



**POYNTON
HIGH SCHOOL**

Part of True Learning Partnership

Behaviour Policy

Approved by Governors	Autumn 2026
Renewal date	Autumn 2027

1. Purpose, values and ethos

Our vision

"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, including students, staff, families and the wider community of which we are a part, share responsibility for 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 achievement and empowers students to thrive academically, socially and personally. Our aspirations and expectations are high. Creating a culture of excellent behaviour is a cooperative endeavour, shared by students, staff and families.

This culture depends on equality and diversity being valued and on every member of the school community challenging prejudice, harassment and discrimination. We promote care and consideration for others, politeness and respect at all times. We expect students to participate fully in school life, work hard and protect the right of everyone to learn and succeed.

Where these values and expectations are upheld, we recognise and celebrate success. Where expectations are not met, staff respond fairly, consistently and proportionately, combining appropriate consequences with support that helps

students take responsibility, repair harm and improve their behaviour. Parents and carers are involved so that the partnership between school and home is strengthened.

1.1 Poynton High School values

Value	What it means
Inclusivity and Individuality	We recognise that all young people are unique, and we value and respect the individuality and potential of each student.
Ambition for All	Every student, regardless of background or prior attainment, is given the opportunity to face challenge, achieve success and reach their full potential.
Strong Relationships and Shared Responsibility	Success is a collective effort. Students, staff, families and the community each play an important role by valuing and respecting every individual.
Celebration of Success	We celebrate all forms of achievement, recognising academic success and personal growth as integral to student development.
Empowerment and Growth	We empower students to thrive academically, socially and personally, fostering confidence, lifelong learning and active citizenship.

1.2 Inspire, Achieve, Celebrate

Our values can be summed up in three words: INSPIRE, ACHIEVE and CELEBRATE. We aim to inspire our young people so that they can achieve their individual potential, and we place a genuinely celebratory culture at the heart of school life. We recognise effort, improvement, positive character, contribution and achievement in all its forms.

1.3 Respect, Responsibility and Readiness

Learning together, succeeding together is the basis of our behaviour policy which is delivered through our 3Rs. Respect, Responsibility and Readiness, the 3Rs, translate the school's wider values into clear, teachable and visible daily expectations. The 3Rs do not replace Poynton High School's values. They provide the shared language through which those values are put into practice in classrooms, around the school and within the wider community.

3R	Connection to our values
Respect	We value individuality, build strong relationships, care for others, respect expectations and protect an inclusive community.
Responsibility	We take ownership of our choices, contribute to shared success, learn from mistakes and do the right thing.
Readiness	We arrive prepared to learn, participate fully, respond to challenge and strive to fulfil our ambitions.

1.4 Principles underpinning the policy

- We actively recognise positive behaviour, effort, progress and contribution.
- We communicate behaviour expectations clearly to students, staff and parents/carers.
- We teach, model and reinforce routines that support the 3Rs.
- We respond to poor behaviour swiftly, fairly and effectively so that learning, safety and wellbeing are protected.
- We implement systems consistently while considering individual circumstances, safeguarding, SEND, disability and reasonable adjustments.
- We seek to understand repeated incidents of poor behaviour and put timely support and intervention in place.

- We work in partnership with parents and carers.
- We ensure suspension, permanent exclusion and pupil movement are used lawfully, fairly and only where justified.

2. Statutory and guidance framework

This policy has been prepared with regard to current legislation and national guidance, including:

- Education and Inspections Act 2006; Education Act 2002; Education Act 1996;
- Equality Act 2010; Children and Families Act 2014; Human Rights Act 1998;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended;
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended;
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- SEND Code of Practice: 0 to 25 years;
- DfE Behaviour in Schools; Suspension and Permanent Exclusion, July 2026; Searching, Screening and Confiscation; Use of Reasonable Force; Keeping Children Safe in Education; Working Together to Improve School Attendance; and Arranging Alternative Provision.

Where this policy uses “must”, it describes a legal requirement. “Should” describes an expectation that will normally be followed unless there is a justified reason not to do so.

3. The 3Rs behaviour curriculum

Excellent behaviour is taught, not simply expected. The 3Rs are explicitly explained, modelled, practised and revisited through lessons, form time, assemblies, transitions, staff training and communication with families. Staff use consistent language while adapting communication and support to individual need.

