



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 the vast majority of our students show an exceptional level of positive behaviour. We are proud of our learning community and truly believe that all learners deserve the best opportunities to succeed, and achieve a standard that reflects their true potential. It is therefore our moral obligation to ensure that no learning time is wasted for our young people. In reviewing our behaviour management processes, we have adopted four key principles to guide our work. These are:

1. We need to actively recognise the positive behaviour and efforts of our students.
2. We need to communicate our behaviour expectations clearly to all involved, all students, all school staff and all parents.
3. We need to tackle poor behaviours swiftly and effectively.
4. We need to ensure that our systems and policies are implemented consistently and fairly by every member of staff.

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.

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 are 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 including cyberbullying, 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 shared with students 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 SEND 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 complements 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 staff with 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 and 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. Most will contribute to the on-call system.

9. Assistant Head Teachers and Deputy

All Assistant Head Teachers and the Deputy Head Teacher 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 a fixed term or permanent exclusion; 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; 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.

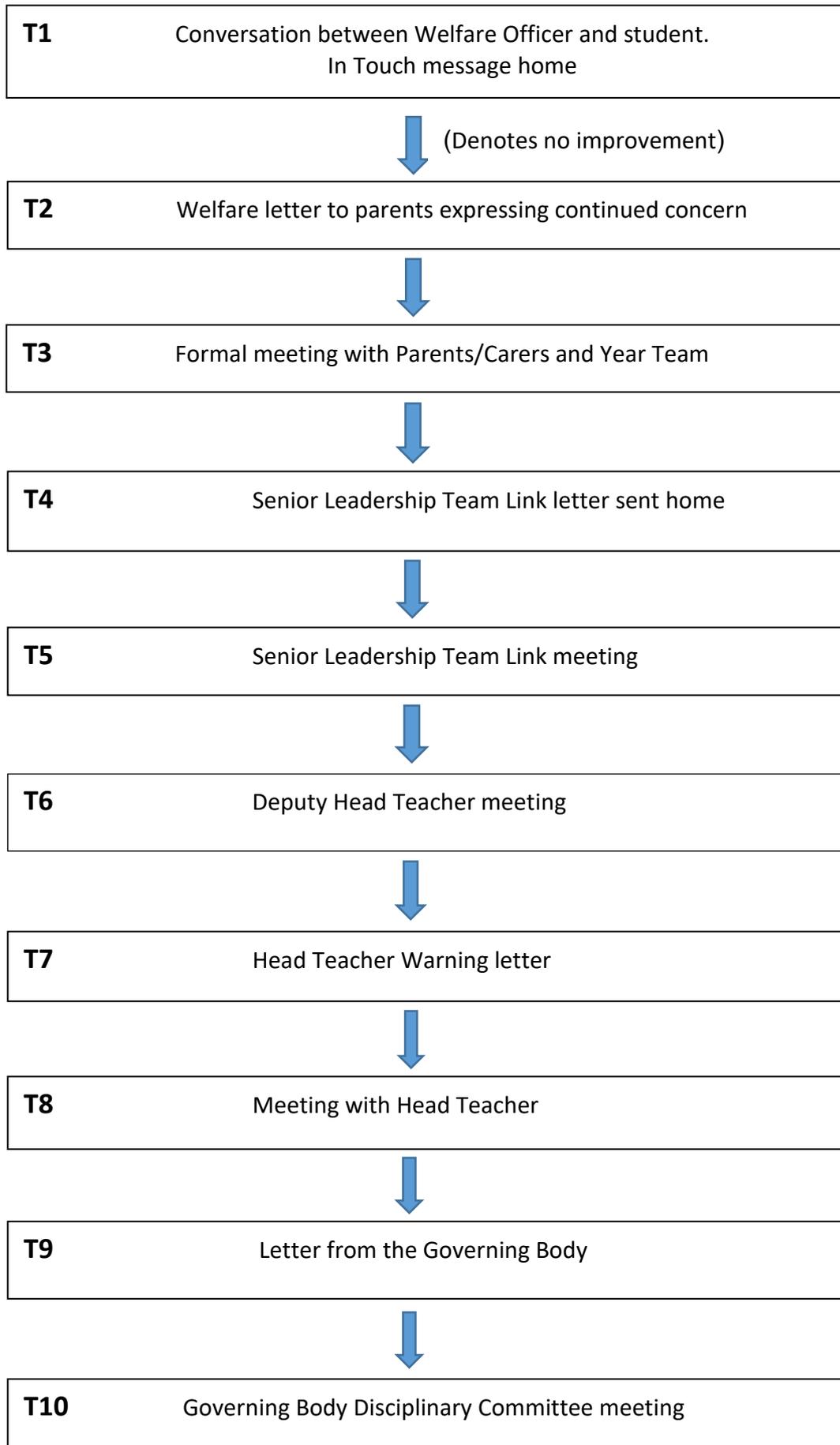
The evaluation of the effectiveness of the policy will be carried out using data collected from SIMS and regular updates will be sent to staff. In addition, data relating to attendance, exclusion and punctuality and the 'on-call' book will be analysed and communicated.

