



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.

Values & Ethos

“WE WILL INSPIRE AND EMPOWER ALL IN OUR LEARNING COMMUNITY TO FULFIL THEIR INDIVIDUAL POTENTIAL AND AMBITIONS SO THAT ALL ARE ABLE TO BE ACTIVE AND SUCCESSFUL CITIZENS IN OUR GLOBAL SOCIETY”

Our school is a community where every young person is challenged to reach their full potential and experience success, regardless of their background or ability. We believe that all stakeholders—students, staff, families, and the wider community of which we are a part—share the responsibility of contributing to the growth and achievement of our students. Recognising that every young person is unique, we are committed to fostering an inclusive environment that values individuality, celebrates all achievements, and empowers our students to thrive academically, socially, and personally.

Poynton High School Values:

· Inclusivity and Individuality

We recognize that all young people are unique, and we value and respect the individuality and potential of each student.

· Ambition for All

We are committed to providing every student, regardless of their background or prior attainment, with the opportunity to face challenges, achieve success and reach their full potential.

· Strong Relationships and Shared Responsibility

Success is a collective effort, and we believe that all stakeholders—students, staff, families, and the

community—play an important role in the development and success of our young people through valuing and respecting each individual.

· **Celebration of Success**

We celebrate all forms of achievement, recognizing both academic and personal growth as integral to student success.

· **Empowerment and Growth**

We aim to empower students to thrive not only academically but also socially and personally, fostering lifelong learning and confidence and preparing students to be active and successful citizens.

Our values can be summed up in three words, **INSPIRE ACHIEVE CELEBRATE** and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to **inspire** you, so that you can **achieve**, and we **celebrate** every achievement for every student.

Our aspirations and expectations are high. Creating a culture of outstanding behaviour is a co-operative endeavour, shared by students and staff. It also depends upon a culture where equality and diversity are celebrated and where all members of the school community challenge any forms of prejudice, harassment and discrimination.

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 home learning. 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 Positive Behaviour for Learning Policy.

Positive Behaviour for Learning



At Poynton High School we promote a **Positive Behaviour for Learning** policy, which is built on three key pillars:



We are all responsible for empowering all in our community to be the best person they can be

Rewards

We INSPIRE ACHIEVE CELEBRATE. This lies 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

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

Individual Recognition

Bronze award	250
Silver Award	500
Gold Award	750
Platinum	1000
Ruby	1250
Sapphire	1500
Diamond	2000

Students who accrue House Points will be acknowledged and celebrated in a number of ways. These include:

- Recognition of the Form with the highest House Point total each half term
- Recognition of The House with the highest half termly House Point total
- Postcards home
- Fab Friday
- Half Term Heroes
- Achievement Assemblies

Students who have achieved the highest number of House points in each registration group will be invited along with their family to a Governors’ celebration event at the end of the year.

Communication to Parents

To be able to celebrate a student’s achievements with their family each half term the parent/carer will be able to view what House Points their young person has achieved via the ‘My Child at School’ app.

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 Strategic Leadership Team is responsible for the implementation and monitoring of the policy and procedure guidelines.

All 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 all have 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 Strategic Leadership Team 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. Rejecting bullying and behaviour which offends or upsets others.

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 PSHCE programme, through assemblies and through intervention work via the Welfare Leaders.

(see Anti-Bullying Policy)

2. Promoting positive behaviour online

All students agree to the ICT acceptable use guidelines. *'I will use the network and school devices in a responsible way and observe all the restrictions explained to me by the school. I agree to report any misuse of the network to a member of staff. I also agree to report any websites that are available on the school internet that contain inappropriate material to a member of staff. If I do not follow the rules, I understand that this may result in loss of access to the internet as well as other disciplinary action.'*

Online behaviour is also monitored via our filtering and monitoring software and through the proactive monitoring from SWGFL.

3. 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.

4. 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. Student profiles for behaviour and SEND inform staff of the strategies needed to support the students.

5. 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 Psychology; Anger Management/Behaviour Support/CAMHS.
- Peer Mentoring (1:1) and staff mentoring
- Outside agencies e.g. CAMHS, Just Drop In
- 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. Where appropriate reasonable adjustments will be put in place.

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. Students are expected to have good attendance and punctuality.

2. Expectations of 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. Staff will adapt teaching and communications methods to meet the needs of all students ensure challenge and support.