Community	Respect	Responsibility	Readiness
Students	Respect everyone, school expectations and the environment.	Take responsibility for choices, stay organised and do the right thing.	Arrive on time, equipped and ready to learn; strive to achieve their best.
All staff	Model respect, build relationships and support one another.	Deliver consistency, follow systems and own outcomes.	Start lessons purposefully, know students and ensure orderly endings.
Leaders	Set the standard, build trust and champion culture.	Secure consistency, hold the line and act on data.	Remain visible, know students and stay proactive.
Parents/carers	Support the school, work positively with staff and model respectful communication.	Check My Child at School app (MCAS), reinforce expectations and encourage ownership.	Support attendance, punctuality, correct uniform and equipment.

4. Roles and responsibilities

4.1 Governing board and academy trust

The governing board and academy trust establish and review the principles underpinning behaviour, support the Headteacher in maintaining high standards, fulfil statutory exclusion duties and scrutinise behaviour, equality, safeguarding, SEND and pupil-movement information.

4.2 Headteacher

The Headteacher determines and implements this policy and may delegate day-to-day functions. Only the Headteacher, or a person formally acting as Headteacher, may suspend or permanently exclude a student on disciplinary grounds.

4.3 Leaders

Leaders set the standard through visible, values-driven leadership. They secure consistency, support and challenge staff, monitor patterns, coordinate intervention, communicate with families and ensure decisions are lawful, fair and evidence-informed.

4.4 All staff

All staff model outstanding conduct and are responsible for teaching the 3Rs, establishing predictable routines, recognising success, using the agreed C system, recording accurately, making reasonable adjustments and seeking support when concerns escalate.

4.5 Students

Students follow school expectations, behave politely and responsibly, protect the learning and safety of others, take pride in their appearance and environment, attend punctually and accept support to repair harm and improve.

4.6 Parents and carers

Parents and carers support attendance, punctuality, uniform, equipment, detention and reintegration arrangements; check school communications; share relevant information; and work constructively with staff. Parental consent is not required for a lawful detention, suspension or off-site direction, although views are sought where required and wherever practicable.

5. Recognition, House Points and celebration

Praise is a key component of excellent teaching and positive relationships. Positive behaviour is best developed by noticing and naming the conduct, effort and habits that reflect the school's values. Praise should be sincere, specific and linked to a tangible example of a student's strengths, effort, progress or contribution.

House Points connect individual recognition with the House system and develop belonging, shared responsibility and healthy competition. Staff should identify the relevant 3R and, where appropriate, connect it to Inspire, Achieve or Celebrate.

Award	Meaning	Typical evidence
H1	Expected standard	Meeting the 3Rs consistently; positive extracurricular participation.

H2	Positive engagement	Active participation, strong work or a positive response to feedback.
H3	Significant contribution	Consistent effort, notable progress, excellence or contribution.
H4	Exceptional	Outstanding effort, achievement, leadership or contribution.

Recognition may include verbal praise, House Points, tutor and year recognition, positive communication home, postcards, Fab Friday, Half-Term Heroes, subject awards, certificates, celebration assemblies, reward activities and leadership opportunities. Recognition values consistency and improvement as well as high achievement.

6. Classroom routines and the C system

Staff reaffirm the high expectation before using a formal consequence wherever appropriate. Strategies may include positive narration, a non-verbal cue, proximity, using the student's name, restating the instruction clearly, giving a choice, allowing take-up time, breaking a task into steps, checking understanding, resetting a routine or praising the positive behaviour of others. Reasonable adjustments are used where needed.

The behaviour response system is designed to provide students with clear opportunities to reset, reflect and improve their behaviour before more serious consequences are applied. A **Reaffirm** is used to restate expectations and provide additional clarity where needed. A **C1** is the first formal warning for low-level disruption, lack of readiness, off-task behaviour or failure to follow instructions. A **C2** is the final warning, issued when poor behaviour continues following a C1. A **C3** results in removal to the designated Buddy Room for persistent disruption, defiance, refusal, disrespectful behaviour or failure to improve following a C2. For serious incidents, staff will seek immediate support from On-Call staff or the Senior Leadership Team, and the staged process may be bypassed where immediate action is required.