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 Strategic Leadership Team to search a student where there is a suspicion that the student may be carrying knives or weapons, alcohol, illegal drugs or 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, heard 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 only 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 a fixed term exclusion.

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 exists within school, it is very rare for any form of physical intervention to be necessary when dealing with behaviour issues.

Nevertheless, 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 Teacher.

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
- Travelling to or from school
- Wearing school uniform
- 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
- Poses a threat to another student or member of the public
- 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 place.



If a student fails to meet the Poynton-High-Expectations following a C1 and 2 warning a C3 will be issued and the student will be taken to the Behaviour Base.

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 operate 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 three 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 • Effort Grades <ul style="list-style-type: none"> Top 5% H4 	Year Teams

	Top 10% H3 Top 20% H2 Top 30% H1 <ul style="list-style-type: none"> • Clear green uniform card • Cultural Passport topic completed • Exceeding Student Guidance Grades • Positive contributions in class • Excellent classwork • Excellent home learning 	Form Tutor Form Tutor Year Team All Staff
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 	Year Team All Staff All Staff House Leader All Staff Music Dept Maths Dept All Staff

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.

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 a 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 house points their child has achieved.

Review

Date of Policy: Spring 2021

Review date: The Policy will be reviewed in Spring 2022

Appendix 1 Positive Behaviour for Learning at PHS Guidelines

RATIONALE

At Poynton High School the vast majority of our students show an exceptional level of positive behaviour. We are proud of our learning community and truly believe that all learners deserve the best opportunities to succeed, and achieve a standard that reflects their true potential. It is therefore our moral obligation to ensure that no learning time is wasted for our young people.

In reviewing our behaviour management processes, we have adopted four key principles to guide our work. These are:

1. We need to actively recognise the positive behaviour and efforts of our students.
2. We need to communicate our behaviour expectations clearly to all involved, all students, all school staff and all parents.
3. We need to tackle poor behaviours swiftly and effectively.
4. We need to ensure that our systems and policies are implemented consistently and fairly by every member of staff.

RECOGNITION AND REWARDS –*This aspect is currently being finalised for consultation*

THIS DOCUMENT

This document aims to detail our positive behaviour expectations. We are keen that the behaviour adopted by those in our learning community shows a real readiness to learn. As part of our partnership with parents and carers we will send regular monthly communications home. These communications will display the attendance level, positive behaviour 'H' (House) points and also 'C' (caution) points received for behaviour that does not reflect a readiness to learn.

EXPECTATIONS

We have described our expectations and approach under the following four headings, each of which has been explained in the sections that follow:

1. Low level behaviour issues in lessons
2. High level behaviour issues in lessons
3. Low level behaviour issues around school
4. High level behaviour issues around school

LOW LEVEL BEHAVIOUR ISSUES IN LESSONS

In the table below, we have set out four statements that describe how we expect students to behave in lessons. This table describes why it is important to behave in this way together with the sorts of negative behaviour that we wish our students to avoid.

