

York High School

Resilience – Aspiration - Success

Positive Behaviour Policy

Adopted by Governors: January 2025

Review timetable: 1 year

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1. Aims of the policy

This policy sets out the framework of the school's approach to encouraging high standards of behaviour known as 'Positive Behaviour.' It is expected that alterations and modifications will be made as agreed by the staff Positive Behaviour group. At all times staff will be made fully aware of such changes.

The aims of this policy are:

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- Provide a consistent approach to behaviour management
- Provide a clear understanding of the behaviour process for students, parents, teachers and governors;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools (July 2022)
- Searching, screening and confiscation (July 2022)
- The Equality Act (2010)
- Keeping Children Safe in Education (2022)
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school (2017)
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice (2015).

3. Definitions

For Positive Behaviour to be successful, all staff must apply it consistently. Whilst the school will adapt its approach to meet the particular needs of some pupils, the system's strength comes from its clear communication of high expectations for all pupils. Clear sanctions and certain consequences limit misbehaviour and the widespread use of praise and reward by all staff, encourage positive behaviour and excellent learning.

Reasonable adjustments

Where a child or young person is covered by Currently Looked After (CLA), Special Educational Needs and Disability (SEND) legislation, or they have identified vulnerabilities, reasonable adjustments and bespoke support is considered. Where a sanction is imposed, consideration is given to the need for reasonable adjustments to assist the pupil.

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Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunch time
- Not trying one's best e.g. with classwork or completing homework
- Poor attitude to learning
- Incorrect uniform (including equipment)
- A mobile phone or device which is seen or heard.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Bullying*
- Sexual violence and harassment
- Vandalism
- Theft
- Fighting
- Verbal or physical abuse directed towards others (pupils and staff)
- Smoking (including e-cigarettes)
- Discriminatory behaviour (including racist, sexist, homophobia, ableist)
- Possession of any prohibited items (including but not limited to: weapons, alcohol, illegal drugs, tobacco, pornographic images, fireworks)
- Defiance – the refusal to follow a request from staff.

*Bullying is defined as: *Behaviour deliberately intended to hurt or harm, repeated over time, containing an imbalance of power.*

Refer to the Anti-bullying policy for further information.

We have a zero-tolerance approach to bullying.

4. Roles and responsibilities

The Governing Body - The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principle to account for its implementation.

The Principle - The Principle is responsible for reviewing and approving this behaviour policy. The Principle will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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Staff - Staff are responsible for: implementing the behaviour policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils, recording behaviour incidents in the pupil planner.

Leaders in school - The Senior Leadership Team and Pastoral Leaders will support staff in responding to behaviour incidents.

Parents - Parents are expected to: support their child in adhering to the Positive Behaviour Policy, inform the school of any changes in circumstances that may affect their child's behaviour, discuss any behavioural concerns with the pastoral team promptly.

Pupils – Pupils are expected to follow the 5 Classroom and 5 Out of class rules. Pupils are also responsible for ensuring their planner is with them at all times in school and kept in a neat and tidy manner (section 13.)

5. The 5 Classroom rules

Our school has five classroom rules:

1. Arrive on time fully equipped
2. Respect staff – do as you are asked, first time every time
3. Always do your best
4. No talking unless asked – put your hand up and wait for permission to speak
5. Always do your homework and hand it in on time.

Further clarification is given below:

1. Fully equipped means with all the equipment required for the day. This includes stationery items of at least: pen, pencil, ruler, planner and at key stage 3, a reading book. The pupil planner is of the utmost importance because it is where stamps are awarded for positive behaviour and

communication for misdemeanours is shared with parents. On the first instance of not having a planner in school, the pupil will be given a planner sheet. On the second instance, the pupil will be placed in internal exclusion until the planner is located or a new one purchased. Equipment also refers to

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PE kit where relevant.