3. Expectations of Parents/Carers

Parents/Carers should support their young person to ensure they contribute positively towards the disciplined learning environment of Poynton High School by actively supporting all school policies. For example by:

- ensuring regular and prompt attendance is maintained;
- avoiding taking their young person out of school in term time;
- supporting attendance at detentions after school if, or when required;
- supporting the school's high standards of uniform, behaviour and discipline to and from school;
- responding in a positive way to all communications from the school

4. Expectations of Governors

Governors have high expectations of all our students' behaviour. Each term behaviour is a formal agenda item on a governor's meeting. Governors will support the school in maintaining high standards of behaviour, for example, through policy review, visits to school or involvement in behaviour panels.

MONITORING AND EVALUATING THE BEHAVIOUR POLICY

All policies are formerly monitored and reviewed by the Governing Body. 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.

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 intervene and communicate with parents as appropriate.

Detentions

The Positive Behaviour for Learning Policy is based upon consequences for actions. 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 in advance 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.

These items may include:

- items of clothing or jewellery that are not part of the schools' uniform expectations (See Uniform Policy),
- items brought into school for the purpose of selling to make a personal profit
- cigarettes/vapes, tobacco and other smoking related items,
- knives or weapons,

- alcohol, illegal substances,
- 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 inappropriate 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 for 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](#)

Mobile phones

To support the education and wellbeing of students, we have a long-standing policy for students in Years 7 – 11 that mobile phones are not seen, heard, or used within the school building and on the school site (up to the perimeters of the school grounds). Such use will result in the confiscation of any phone that is seen, heard or used. Please refer to the Appendix on mobile phones).

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 Positive Behaviour for Learning Policy 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 e.g. through naming school on social media.

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; this could also be online

- Could adversely affect the reputation of the school

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

Behaviour Base

When an incident is being investigated, students may complete independent work in the Behaviour Base.

A period of time in the Behaviour Base may be a consequence to a medium incident. Work for the student will be provided to support their learning. This may not always be the same as the work completed in the classroom. The student will also be given the opportunity to reflect on the reason they are in the Behaviour Base and will be supported on their return to class.

Students 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 placed in internal suspension if their poor behaviour continues. Any further transgressions will then result in an internal suspension.

Internal suspension

Following the investigation of an incident the decision may be made to internally suspend a student. This decision will be taken by a member of the Senior Leadership Team. A period of internal suspension may be a consequence of a high-level incident. Work for the student will be provided to support their learning, though this may not always be the same as the work completed in the classroom. The student will also be given the opportunity to reflect on the reason for their internal suspension and will be supported on their return to class.

Students 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 suspended if their poor behaviour continues. Any further transgressions will then result in a suspension. Students who are suspended in this way will need to repeat the entire isolation process again when they are readmitted to the school. This may include time at an Off-Site Direction.

Off-Site Direction (formerly known as Temporary Transfer)

The school arranges for the student to spend a period of time at one of our partner schools. The school requires parents to acknowledge and accept full responsibility for their child's education and wellbeing during the school day when they are not attending Poynton High School. This includes the transportation arrangements agreed in order to ensure their child arrives and departs safely.

Students are expected to meet the expectations set out by the school and to show respect to the staff and other students in this area. If their behaviour does not meet these high standards, the school will follow their own internal policy. Subsequently contact home will be made and may result in a suspension. Students who are suspended in this way will need to repeat the entire isolation process again and this may involve another Off-Site Direction.

Fixed term Suspension and other serious sanctions

In some circumstances it may be necessary to issue a fixed term suspension to a student because their behaviour has become unacceptable. This may be done immediately for a single serious incident. Some examples of such incidents are provided below, although this is not an exhaustive list:

- 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

The decision to issue a fixed term suspension to a student will be taken by the Head Teacher. Parents will be notified and kept fully informed should such decisions become necessary. We are also required to inform the local authority of any suspensions that we issue.

Following a suspension, a reintegration meeting will be held to discuss the suspension and agree the return to school.