If a student demonstrates one of these negative behaviours, they will be given a clear caution by their teacher. This will be recorded electronically. **(C1)**

If the student demonstrates the same, or any other negative behaviour, they will be given another clear caution by their teacher. This will also be recorded electronically. These negative behaviours will result directly in a 10-minute detention with the subject team. **(C2) More than 2 C2 sanctions within 5 periods will result in a 'first removal' (as below). Students will be removed from class to the behaviour base following their second C2 sanction.**

On receipt of a third caution in a single lesson (C3), a student will be removed to our Behaviour Base. The length of time that they spend in the Behaviour Base will depend upon their number of prior removals within 5 school periods:

C3 – Removal from lesson: In the Behaviour Base for the rest of the lesson, plus one more lesson. This will include any break or lunchtimes that cover or link to this period of time (e.g. Removed from period 2 = in behaviour base for rest of period 2, break and also period 3). If removed from period 5 students will attend the Behaviour Base for the remainder of this period and also period 1 the next school day, they will also return to the behaviour base for the following break period. Each removal from lesson will therefore result in the removal of a social time also.

If 2 C3s are received over 5 periods: In the Behaviour Base for the rest of the lesson, plus three more lessons. This will include any break or lunchtimes that associated with this period of time, as in the above C3 removal from lesson. Students must also attend the next after school detention until 4pm with the Strategic Leadership Team.

C1 cautions – when the following negative behaviours are shown a C1 caution must be logged. 2 C1 cautions will lead to a C2, these must also be logged live in the lesson to allow for tracking to take place.

Positive Behaviour	Reason	Negative Behaviours
1. Listen very carefully to your teacher and other students (if they are instructed to lead the class discussion by the teacher). Class discussions will be conducted within lessons, to be successful these need to be managed carefully.	<p>This is your best learning opportunity.</p> <p>Not listening at this time will harm your progress and that of others in the group.</p>	<p>Your teacher will make it clear that they want your full attention and you will be given a reasonable amount of time to respond to this request. From this point, you will be cautioned for behaviours such as:</p> <p>Talking to another student.</p> <p>Other signs of poor concentration (rummaging in your bag; non-verbal communication with others, etc.)</p> <p>You will be cautioned for:</p> <ul style="list-style-type: none"> Shouting out answers without being asked a question.

		<ul style="list-style-type: none"> • Talking when another student has been asked to respond. • Other signs of poor concentration (rummaging in your bag; non-verbal communication with others; etc.)
<p>2. Follow teacher instructions promptly.</p>	<p>Getting things organised quickly can save a lot of time and energy.</p>	<p>There are some standard expectations for all lessons that must be respected. You will consequently be cautioned for:</p> <ul style="list-style-type: none"> • Eating or chewing in lessons • Drinking in lessons (except water) • Drinking in an ICT room or Science lab. <p>It is important that time is not wasted repeating instructions. You will consequently be cautioned for:</p> <ul style="list-style-type: none"> • Chatting to another student rather than doing as you have been asked. • Delaying your response to an instruction.