2. Our expectation is that when pupils are in our care, that they do what they are asked first time, every time. By responding to staff in this way, pupils are able to maximise their potential for progress. Adults in school are careful to ensure that their language is positive and assertive. We expect pupils to respect the authority and knowledge of adults and to follow instructions and directions promptly.

3. All pupils are expected to work to the best of their ability and to participate fully in learning.

4. At York High School we want all pupils to participate positively in learning. Teachers work hard to ensure that all pupils feel able to make effective contributions to classroom discussions, which in turn helps to develop understanding and ensure progress. To learn effectively pupils should expect teachers to insist upon periods of silent working within lesson time. Pupils are expected to move quickly from a well-managed discussion into quiet working.

5. Homework is set according to the Homework Policy, this is through Google Classroom. Pupils are expected to complete homework tasks and submit them by the date set. Pupils can attend homework club in the Learning Resource Centre if they need adult support with homework.

6. The 5 Out of class rules

There are five rules to be followed whilst out of class. This includes in the corridors, social spaces, outside areas and on the way to and from school.

1. Be polite and respectful to others
2. Respect staff – do as you are asked, first time every time
3. Walk around school quietly and sensibly
4. Eat and drink in the right place at the right time
5. Look after your school and put litter in the bin.

7. Rewards

Please refer to the blue triangle which outlines rewards for all pupils. Central to our philosophy is the expectation that all teachers will praise pupils, including contacting parents/carers by telephone or postcard, as a matter of routine. Spontaneous day-to-day praise is a key foundation in all positive pupil-teacher relationships.

All staff members have a stamp with their initials. Stamps are awarded to all
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pupils regardless of age, ability, gender, identity or race provided that they display appropriate levels of commitment, engagement, progress and achievement. Stamps are also awarded for punctual attendance each day. Stamps can be awarded both within and outside of the classroom. As well as being used to reward excellence in terms of classroom and homework performance, the stamp is also used to reward significant contributions to the school community. This could include presenting a positive image of the school in the local community, showing care towards the environment or other pupils, or making a substantial contribution in extracurricular activities. Stamps awarded are counted every two weeks. Pupils can use stamps as a 'currency' in the York High School rewards shop to make purchases of items such as stationery, sports equipment, and refreshments.

Pupils receive a York High School postcard which is sent home. As we go through the academic year, each week has a specific focus for pupils deserving recognition. This includes year groups, pupils with additional needs, those eligible for the pupil premium and those with excellent (or improved) attendance.

Each week the Principle recognises pupils who have demonstrated excellence in a specific subject area. The Principle meets with pupils and makes contact home. This type of reward is known as RAS Achievers and pupils receiving this praise are also awarded a certificate in recognition of their achievements.

Every Wednesday's pupils are rewarded for their excellent classwork within the Excellence Everyday Award. The Principle meets with the nominated pupils and rewards the pupil for their excellent work and contribution to lessons.

Each term pupils are rewarded for their Attitude to Learning (ATL) and attendance. Certificates are presented in assemblies. For ATL rewards, pupils with the best ATL are also rewarded with an activity such as a theme park or cinema experience.

In the Summer Term, a success evening recognises significant progress and achievement in all subject areas over the last academic year. Individuals are also commended for individual achievements such as those in sport, music and leadership.

8. Sanctions

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Please refer to the orange triangle which gives a visual representation of the sanctions for misbehaviour within the classroom. In terms of classroom-based sanctions, there are seven stages. All members of staff operate by using the orange triangle and apply the principles consistently, particularly when dealing with a pupil's individual needs. When a particular misbehaviour takes place, an identified sanction (or range of sanctions) always follows. This identified sanction is not open to negotiation or debate. This is the key area of consistency. Once the sanction has taken place, it is up to the member of staff concerned to decide upon an appropriate follow-up strategy with each pupil's case being viewed in an individual sense. This is the key area of flexibility.