6.1 Daily C3 detention tariff

C3s in one day	Normal after-school detention
1	20 minutes
2	40 minutes
3	60 minutes
More than 3	Leadership review; internal suspension or a higher-level response may be considered.

The tariff provides a consistent starting point. It does not replace professional consideration of seriousness, context, safeguarding, repeated behaviour, vulnerability, SEND or reasonable adjustments. A serious incident may warrant a different response even where no earlier C3 has been issued.

7. Detentions

Detentions for violations against the 3Rs which result in a C3 detention will take place after school. The school will act reasonably when setting timing and duration and will consider safeguarding, travel, caring responsibilities, medical needs, SEND and other relevant circumstances. Students will have reasonable time to eat, drink and use the toilet during a school-day detention.

- After-school detention information is normally sent through the Student App, MCAS and parent email at 6.00 pm on the evening before.
- Failure to attend a 20- or 40-minute detention results in a 60-minute detention.
- Failure to attend a 60-minute detention is escalated for internal suspension and review.
- Detentions operate each school day so that follow-up is timely.

8. Expectations beyond the classroom

8.1 Corridors, social times and movement

The 3Rs apply across the site. Students move calmly, attend lessons promptly, follow reasonable instructions, care for the environment and show consideration for others.

A C3 may be issued outside lessons for refusal, confrontation, persistent non-compliance or another significant violation.

8.2 Lateness

Students are expected to arrive punctually to all lessons and be ready to engage in learning from the start of the session. Any student who arrives late to a lesson without an authorised reason will be sanctioned and required to attend a lunchtime detention. The duration of the detention will be equivalent to the amount of learning time missed, ensuring that lost learning time is repaid. Persistent or repeated lateness will be monitored and may result in further intervention, including parental contact, pastoral support and additional sanctions where appropriate. Punctuality is an essential aspect of maintaining a calm, orderly and purposeful learning environment and reflects the school's expectations of Respect, Responsibility and Readiness.

8.3 Truancy

Accurate attendance records are a safeguarding priority. Where a student is absent from a lesson without authorisation, the absence will be investigated by the Attendance Team. Once unauthorised absence is confirmed, the appropriate attendance code and behaviour sanction will be applied. A verified truancy incident will normally result in a 60-minute detention, while repeated incidents may lead to internal suspension. The school will consider any safeguarding concerns, SEND needs or other barriers to attendance when determining the appropriate response.

8.4 Uniform

The school uniform plays an important role in promoting a sense of belonging, equality and readiness to learn. Students are expected to wear the correct uniform at all times and will be supported to rectify any concerns. Uniform standards are monitored and recorded, with repeated breaches resulting in appropriate sanctions and parental contact where necessary. Persistent concerns may be addressed through additional pastoral intervention and support.

8.5 Equipment

Students are expected to arrive at school and lessons fully equipped and ready to learn. The school provides opportunities for students to access essential equipment where required. Equipment concerns are monitored and recorded, with repeated failures to meet expectations resulting in appropriate sanctions. Reasonable adjustments and individual circumstances will be considered where appropriate.

9. Behaviour outside school and online

This Policy applies to all students when participating in any school-organised or school-related activity, travelling to or from school, wearing school uniform, or when otherwise identifiable as a student of Poynton High School, including through online activity and social media. The Policy may also be applied to behaviour occurring outside of school where it is considered likely to have an adverse impact on the orderly running of the school, the safety or welfare of students, staff or members of the public, or the reputation of the school.

The expectations set out in this Policy extend to students' conduct online. All students are required to comply with the school's ICT Acceptable Use Agreement and to use school networks, systems and devices responsibly and safely. Online activity is supported through filtering and monitoring systems and may be investigated where concerns arise. Behaviour that breaches the school's standards, whether online or offline, may result in disciplinary action where there is a sufficient connection to the school.

In responding to incidents, the school will act in a lawful, reasonable, fair and proportionate manner, taking account of individual circumstances and any relevant safeguarding considerations. Where appropriate, concerns will be managed through the school's safeguarding procedures and may involve external agencies. Suspected criminal behaviour may be reported to the police; however, the school reserves the right to investigate and determine an appropriate response based on the evidence available and does not require the conclusion of a criminal investigation before taking action.

