take the form of Internal Exclusion, a temporary transfer (where a student will carry out their period of seclusion at one of our partner schools, either at Knutsford or Wilmslow High School), Fixed Term Exclusion or Permanent Exclusion. Parents will be notified and kept fully informed should such decisions become necessary.

C2 = Teacher Detention

C3 = BB for the rest of the lesson plus 1 lessons and break /lunch

C4 = Min Internal Exclusion

Within the Classroom		Outside the Classroom	
Level	Consequences	Level	Consequences
<p>Clear teacher warning C1</p> <p>↓</p> <p>Move within class / 2 minute cool down period C2 →</p>	<p>Name on board</p> <p>Put C2 next to name</p> <p>10 minute Teacher Detention Department Detention SLT Detention</p>	<p>C5</p> <p>Poor behaviour outside the classroom.</p> <p>Failure to attend registra- tion</p>	<p>Year DL detention at lunchtime SLT Detention</p>
<p>On-call takes student to the Behaviour base C3</p>	<p>Behaviour base for the rest of the lesson plus 1 additional lessons.</p>	<p>On-call takes student to the Behaviour Centre C4</p>	<p>The Behaviour Centre to investigate incident. Possible Outcomes: Internal Exclusion Fixed Term Exclusion</p>
<p>On-call takes student to the Behaviour Centre C4</p> <p>High level incident</p> <p><i>Consequences authorised by SLT</i></p>	<p>The Behaviour Centre to investigate incident. Possible Outcomes: Internal Exclusion Fixed Term Exclusion</p> <p>Failure to complete Internal Exclusion = Fixed Term Exclusion plus must complete time in the behaviour base</p>	<p>High level incident</p> <p><i>consequences authorised by SLT</i></p>	<p>Failure to complete Internal Exclusion = Fixed Term Exclusion plus must complete time in the behaviour base</p>

Poynton High Expectations



Expectations

- Arrive on time
- Be polite and respectful
- Dress smartly and with pride
- Be prepared for the lesson
- Celebrate hard work and achievement
- Be responsible for your actions
- Follow all instructions
- Never give up
- Be book smart

2 C2 over 5 periods will result in 2 lessons in behav-
iour base.

2 C5 over a 5 day period will result in an SLT deten-
tion.

CELEBRATING EXCELLENT BEHAVIOUR AND ACHIEVEMENT

RECOGNITION AND REWARDS PROGRAMME

PHILOSOPHY

Poynton High School believes in building a culture of success and achievement. We praise, recognise, reward and celebrate success at departmental, tutor, year team and whole school level. We also recognise those who make outstanding contributions to the school, local and international community.

Students are provided with a multitude of incentives to succeed in their own individual right and at the own respective level. We strive to motivate students with both intrinsic and extrinsic rewards underpinned by the delivery of a stimulating, high quality learning and teaching programme.

The Recognition and Rewards programme recognises that praising students' efforts and successes has a strong motivational effect and contributes to our positive school ethos.

PRINCIPLES AT POYNTON HIGH SCHOOL

We recognise and reward in order to:-

- Encourage an ethos where all types of achievement are openly recognised, valued and celebrated by the whole school community, students, staff, parent/guardians and governors alike.
- Foster a culture in which praise and rewards are accessible to all students. In this way it is anticipated that standards and expectations of work and behaviour will be high.
- Help students to accept praise in an appropriate manner.
- Build self-esteem and feelings of self-worth in individual students.
- Motivate and encourage students to reach the highest standards of which they are capable.
- Raise the aspirations of all students.
- Encourage, recognise and reward desirable behaviour in the classroom, around the school and in the local community.
- Provide written evidence of success in important documents such as reports and references for Higher Education.

House Points

INSPIRE ACHIEVE CELEBRATE. Our three school values lie at the heart of our student reward and recognition programme. The “House Points” system will recognise all student examples of inspiration, achievement and celebration.

The role of “House Points” in recognising and promoting Poynton High School values is a key part of developing the potential of young people by giving encouragement and praise.

Praise is a key component of outstanding teaching and positive staff/student relationships. Outstanding behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student’s strengths.

Our “House Points” guidelines operates within this principle.

The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, fostering a tangible sense of belonging.