Step 1: Verbal warning. This is a clear warning given verbally to indicate that the pupil has done, or is doing, something which is unacceptable. The pupil planner is taken as a visual reminder of the warning. A verbal warning is not given to the whole class.

Step 2 and Step 3: Written comment. A pupil who continues to behave in an unacceptable way despite being given a verbal warning moves to step two and receives a written comment. This is recorded on the day's page in the planner. A written comment is given (without verbal warning) for lateness, homework and lack of equipment.

When a pupil reaches the maximum number of written comments allowed each week (8 comments), they are moved to step 5 Internal Exclusion. If they complete step 5 and return to mainstream lessons within the same week, they are given a further 4 comment allowance.

Step 4: Classroom removal (safety net). At this point, if a pupil is persistent in undermining the work of everyone in the classroom after three written warnings, they are removed to another classroom. Occasionally, a pupil may behave in such an unacceptable way, that the teacher must move straight to step 4. On call is requested to transfer the pupil from one classroom to another. On call operates during every period of the day and is staffed by

pastoral leaders and the Senior Leadership Team. The original classroom teacher will issue a school detention for any pupil who reaches step 4 within a lesson. Parents/carers are informed of the detention as this is written in the pupil's planner, usually indicated by the words '3 comments. Any pupil who disrupts the safety net lesson or who refuses a safety net will receive an internal exclusion.

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Step 5: Reflection

Reflection is an extremely serious sanction. The Reflection room has a functional and purposeful environment with pupils using chromebooks to work through lessons linked to subject curriculum. Work is differentiated for pupils with additional learning needs. Reflection is staffed by the Progress Leaders and SLT. Pupils are taken to break and lunch at the canteen and at no time are pupils allowed to socialise. The duration of the day in the IE room is from 8:40am-3.10pm. Pupils who have a detention will complete the detention at the end of that day. Should a pupil refuse they will repeat a day in reflection the following day. A pupil must complete six school periods in IE and therefore it is possible that the 'day' in Reflection will be completed over two school days. A pupil who works satisfactorily or better re-joins mainstream education, although a record of the period of Reflection is kept on the pupil's record. This sanction can be reached through a gradual process of continued unacceptable behaviour or through behaviour which is considered sufficiently serious to warrant such an immediate sanction. Serious misbehaviours result in an immediate sanction of Reflection.

If a pupil refuses Reflection or displays repeated misbehaviour whilst there, the pupil will not return to mainstream lessons until a full day is complete. All pupils are given two movement breaks across the day. One at 11.10am and one at 12:25pm. Pupils with additional learning needs are supported by the Inclusion team and other reasonable adjustments.

Step 6: Contract

Pupils who have been in Reflection ten times in one academic year are placed on a contract. A meeting is held between the Head of Year and the parent/carer to identify barriers to progress and support that may be required. Each time the contract is broken the pupil receives one day in Reflection. Once the contract has been broken for a fifth time, the pupil will be suspended from school for a fixed term period.

Breaks of contract 6 to 10, suspensions are issued for a fixed period of 3 days each time.

Breaks of contract 11 to 15, suspensions are issued for a fixed period of 5 days each time.

Pupils remain on contract until they have completed 10 clear days without breaking their contract.

Contracts are individual to all pupils in order to make reasonable adjustments needed to succeed.

All pupils are given a clean slate at the beginning of each academic year.

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Step 7: Suspensions and permanent exclusions

Only pupils who persistently break their behaviour contract or who exhibit a particularly serious behaviour reach step 7.

The control of suspensions or permanent exclusion is entirely in the hands of the Principle and Governing Body. Suspensions normally operate on a tiered process following the system that leads through 3 days, 5 days, 5 days, 5 days. There are occasions where the Principle uses professional judgement and does not follow the tiered process where the behaviour presented by a pupil warrants a higher level of suspension; these are reviewed in line with any similar incidents (including across the Trust) to ensure consistency. Following a suspension that has been given outside of the tiered process, the pupil reverts to the tiered system for subsequent sanctions.