10. Bullying, discrimination and harmful behaviour

Poynton High School does not tolerate bullying, discriminatory behaviour, harassment, sexual violence, sexual harassment, prejudice-related incidents or online abuse. All concerns will be taken seriously and managed in accordance with the school's safeguarding and anti-bullying procedures. Reports will be recorded, investigated and risk assessed, with appropriate action taken to protect those affected, address the behaviour and prevent recurrence. The school is committed to promoting a culture of respect, inclusion and positive relationships through its curriculum, assemblies and wider pastoral provision. Further guidance is provided within the school's Anti-Bullying Policy.

11. Searching, screening, confiscation and prohibited items

In exercising its duty to safeguard students and maintain a safe, orderly and disciplined environment, the school may undertake searches, screening and the confiscation of items in accordance with current Department for Education guidance and relevant statutory requirements. Searches will be conducted only by authorised members of staff where there are reasonable grounds to suspect that a student is in possession of a prohibited, illegal or otherwise inappropriate item. Any items considered to pose a risk to the safety, welfare or good order of the school may be confiscated. Where appropriate, parents/carers will be informed and suitable arrangements made for the return, retention or disposal of confiscated items. Items prohibited by law will be referred to the police or other relevant authorities. Further information is available within the Department for Education guidance on Searching, Screening and Confiscation.

12. Mobile phones and electronic devices

To support students' learning, wellbeing and engagement, mobile phones are not permitted for use during the school day. Students who bring a mobile phone onto the school site are required to secure it in the school's approved phone pouch system and keep it secured until the end of the school day. The use of smart watches, earphones and other electronic devices is also subject to school restrictions. Any failure to comply with the school's expectations may result in confiscation, detention, internal suspension or other sanctions, depending on the nature and frequency of the breach. The school reserves the right to conduct searches and spot checks, in accordance with statutory guidance, where there are reasonable grounds to suspect that a student is in possession of, or using, an unauthorised device. Appropriate adjustments will be made where a student's medical needs require access to a device. Further details are set out in the school's Mobile Phone Policy.

13. Reasonable force

Authorised staff may use reasonable force where lawful and necessary, for example to prevent a student committing an offence, injuring themselves or another person, damaging property or seriously disrupting good order. Force is never used as punishment. Any use must be proportionate, take account of known needs and vulnerabilities, be reported and recorded, and be communicated to parents where appropriate. Safeguarding procedures apply.

14. Supporting students and preventing recurrence

A consequence alone may not address the cause of repeated behaviour. Staff and leaders use data, professional knowledge, student voice, family information and

SEND and safeguarding advice to identify barriers and agree targeted support. Support may include:

- reteaching routines and adapting classroom practice;
- subject report, pastoral report or check-in/check-out;
- mentoring, emotional literacy, anxiety or social communication support;
- organisation, home learning, attendance or punctuality intervention;
- restorative work where appropriate and safe;
- SEND review, updated profile, reasonable adjustments or specialist advice;
- pastoral support plans, risk assessments or safety plans;
- curriculum catch-up or alternative provision; and
- multi-agency support and review.

Interventions identify the concern, intended outcome, responsible adult, timescale, review point and evidence of impact. Students and families should understand the plan and how progress will be recognised and celebrated.

15. Report and escalation systems

15.1 Subject report

Where concern is primarily within a subject, the class teacher sets clear 3R targets, contacts home and monitors a subject report. When expectations are met, the student leaves report and success is communicated. If concerns persist, the subject leader reviews support, contacts home and updates central tracking before possible referral to the Head of Year.

15.2 Graduated Pastoral Support and Intervention

Where a student's behaviour, attendance, conduct or engagement gives rise to ongoing concern, the school will implement a graduated and escalating programme of pastoral intervention. Responsibility for oversight will progress through designated levels of leadership, beginning with the Form Tutor and, where concerns remain unresolved, escalating through the Head of Year, Head of Pastoral, Director of Learning, Senior Leadership Team and Deputy Headteacher, before reaching the Headteacher where necessary. At each stage, the school will review the student's circumstances, identify and implement appropriate support strategies, establish clear expectations and targets, monitor progress, and engage parents/carers in the

intervention process. Where sustained improvement is not secured, further action may be considered, as permitted by relevant legislation and statutory guidance.