Positive Behaviour for Learning at Poynton High School



C2 = Teacher Detention

C3 = BB for the rest of the lesson plus an after school detention

C4 = Min Internal Suspension

Inside the Classroom	
Level	Consequence
Clear teacher warning C1  Move within class / 2 minute cool down period C2	Name on board Put C2 next to name 10 minute Teacher Detention Department Detention SLT Detention
On-call takes student to the Behaviour Base C3	Behaviour Base for the rest of the lesson plus an after school detention
High Level Incident On-call takes student to the Behaviour Base C4 <i>Consequences authorised by SLT</i>	Investigation. Possible Outcomes: Internal Suspension Fixed Term Suspension Failure to complete Internal Suspension = Fixed Term Suspension plus must complete time in the behaviour base

High 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

Level	Consequences
C6 – Charter Use of inappropriate and harmful language. This includes prejudice based on gender, sexuality , disability, race, ethnicity, religion and background. Peer on Peer abuse including name calling and physical abuse.	Contact on-call. The Behaviour Base to investigate the incident. Possible Outcomes: Restorative Justice Re-Education Time in Behaviour Base Internal Exclusion Fixed Term Exclusion

Outside the Classroom	
Level	Consequence
C5 Poor behaviour outside the classroom. Failure to attend registration	Lunchtime Detention in the Behaviour Base
High level incident On-call takes student to the Behaviour Base C3 / C4 <i>Consequences authorised by SLT</i>	Investigation. Possible Outcomes: Internal Suspension Fixed Term Suspension Failure to complete Internal Suspension = Fixed Term Suspension plus must complete time in the Behaviour Base

2 C3 in a day will result in a 1 hour after school detention.
 2 C5 in a day period will result in an SLT detention and formal meeting with Behaviour Lead

We are all responsible for empowering all in our community to be the best person they can be

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. 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 AND OR DISABILITIES (SEND)

Inclusion of all students is central to our work as a school and includes students with Special Educational Needs and/or disabilities. As a school we have a rigorous process to identify need and to provide support to enable students to succeed. We have the same high expectations of behaviour for students with SEND as we do for all other students. We recognise that reasonable adjustments may be required to ensure that students with such needs are supported to meet our high expectations. Such adjustments will be outlined within student EHCPs and profile plans.

When working with SEND students as we investigate behaviour incidents reasonable adjustments will be put in for the individual to give them a safe and supportive environment so their voice can be heard.

Where a student's behaviour fails to meet our high expectations, despite the reasonable adjustments in place, appropriate measures will be applied. Before making decisions about sanctions such as internal or external suspension we will always consider whether the behaviour was as a result of the student's SEND needs. In such cases the sanction may be adjusted to take this into account.

ADDITIONAL BEHAVIOUR INTERVENTIONS

We will implement additional approaches for students who persistently make poor behaviour choices and the most challenging students. This could include intensive support work, alternative provision through G8Way, off site provision managed moves, alternative timetabling arrangements etc.

PERMANENT EXCLUSIONS

We will consider permanent exclusion as an option for 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

We will consider permanent exclusion as an option 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/or 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

Review

Date of Policy: December 2025

Review date: The Policy will be reviewed by governors in Autumn 2026

Appendix 1—Charter Expectations

Poynton High School Educate – Challenge – Empower Charter

- We are pro-active in making the positive changes needed for a world where everyone is treated fairly and equally.
- We are KIND and acknowledge that 'banter' can be dangerous and harmful to others, it cannot be used as an excuse.
- We recognise that peer on peer abuse takes a wide range of forms, ranging from sexist name-calling to physical abuse and have a zero-tolerance of this.
- We openly challenge harmful language, stereotypes and actions (that show prejudice based on gender, sexuality, disability, race, ethnicity and background.)
- We offer opportunities to talk about how we feel and actively encourage each other to support positive mental health.
- We support each other to make improvements and recognise that failure is part of the path to success.
- We LISTEN to each other and are mindful that everyone faces their own challenges and insecurities. We strive to understand each other.
- We allow and encourage others to do their best, and look out for each other so that this can happen never putting barriers in their way. We have high aspirations for ourselves and each other.
- We are honest.
- We support each other to stay safe in all of our interactions, including online. We look for opportunities to make others feel safe and boost their confidence.

Bringing us together to make sure that **EVERYONE** is valued and works to promote an inclusive school community.

Appendix 2 - Mobile Phone/Air Pods Guidelines

Students in Years 7 – 11 are not permitted to use mobile phones when on the school site. The school site is defined as anywhere inside a school building and in the grounds around the school up to the perimeter fences and gates. This also includes any time up to 3.20pm. 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. 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 one school day has lapsed. If a parent wishes the phone to be returned to their child, this will happen following a period of three school days. Any student who fails to hand in their phone when asked will receive an internal suspension. Repeated failure to follow the policy may result in a fixed term suspension or an off-site direction to another school. Following a confiscation, students will be offered a school phone that allows them to call or text but not to go on the internet.

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

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 contact the school switchboard and a member of our team will be able to pass on any urgent messages to students.