Prior to deciding of suspension or permanent exclusion, the Principle considers the circumstances of the incident and of the individual pupil. This will include consideration of the degree to which SEND is relevant to the behaviours that lead to the suspension/exclusion.

Parents can request a meeting of the Governor's panel if suspensions exceed 5 days in one term. Any pupil who receives more than 15 days of suspensions in one term will be invited to attend a Governor's Panel Meeting.

Please refer to the purple triangle which gives a clear representation of the sanctions for all pupils for behaviours out of class. As outlined in the pyramid, sanctions for around school operate on five levels.

Step 1: Comment

If a member of staff considers a pupil to have behaved in an inappropriate way around school they write a comment in the planner section for that week. No verbal warning is given for behaviour outside of lessons. Form Tutors monitor these comments each week and any pupil who receives three such comments move to step 2.

Step 2: Detention

The purple triangle outlines misbehaviours that warrant a detention. A detention lasts for one hour. The pupil must attend detention on the day in the planner unless communication has been received from a parent/carer and the detention has been moved to the next convenient date. If a pupil is absent from school on the day of the detention, it is moved to the following day. Failure to attend detention will result in step 3. Failure to attend two detentions in a five-day period will result in Reflection.

Step 3: Headteacher's detention

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A Headteacher's detention lasting 45 minutes is issued when a pupil has missed a detention without pre-arrangement. Failure to attend a Headteacher's detention will result in Reflection. If a pupil repeatedly misses a Headteacher's detention in one term, the sanction escalates immediately to Reflection for the remainder of the term.

Step 4: Reflection

The purple triangle shows misbehaviours which receive an immediate sanction of Reflection. This operates in exactly the same way as Reflection for in class behaviour.

Step 5: Suspension and permanent exclusion

The purple triangle shows misbehaviours which receive an immediate exclusion, for either a fixed term (suspension) or in exceptionally rare situations, a permanent exclusion.

9. Searching, screening and confiscation

Any member of school staff can search a pupil for any item if the pupil agrees.

The Principle (and staff authorised by the Principle) have the power to conduct a search of a pupil and their possessions without consent if they have reasonable grounds to suspect that the pupil may have a prohibited item. This includes: knives and weapons, alcohol, illegal drugs, stolen items, tobacco / cigarette papers, E-cigarettes and vapes, fireworks and pornographic images. Searches can also be undertaken for any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). Additionally, items can be searched for (including electronic / mobile devices) that are against school rules and any other item that disrupts the learning environment.

When using search powers, staff will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Before the search the pupil is informed of the reason for the search, how and where the search will take place and given the opportunity to ask questions.

A pupil's outer clothing, pockets, possessions (including bags) and lockers can be searched. Strip searches are not undertaken by school staff and can only be conducted by police officers. The search is undertaken by a member

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of staff of the same sex as the pupil being searched, and another member of staff bears witness to the search. The only exceptions to this are in cases of urgency and significant risk of harm.

If a pupil refuses to cooperate with a search and it is not considered to be required urgently, the staff member will seek advice from the Principle, Deputy Principle or Designated Safeguarding Lead (or deputy). In extremely exceptional situations, staff will make an assessment about the use of reasonable force. This will be determined on a case-by-case basis and will only be considered if it is believed that a prohibited item is in the pupil's possession and causes a risk of harm to the pupil or others, damaging property or causing disorder.

Parents are informed of searches for prohibited items, and the outcome of the search, as soon as is practical. A record of searches is kept on the school's safeguarding system.

The Principle oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, to safeguard the welfare of all pupils and staff with support from the designated safeguarding lead.

The designated safeguarding lead (or deputy) is informed when a member of staff believes there to be a safeguarding risk. If any pupil is at risk of harm a referral to Children's Social Care will be made.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. Screening is not used at York High School.