16. Internal suspension and Buddy Rooms

Internal suspension means education away from the student's normal classroom on the school site. It is not a suspension or permanent exclusion and must not be described or recorded as one. Poynton High School uses designated Buddy Rooms for C3 classroom removals and may use a supervised internal removal space called the PHS Reset Room for serious incidents, repeated non-compliance, failed detention or investigation.

- Removal is used for the minimum period that is reasonable and proportionate.
- The reason, duration, location and review are recorded.
- Students are supervised, provided meaningful work and supported to continue learning.
- Access to food, drink, toilets, medication, safeguarding support and SEND provision is maintained.
- Reasonable adjustments are made, and repeated use is reviewed to identify additional support.
- A return-to-learning conversation and any necessary restorative or catch-up work are arranged.

17. Suspension and permanent exclusion

Legal distinction

Internal suspension, off-site direction and safeguarding separation are not suspensions. A disciplinary exclusion in law is either a suspension for a fixed period or a permanent exclusion.

17.1 Authority and decision-making

Only the Headteacher, or a person formally carrying out the Headteacher's functions, may suspend or permanently exclude. The decision is made on the balance of probabilities and must be lawful, reasonable, fair and proportionate. The Headteacher considers all available evidence, the student's account, possible provocation, mitigating and contextual factors, safeguarding, SEND, disability, health,

communication needs, prior support, reasonable adjustments and the impact on the education and welfare of the student and others.

17.2 Suspension

Suspension may be necessary following a serious incident or persistent breaches where other strategies have not succeeded or are unsuitable. A student may be suspended for one or more fixed periods up to a cumulative maximum of 45 school days in one academic year. A part-day or lunchtime suspension is a suspension and the full statutory procedure applies.

A suspension cannot simply be extended or converted into a permanent exclusion. If exceptional further evidence comes to light, the Headteacher may make a new decision for a further suspension or permanent exclusion to begin immediately after the first ends. A separate decision, reasons and written notice are required.

17.3 Permanent exclusion

Permanent exclusion is a very serious sanction and is used only in response to a serious breach or persistent breaches of this policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others. It is a last resort. Previous suspensions are not a legal precondition; every decision turns on the individual evidence and circumstances.

17.4 Conduct that may be considered

Depending on seriousness, context and evidence, suspension or permanent exclusion may be considered for persistent defiance or disruption; serious or repeated abusive, threatening or discriminatory behaviour; physical aggression or assault; serious bullying; sexual violence or harassment; possession or supply of drugs; possession or use of a weapon; serious damage; theft; a serious prohibited-item incident; behaviour placing others at significant risk; or persistent breaches despite appropriate support. This list is illustrative, not exhaustive, and does not create automatic outcomes.

18. Equality, SEND and vulnerable students

Inclusion of all students is central to our work. The school will not discriminate, harass or victimise and will make reasonable adjustments for disabled students. The school uses its best endeavours to secure appropriate special educational provision and has regard to the SEND Code of Practice.

We maintain high expectations, while recognising that the support and route by which a student meets them may need to be adjusted.

- Before a significant sanction is put in place, decision-makers consider whether unmet need, disability, communication difficulty, trauma, mental health, safeguarding or provision may have contributed.
- For a student with an EHC plan at risk of exclusion, the school contacts the local authority early and considers an early annual review.
- For SEN support, the school reviews the suitability and delivery of provision and considers specialist input.
- For a student with a social worker, the social worker, DSL and parents are involved early where exclusion risk emerges.
- For a looked-after child, the Designated Teacher contacts the Virtual School Head promptly and considers the Personal Education Plan.
- Students are supported to express their views using an advocate, trusted adult, communication aid or other adjustment where needed.

SEND or vulnerability does not prevent a proportionate response where behaviour warrants it, but causation, provision, reasonable adjustments and alternatives must be considered before a decision is made.

19. Notification, education and reintegration following exclusion

19.1 Notification

The Headteacher informs the parent, or the student if aged 18 or over, without delay and provides formal written notice of the decision, reasons, period and dates, rights to make representations, governing-board arrangements, remote-access rights where applicable, education arrangements, public-place duties, relevant examination information and sources of independent advice.

The local authority is notified without delay of every suspension and permanent exclusion. Where relevant, the social worker, Virtual School Head, home local authority and governing board are also notified in accordance with statutory requirements.