House points will be based and awarded on the 3 core values of Poynton High School:

- Inspire
- Achieve
- Celebrate

House Points

Value	Examples	Awarded By
Inspire	<ul style="list-style-type: none"> • Student Leadership • Subject Ambassador • Sporting Ambassador • Charity work • Duty Monitor • Library Ambassador • Supporting others within school (e.g. running house events, helping at homework clubs, etc) • Overcoming adversity • Supporting school events e.g. Open Evening 	All Staff
Achieve	<ul style="list-style-type: none"> • Attendance <ul style="list-style-type: none"> 100% House Points Level 4 (H4) 98% House Points Level 3 (H3) 97% House Points Level 2 (H2) 96% House Points Level 1 (H1) • Punctuality to form and class 	Year Teams

	<ul style="list-style-type: none"> • Effort Grades Top 5% H4 Top 10% H3 Top 20% H2 Top 30% H1 • Clear green uniform card • Cultural Passport topic completed • Exceeding Student Guidance Grades • Positive contributions in class • Excellent classwork • Excellent home learning 	<p>Form Tutor Form Tutor Year Team All Staff</p>
Celebrate	<ul style="list-style-type: none"> • Nomination for Fab Friday • Nomination for Half Term Hero • Attendance at an extra-curricular club • Receipt of Head Teacher Well Done Postcard • Exceptional performance in an extra-curricular club • House Representation • Representing the school at an event • Music examinations • Maths Challenge participation • D of E • Community contribution 	<p>Year Team</p> <p>All Staff All Staff</p> <p>House Leader All Staff Music Dept Maths Dept</p> <p>All Staff</p>

H1 Positive = 2 points
H2 Very good = 5 points
H3 Outstanding = 10 points
H4 Exceptional = 15 points

Individual Recognition

Bronze award	150
Silver Award	300
Gold Award	500
Governor's Award	1000

Any student achieving more than 1000 House points will be invited along with their family to a Governors celebration event.

Form Recognition

Each half term the form with the most house points in each year group will have a special form breakfast.

House Recognition

The house flag will be raised to celebrate the house with the most house points over the last half term.

INSPIRE ACHIEVE

CELEBRATE Our three school values lie at the heart of our student reward and recognition programme

HOUSE POINTS



- H1 Positive = 2 points
- H2 Very good = 5 points
- H3 Outstanding = 10 points
- H4 Exceptional = 15 points

I, N, S, P, I, R, E

- Student Leadership
- Subject Ambassador
- Sporting Ambassador
- Charity work
- Duty Monitor
- Library Ambassador
- Supporting others within school (e.g. running house events, helping at homework clubs, etc)
- Overcoming a diversity
- Supporting school events e.g. Open Evening



Achieve

- Attendance
- Punctuality to form and class
- Effort Grades
- Clear green uniform card
- Cultural Passport topic completed
- Exceeding Student Guidance Grades
- Positive contributions in class
- Excellent classwork
- Excellent home learning



Bronze award	150
Silver Award	300
Gold Award	500
Governor's Award	1000

Celebrate

- Nomination for Fab Friday
- Nomination for Half Term Hero
- Attendance at an extra-curricular club
- Receipt of Head Teacher Well Done Postcard
- Exceptional performance in an extra-curricular club
- House Representation
- Representing the school at an event
- Music examinations
- Maths Challenge participation
- D of E
- Community contribution



Positive Praise.

Postcards Home

Poynton High School postcards are sent home to our students and parents to recognise and praise a student for a particular achievement, act or effort. The exceptionally positive feedback from students and parents alike, suggests that this method of rewarding our students is highly valued and appreciated by all. All subject teachers, as well as the year teams, use postcards to celebrate achievement. Postcards will attract an H1 award (i.e. 2 House Points)

Fab Friday

In order to acknowledge and celebrate individual students within year groups at Poynton High School. Each week winning students are nominated by the form tutor. These students are presented, with a Fab Friday certificate and small prize. This highly successful method is another means of consistently and regularly supporting, recognising and celebrating students in their everyday learning and behaviour. Fab Friday winners will gain an H2 award (i.e. 5 House Points)

• **Half Term Heroes**

In order to acknowledge and celebrate individual students within subject areas at Poynton High School. Students are nominated by their class teacher for a Half Term Hero Award. These students are presented, with a certificate highlighting the reason for their nomination and small prize. This highly successful method is another means of consistently and regularly supporting, recognising and celebrating students in their everyday learning. Half Term Heroes will gain an H3 award (i.e. 10 House Points)

Achievement Assemblies

Achievement Assemblies are held termly and are an excellent opportunity to celebrate achievements in a formal, high profile manner. Through analysis of rewards points, individual subject nominations and attendance records we use Achievement Assemblies to praise and recognise the whole term successes of students who have consistently and continuously pushed themselves to achieve well. The reputation and high profile of this termly event involves the Deputy & Assistant Head Teachers, Year Team and Form Tutors Across the school, our student's value and appreciate Achievement Assemblies as a means of being rewarded publicly amongst the year group. This, therefore, provides our students with an invaluable opportunity to support, share and celebrate each other's successes together; which, in turn, promotes an acceptance of positive achievements and excellent behaviour.

There are a wide range of categories that students are recognised for in these Achievement Assemblies. These include rewards for attendance, rewards for excellent progress grade and house involvement.

Communication to Parents

To be able to celebrate student's achievements with their family each half term parent/carer will receive an electronic copy of how many reward points their child has achieved.

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Review

Date of Policy: Autumn 2018

Review date: The Policy will be reviewed in Autumn 2019