Confiscation of items:

- a) Prohibited or illegal items will be confiscated and reported to the police and Children's Social Care as appropriate.
- b) Alcohol, tobacco, E-cigarettes / vapes and fireworks will be disposed of.
- c) Items banned under school rules: Will be confiscated and may be collected by parents or returned to pupils

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Mobile devices

Smart watches are not allowed in school. These, along with mobile devices, are to be switched off and in pupil's bags. They should not be heard nor seen during the school day, including at social times. A mobile device which is seen or heard during the school day will be removed and placed in Pupil Reception and a comment written in the pupil's planner. These can be collected by pupils at the end of the school day.

Jewellery

Jewellery that is not compliant with the school's uniform guide is confiscated and placed in Pupil Reception. A uniform comment is written in the pupil's planner. Confiscated jewellery can be collected by pupils from Pupil Reception at the end of the school day.

Items that disrupt learning

Some items may be used in a way to deliberately disrupt learning (examples may include toys not relating to SEND, music devices, balloons etc). These will be confiscated and taken to Pupil Reception. These can be collected by pupils at the end of the school day.

Fizzy drinks

Fizzy drinks and energy drinks are not allowed in school. These will be confiscated and disposed of by the school.

10. Physical Restraint

As a last resort, staff may use reasonable force to restrain a pupil to prevent them: causing disorder, hurting themselves or others, damaging property. Incidents of physical restraint must: always be used as a last resort, be applied using the minimum amount of force and for the minimum amount of time possible, be used in a way that maintains the safety and dignity of all concerned, never be used as a form of punishment, be recorded and reported to parents.

11. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil

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makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

12. Reporting to the Police

Incidents believed to be of a criminal nature will be reported to the police.

13. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, sports fixtures)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site (including online conduct) at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school organised trip).

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14. The pupil planner

For Positive Behaviour and communication of rewards and sanctions to be successful, the pupil planner must be monitored. Pupils are encouraged to self-monitor their planners each fortnight during Positive Behaviour data collection and reporting. Pupils are responsible for ensuring their planner is kept clean and tidy (graffiti free) and up to date. All pages must be intact within the planner.

Parents/carers have a key role in monitoring their child's planner.

Parents/carers are expected to read and sign the planner each week. Form Tutors support monitoring of the pupil planner each week. This includes: ensuring the planner is free from graffiti and is kept in a tidy manner, that comments written in the planner are responded to in an appropriate way, monitoring stamps and sanctions, and signing the planner each week.

No personalisation of the pupil planner is allowed. Mislaid planners are replaced by a temporary planner sheet and a record of this is kept. Where relevant, the temporary planner sheet is stapled into the planner when it is located. Planners mislaid in school are returned to the Form Tutor at the end of each day. If a planner is lost, a new planner must be purchased at the cost of £3.

At the beginning of every lesson all pupils must place their planner on the desk along with their equipment. Pupils who do not have a planner are referred to on call.

15. Training

All staff are provided with training on Positive Behaviour as part of their induction process. Refreshers on Positive Behaviour also form part of continuing professional development. A Positive Behaviour staff group is established within school for colleagues to discuss ongoing training requirements.

16. Monitoring arrangements

This behaviour policy will be reviewed by the Principle and governing body annually. At each review, the policy will be approved by the Principle.

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17. Curriculum for behaviour – The YHS Way

At York High School we develop our pupils through our RAS values of resilience, aspiration and success. To support this, we define the behaviours and habits that we expect students to demonstrate through our behaviour curriculum, The YHS Way.

The YHS Way defines the expected behaviours for our school. It is centred on what successful behaviour looks like and defines it clearly for all parties.

The YHS Way represents the key habits and routines required for our school to be a safe and positive learning experience.

We want to support our pupils to grow into adults who are respectful, confident and empowered and believe that as pupils are taught and practise these behaviours, over time they become habits and routines that positively shape how they feel about themselves and how other people perceive them.