19.2 Education during exclusion

During the first five school days, the school takes reasonable steps to set accessible, achievable work and makes adjustments or alternatives to online provision

where required. For a suspension exceeding five school days, suitable full-time education for a compulsory-school-age student begins no later than the sixth school day. For permanent exclusion, the local authority is responsible from the sixth school day. For looked-after children and children with a social worker, the school and local authority should seek provision from the first day.

19.3 Reintegration

Following suspension, cancelled exclusion, off-site direction, safeguarding separation and, where appropriate, internal suspension, the school supports successful reintegration. The strategy offers a fresh start while addressing behaviour, learning, belonging, relationships, pastoral needs, SEND, health, safeguarding and safety.

- The strategy is communicated at a meeting before or at the beginning of return.
- The student returns even if a parent cannot or will not attend the meeting.
- The plan may include a welcome back, restorative conversation where safe, catch-up work, mentoring, report, reasonable adjustments, risk assessment, safety plan or multi-agency support.
- A named adult and review point are identified, and progress is recognised and celebrated.

20. Off-site direction

An off-site direction is a temporary placement at another mainstream school or alternative provision to improve future behaviour. It is not an exclusion and is not used as punishment for past misconduct.

20.1 Before placement

- Review and evidence earlier intervention and targeted support, or why it would be inappropriate.
- Assess behaviour, education, SEND, disability, health and safeguarding needs.
- Enable and record the student's views and explain how they were considered.
- Seek and record parental views, although parental consent is not required.
- Agree objectives, proposed maximum period, curriculum, support, practical arrangements and reintegration planning with the provider.

- Securely share relevant information before placement, including attainment, risk assessment and effective support strategies.

20.2 Written notice and review

Written notice is given to the parent, a student aged 18 or over, and the local authority where the student has an EHC plan as soon as practicable and no later than two school days before the placement begins. It states the placement, reporting arrangements, number of days, reasons, objectives, start and finish times and break arrangements.

The placement is reviewed for as long as it remains in effect. Required parties are invited and can submit views. The decision to continue, alter or end the direction, its duration and reasons are recorded and communicated in writing within statutory timescales. Where the student is dual registered at another school, attendance Code D is used.

21. Managed moves

A managed move is a voluntary, planned and permanent transfer to another mainstream school, agreed by all relevant parties and used only where it is in the student's best interests. There is no lawful "trial managed move" or "trial admission". A temporary placement intended to improve behaviour is treated as an off-site direction and reviewed accordingly.

A managed move cannot override the normal in-year admissions process. A student will not be excluded because the parent or student refuses a managed move. Where a student has an EHC plan, the local authority is involved and the statutory process for amending the plan is followed.

22. Safeguarding separation

In rare circumstances, physical separation of students may be essential for safeguarding and cannot practicably be achieved while both remain on site. A temporary decision that a student must not attend the premises for safeguarding reasons is not a disciplinary exclusion.

- The DSL or deputy leads a case-by-case decision with agencies where needed.
- Parents and the governing board are notified without delay.
- Equality, human-rights, safeguarding and public-law duties are considered.

- Education is arranged by the school, parent or local authority as legally applicable.
- The arrangement is kept under frequent review and lasts only while essential.
- A reintegration strategy is agreed before or at the beginning of return.

23. Cancelling an exclusion

The Headteacher may cancel a suspension or permanent exclusion before the governing board has met to consider reinstatement, subject to statutory limits. Relevant parties are notified in writing without delay and told the reason. The student returns without delay, an opportunity to meet the Headteacher is offered, and a reintegration strategy is put in place. Days already spent out of school continue to count towards the 45-day academic-year maximum.

24. Governing board consideration and independent review

Circumstance	Governing board action	Timescale
Permanent exclusion; term total above 15 school days; or exclusion causes a missed public examination or national curriculum test.	Convene and decide whether to reinstate.	Within 15 school days of notice; before the test where reasonably practicable.
Term total above 5 but no more than 15 school days and parent makes representations.	Convene and decide whether to reinstate.	Within 50 school days of notice.
Term total of 5 school days or fewer.	Consider written representations; cannot direct reinstatement and need not meet.	No statutory meeting required.