<p>3. Work hard</p>	<p>Lesson activities are designed for you to practise the key skills that will make a real difference to your learning.</p> <p>The amount of work that you get done at these times really matters.</p>	<p>Students who do not focus on their work waste their own time and that of others in the group. We will consequently issue cautions for:</p> <ul style="list-style-type: none"> • Clear off-task behaviours (head on desk; seeking distraction; silliness; not working on the task that has been set; etc.) • Clear lack of evidence of enough work being completed. • Being slow to start a task. • Being out of your seat without permission. • Body language that shows a clear lack of engagement and interest (slouching; feet on chair; swinging on chair; etc.). • Not working in silence when the teacher has specifically asked the class to complete a task in this way. • Other behaviour of this type.
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<p>4. Come to lessons fully prepared and organised.</p>	<p>Getting into good habits has a very positive impact on your learning.</p> <p>Students who forget basic things have a negative impact on their own learning and that of others in the group.</p> <p>We want to encourage a clear and open environment. If you are out of a lesson for a legitimate reason you must return with a relevant note to pass to your subject teacher. Without a note you will be seen as late.</p>	<p>We will issue cautions for:</p> <ul style="list-style-type: none"> • Arriving to lessons late. <i>This receive an immediate C2 caution. (see below)</i> • Arriving without your home learning this receives an immediate C2 • Arriving to lessons without your basic equipment; exercise book; or planner. <p>(Basic equipment: black pen(s), pencil, ruler, eraser, calculator, protractor)</p> <p>(Students will be entering the classroom to a focussed starter task, the class teacher will stand on the corridor by their classroom door, any students who arrive after the teacher has moved from this position will be deemed late to class).</p>
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C4 – High level behaviour concerns in lessons

If a student's behaviour is particularly poor, they will not be given any cautions and will instead be removed immediately to the Behaviour Base. In these circumstances, they will be in the Behaviour Base for the rest of the lesson, plus five more lessons and they will be attending the following Strategic Leadership Team after-school detention until 4pm. This will include any break or lunchtimes that cover this period of time. In serious cases, additional sanctions may also be applied.

Positive Behaviour	Reason	Negative Behaviours
<p>1. Treat all staff with respect.</p>	<p>All members of our community deserve to be treated with respect</p>	<ul style="list-style-type: none"> • Refusing to participate in the lesson. • Openly challenging or questioning a member of staff's decisions / instructions. • Aggressive,

		confrontational behaviour towards your teacher or LSA. Openly supporting the poor behaviour of another student.
2. Treat all students with respect.	All members of our community deserve to be treated with respect.	<ul style="list-style-type: none"> • Any use of prejudice language including; Racism, Sexism, Homophobia, Biphobia, Transphobia, Xenophobia, Islamophobia, Anti-Semitism, Ageism, Religious, Classism, Ableism and so on. All language of this nature is unacceptable, even deemed to be used a joke and all parties involved are ok with that. • Aggressive, confrontational manner to other students. • Deliberately causing damage to another student's property.
3. Treat the school's equipment with respect.	It is important that we look after our learning environment.	<ul style="list-style-type: none"> • Deliberate / malicious damage to school equipment. • Damage caused through a total lack of care or by deliberately not following clear guidance.

C5 – Low level behaviour concerns around school

We expect our students to show respect to all in our school community whilst outside of class.

Our expectation	Students should	Sanction
1. Arrive to school on time	<p>Arrive at form (or assembly) by 8.45 at the latest. Form time is an important source of key information about the learning day ahead.</p> <p>If a school bus arrives late, the students must show their bus ticket or pass to the teacher/form tutor upon arrival at the lesson.</p> <p>Students arriving late to school (after 8.45) must sign in at the main reception.</p>	<p>Students who arrive late without a valid reason will receive 10-minute detention with their form tutor.</p> <p>Students who miss form time will receive a C5 lunchtime detention (20 minutes) that day.</p>
Our expectation	Students should not	Sanction
2. Show consideration for others and take care of the school site.	<p>Play ball games in an undesignated area.</p> <p>Throw snowballs in an undesignated area.</p> <p>Ignore the one-way system</p> <p>Leave their Dining Hall table in an untidy condition.</p> <p>Students should not take food outside that has been bought in the restaurant.</p> <p>Demonstrate other behaviour of a similar type.</p> <p>Eat inside the school building outside of the restaurant.</p>	<p>Students who do not show consideration for others around school or fail to take care of the school site will receive a C5 lunchtime detention.</p>

HIGH LEVEL BEHAVIOUR ISSUES AROUND SCHOOL

Any high-level behaviour incidents will result in time in the school Behaviour Base as an internal exclusion, an external exclusion, a Strategic Leadership Team detention after school, or further sanctions as deemed necessary.