The behaviour curriculum is explicitly taught through tutor led activities, assemblies and during all lessons and interactions throughout the school day;

- Tutors will explicitly teach pupils the routines and habits to be successful in school

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- Classroom teachers will explicitly teach behaviours for learning within their subject
- All staff will model the YHS way
- Parents will encourage pupils to model the YHS Way

The YHS Way is used to discourage disruptive behaviour in order to:

- Encourage pupils to take responsibility for their own choices and be responsible for the consequences of their actions
- Embed the RAS values
- Time in class is spent on teaching and learning.
- Enable teachers to deliver excellent, engaging lessons.
- Ensure that all individuals at YHS are treated fairly and shown respect.

- Provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the expectations in and out of school.

18. Links with other policies

This policy links to:

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Home School Agreement

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Appendix I - Uniform Guidance

The pupils at York High School are the ambassadors for our school and we expect the highest standards of behaviour and appearance both within the school day and during the journey to and from school.

Pre-loved uniform items are available free of charge. For further information about this please contact our Community Champion Karen Tattersfield k.tattersfield@yorkhigh.elt.org.uk or contact the school reception.

Pupils are required to wear:

Pupils in Years 7-9:

- YHS V neck blue jumper*
- Plain white shirt with collar and top button
- YHS Tie*
- Plain black trousers or plain black knee length skirt (with black opaque tights)
- Plain black shoes or plain black trainers.

Pupils in Years 10 and 11:

- YHS V neck black jumper*
- Plain white shirt with collar and top button
- YHS Tie*
- Plain black trousers or plain black knee length skirt (with black opaque tights)
- Plain black shoes or plain black trainers.

YHS PE kit: (Compulsory for all pupils)

- Short Sleeved PE top with logo*
- Long sleeved PE top with logo*
- Plain black tracksuit bottoms or shorts
- Trainers

*These items (*starred above*) are purchased through our uniform supplier

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SCHOOLSHOP. All other items are non-branded and are available from a variety of suppliers and outlets.

Jewellery

Pupils may wear the following items of jewellery in school:

- Watch (not a smart watch)
- Single pair of stud earrings
- Medic alert pendant

Hairstyles

All hair colouring should be natural colours only. If in doubt about acceptable hairstyles and colours please contact the school.

Trousers and skirts

Plain black knee length skirts (with black opaque tights) or plain black trousers must be worn. Pupils cannot wear trousers that are leggings, jeggings, chinos, cords, jeans or jean like trousers. All trousers must have a zip fastening at the front.

School shoes

School shoes/trainers must be all black, without markings, reflective material or metal. Canvas shoes or plimsolls must not be worn. High heeled shoes and boots are not allowed.

Pupils who wear uniform that does not meet the uniform policy will be asked to change into our loan uniform. Any pupil who refuses to change into the correct uniform will be placed in Internal Exclusion.

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Appendix II - Home School Agreement

Please read through the document below with your child and sign as acknowledgement of our expectations and our joint willingness to work together to help support your child in all aspects of their education at York High School.

York High School aims to create a positive, stimulating environment which promotes children's learning and progress in line with our school ethos of Resilience, Aspiration and Success. This is achieved through the following agreement between School, Parents/Carers and Pupils to adhere to our expectations as set out within the YHS Way.

We want our pupils to become the very best version of themselves and to inspire a love of learning.



We attend school and lessons on time and are always fully equipped



We treat everyone with respect. We greet people politely and always with a smile.



We are role models for others and always try our best



We respond promptly and respectfully to all staff instructions



We wear the correct uniform always



We walk calmly and quietly on the left, around the building



We keep our hands to ourselves



We only eat in the designated areas within the school



We look out for each other and report any concerns to an adult. Be the defender!



We keep our school clean and litter free always tidy up after ourselves

Pupil Signature.....

Parent Signature.....

Tutor Signature.....