Meetings are fair, accessible and properly minuted. The student is enabled and encouraged to participate. The governing board may decline to reinstate or direct reinstatement immediately or on a specified date and gives written reasons without delay.

Where permanent exclusion is upheld, parents may apply for an independent review panel within the statutory deadline. The decision notice explains the application, remote access, a SEN expert, representation, equality claims and independent advice. The panel may uphold, recommend reconsideration, or quash and direct reconsideration where the governing board's decision was flawed on judicial-review principles.

25. Attendance, admission registers and information transfer

A permanently excluded student's name remains on the admission register until the statutory review period and any timely independent review and reconsideration have concluded, or the parent confirms in writing that no review will be sought. Removal is not backdated. Correct attendance codes are used while the student remains registered.

Where a student attends another school under off-site direction and is dual registered, Code D is used. Code E is used where a student is suspended or permanently excluded and is not attending alternative provision. The Common Transfer File and safeguarding records are transferred securely within statutory timescales when a new school is confirmed.

26. Listening to students and resolving concerns

Students should not disrupt learning by arguing about a classroom decision. They may respectfully ask to speak with the teacher at an appropriate time, explain their point of view and seek review. Staff should listen and correct a record where an error has occurred. If facts remain disputed, the appropriate leader may review the evidence.

Serious concerns, safeguarding reports and allegations against staff must be passed promptly through the appropriate safeguarding or complaints route and must never be dismissed as a behaviour issue.

27. Recording, monitoring and governance oversight

The operation of this policy is subject to regular scrutiny. Behaviour incidents, rewards, removals, interventions, suspensions, permanent exclusions and pupil movement are recorded accurately and reviewed. Monitoring includes:

- frequency, type, location and timing of incidents and rewards;
- C1, C2 and C3 patterns, removals, detention attendance and repeated incidents;
- use and duration of internal suspension;
- numbers, reasons and cumulative suspension days, including part-day and cancelled exclusions;
- patterns by year group and relevant student characteristics, including SEND, disability, disadvantage, ethnicity, sex, looked-after status and social-worker involvement;
- off-site directions, managed moves, safeguarding separations, movement off roll and alternative provision;
- quality and impact of intervention, reintegration and reasonable adjustments;
- attendance coding, statutory notifications and review timescales; and
- any indication of disproportionality, inconsistency, unlawful exclusion or off-rolling.

Leaders use this information to support staff, improve systems and target intervention. The governing board provides challenge and assurance. Data is processed lawfully, proportionately and with appropriate confidentiality.

28. Complaints and records

Statutory representation, governing-board consideration and independent-review rights are separate from the school complaints procedure. Other concerns may be raised through the complaints procedure. Records are retained and shared in accordance with data protection, safeguarding, educational-record and trust requirements.

29. Related policies and procedures

- Suspensions and Permanent Exclusion procedure and model letters
- Safeguarding and Child Protection Policy

- SEND Policy and Information Report
- Anti-Bullying Policy
- Attendance Policy
- Mobile Phone Policy
- Uniform expectations
- Reasonable Force and Positive Handling arrangements
- Complaints Policy
- Online Safety and Acceptable Use arrangements

Appendix 1 Educate, Challenge, Empower Charter Expectations



**POYNTON
HIGH SCHOOL**
Part of True Learning Partnership

EDUCATE CHALLENGE EMPOWER CHARTER

- We are proactive in creating a **fair** and **equal** world.
- We are **kind**, recognising that 'banter' can hurt others deeply.
- We don't tolerate any peer abuse, whether verbal or physical.
- We **challenge** harmful words and actions against any individual or group.
- We talk openly about feelings and encourage **positive mental health**.
- We support each other's growth, **understanding** failure leads to success.
- We **listen**, knowing everyone has their own challenges and struggles.
- We encourage everyone's best efforts, removing any barriers they face.
- We are **honest** with ourselves and each other, always.
- We help each other feel **safe**, online and in-person too.



**INCLUSIVITY
AND
INDIVIDUALITY**



**CHALLENGE
AND
ACHIEVEMENT
FOR ALL**



**SHARED
RESPONSIBILITY**



**CELEBRATION
OF
ACHIEVEMENT**



**EMPOWERMENT
AND GROWTH**

INSPIRE - ACHIEVE - CELEBRATE