Our expectation	Students should not
<p>1. Behave in a respectful and polite way to all other members of the Poynton High School Community.</p>	<p>Use inappropriate language (name calling; mocking; inappropriate language; homophobic phrases, etc.). Serious swearing, abusive language or name calling that is directed at another individual.</p> <p>Use any prejudice language including; Racism, Sexism, Homophobia, Biphobia, Transphobia, Xenophobia, Islamophobia, Anti-Semitism, Ageism, Religious, Classism, Ableism and so on. All language of this nature is unacceptable, even deemed to be used a joke and all parties involved are ok with that.</p> <p>Behave in an anti-social manner (spitting; pushing and shoving in a queue or in the corridors; dropping litter; squirting water / drinks at another student; etc.)</p> <p>Behave in a loud / boisterous manner that affects lessons in the area.</p> <p>Push past others in the corridor or show disregard for other members of the community who are trying to move around the school.</p> <p>Aggressive behaviour that is targeted at another individual.</p> <p>Derogatory language that is intended to stop a student from reporting their concerns to a member of staff.</p> <p>Derogatory language that is intended to mock someone for doing their best.</p> <p>Smoking/Vaping on site or around the school during the day or immediately afterwards.</p> <p>Truancy</p>

LISTENING TO STUDENT CONCERNS

On occasion, staff may make an error and issue a sanction incorrectly. In these rare circumstances, the student must not openly challenge this decision in the lesson as this will lead to a confrontation. Instead, the student should approach the teacher at the end of the lesson and politely explain their point of view. The teacher can choose to remove a caution or a sanction if they feel that an incident has been misjudged. If the student and teacher do not agree about the facts surrounding a particular incident, the teacher's judgement will stand.

SPECIAL EDUCATIONAL NEEDS

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. An agreed group of students will receive Refocus cards – a card that give them a timed break in the Learning Support department or Learning Base when they are finding it hard to manage in lessons.

ADDITIONAL BEHAVIOUR INTERVENTIONS

We will implement additional approaches for repeat offenders and the most challenging students. This could include intensive support work, alternative provision through G8Way, managed moves, alternative timetabling arrangements etc.

EXCLUSIONS

Fixed term exclusions will be used in the circumstances described below:

Poor Behaviour in the Behaviour Base

Students are expected to work hard when in the Behaviour Base. They are expected to work in silence and to show respect to the staff and other students in this area. If their behaviour does not meet these high standards, they will be cautioned. After two cautions, we will endeavour to contact home and explain that the student is likely to be excluded if their poor behaviour continues. Any further transgressions will then result in an exclusion. Students who are excluded in this way will need to repeat the entire isolation process again when they are readmitted to the school.

Serious Misbehaviour in Lessons or Around School

Sometimes we will immediately exclude a student for a single serious incident. Some examples of such incidents are provided below:

- Persistent defiance
- Openly challenging a member of staff's decision
- Highly abusive language
- Physically aggressive behaviour
- Damaging school property
- Bringing inappropriate materials / substances into school
- Any anti-social behaviour that is directed towards a member of staff, even if this occurs outside school hours

PERMANENT EXCLUSIONS

We will permanently exclude students who demonstrate a number of the following characteristics:

- Persistently poor standards of behaviour, particularly for the more serious issues listed above (defiance; confrontational attitude; abusive language; physical aggression; damaging school property; inappropriate substances; anti-social behaviour towards staff)
- No credible or sustained attempt to correct their behaviour
- Little or no remorse for their actions
- A lack of engagement with the additional support and guidance packages that have been provided for them
- An indifference to the school's expectations and standards

Students will be at high risk of permanent exclusion for single offences of the following nature:

- Bringing a weapon, or something that could be considered to be a weapon, into school
- Conducting a premeditated and serious assault on another student
- Assaulting a member of staff
- Significant and deliberate damage to school property bringing drugs or other illegal substances into school, particularly if the intention is to supply others

Q: What can students expect from all of us as teachers? - A: Consistency

Consistent environments give children the security to feel relaxed, be open to learning, and learn how to manage their own behaviour and make good decisions. It also makes the lives of all staff easier.

Before the lesson

- Lessons are well planned The Teaching E-Book will be updated through the year.
- Their teachers have made use of the Pupil Premium strategies and Learning Support profiles for the students.

In the lesson

- Students are welcomed at the door and the learning starts straight away
- There is a seating plan so they know where to sit, this is kept updated on Mint Class.
- The register is taken at the start of the lesson and any lateness will be recorded on the register including the minutes late and a C2 issued.
- Uniform infringements will be challenged by every teacher and dealt with through the uniform card.
- If they have no book or resources a C1 will be given
- They know that they will not leave the lesson. Going to the toilet/getting a drink should be done at break or lunch. In the rare exceptions they are allowed to leave they will go on their own and take their signed planner and without this they will be sent back to class.
- They know that if they are sent to collect things they will go on their own not with others so they won't bother asking.
- Students with a medical green card may go to the nurse. If someone is very ill a reliable student should accompany them to the nurse.
- Home learning will be set according to the school guidelines on Doodle.
- The teacher should not leave the lesson for any reason. This includes the Sixth Form lessons.
- Only water can be drunk in lessons
- There will not be chewing gum in school. If they do chew they will be issued a C1 in class.
- Students can not listen to music on headphones in any lesson. This includes the Sixth Form.
- At the end of the lesson students will stand behind their chairs and be dismissed by the teacher.
- Just as their lessons start on time they will finish on time. Sixth Form students will also expect that their lessons are the full hour. The only exception to this is that in periods 1 and 3 the teacher may dismiss them 2 minutes early so that the teacher is on time for their next lesson. This will only happen if the teacher is teaching the next lesson in a different room
- Outside of lessons they will feel safe because there are teachers on duty throughout that time.
- There will be no food eaten in corridors or classrooms, staff should issue a C5 for anyone not adhering to this rule.
- At the end of the school day as part of the orderly dismissal routine students should put their chair on the desk.
- Students will not go to their lockers between lessons (they must do so at the start and end of the day and also at break or lunch). If they do not adhere to this they will receive a C5 detention.

Procedure for Uniform

Purpose

To ensure students wear the correct uniform with pride consistently to school every day.

Process

All Year 7-11 students are issued with a green card to be kept in their top blazer pocket. They fill in their name and form immediately, once this has been done the tutor signs the back of the card.

Staff must take the card from any student not in correct uniform, not wearing their uniform correctly, wearing inappropriate jewellery and then sign the card with the reason (i.e. 'tie down' or 'shirt out') at any time, in and out of lessons but only when students are inside the school building.

The green card can be signed 5 times.

If the member of staff is putting the fifth signature on to the card, they retain it and put it in the allocated envelope located in the staff room for the Assistants to the Pastoral Teams to collect. The member of staff then issues the next level of the uniform card. Green – Orange; Orange – Red (if the member of staff does not have the next card they must e-mail Mrs Paula White immediately and she will issue the card.)

Sanctions

Green card detention – Taken by the Assistant to the Pastoral Team

Orange card detention – Taken by the Year Team

Red card detention – Taken by SLT

The orange card now means they are on stage 2, with 3 staff signatures

Red cards are signed twice

Failure to comply with the red card will result in an internal exclusion based on continued defiance, or at the very least, isolation.

Rewards

Students who receive few / no signatures are rewarded with a number of points by their form tutor every half term.

Issues

Any student without their card will automatically have a detention. Hand the student an orange card and e-mail the name to the Assistant to their Pastoral team.

If it has been washed with the blazer and disintegrated, they should inform their form tutor immediately who will issue a replacement green card with a signature on. The form tutor should be checking cards on a regular basis and have a good if not exact idea as to who has how many signatures.

If students swap cards, obtain blanks or steal clean cards from others they will automatically be placed on the next stage and face automatic detention. The form tutor thus needs to be aware of who is on how many signatures and on what colour card.