York High School

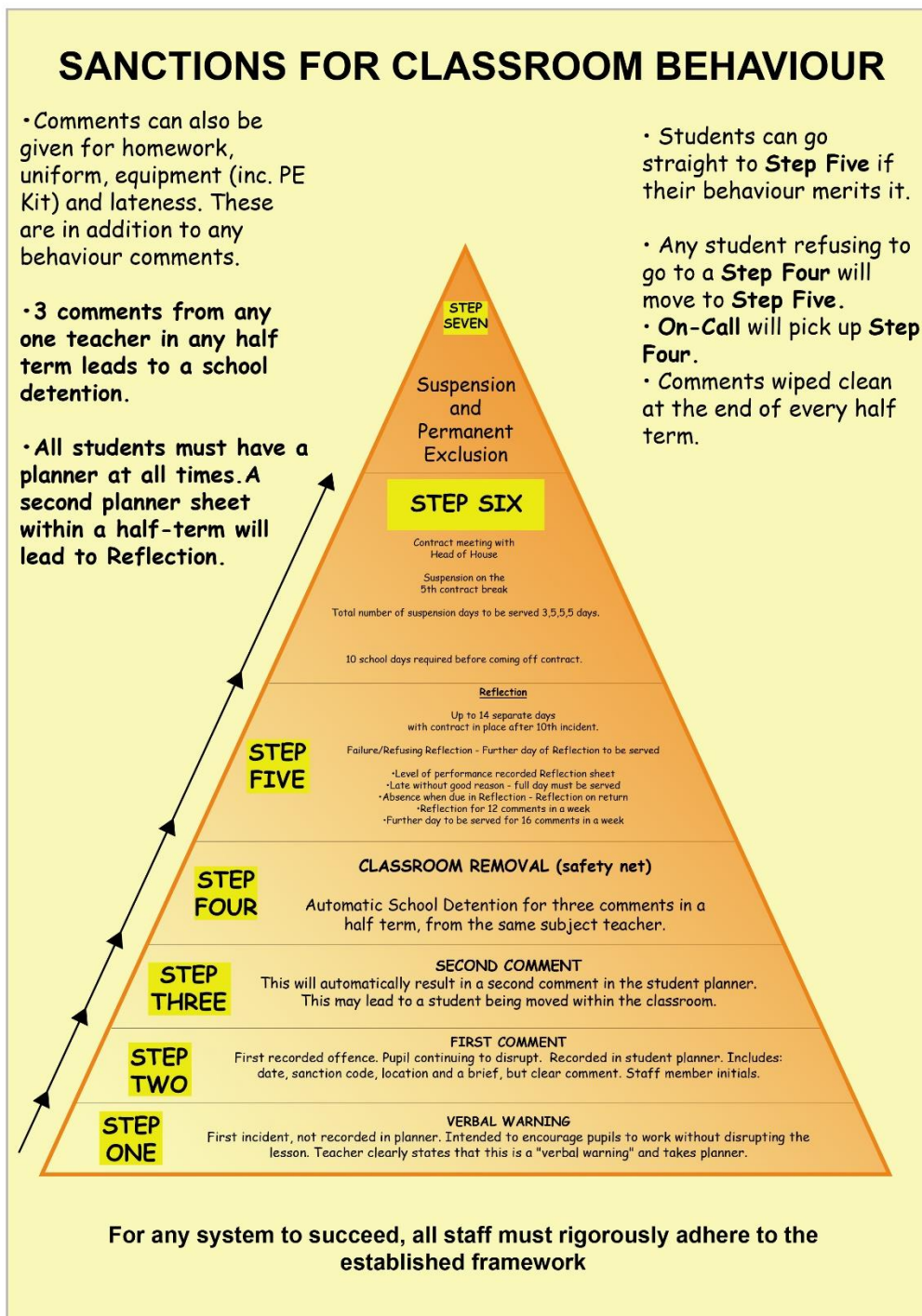
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Review timetable: 1 year

Appendix III - PB Pyramids



February 2024

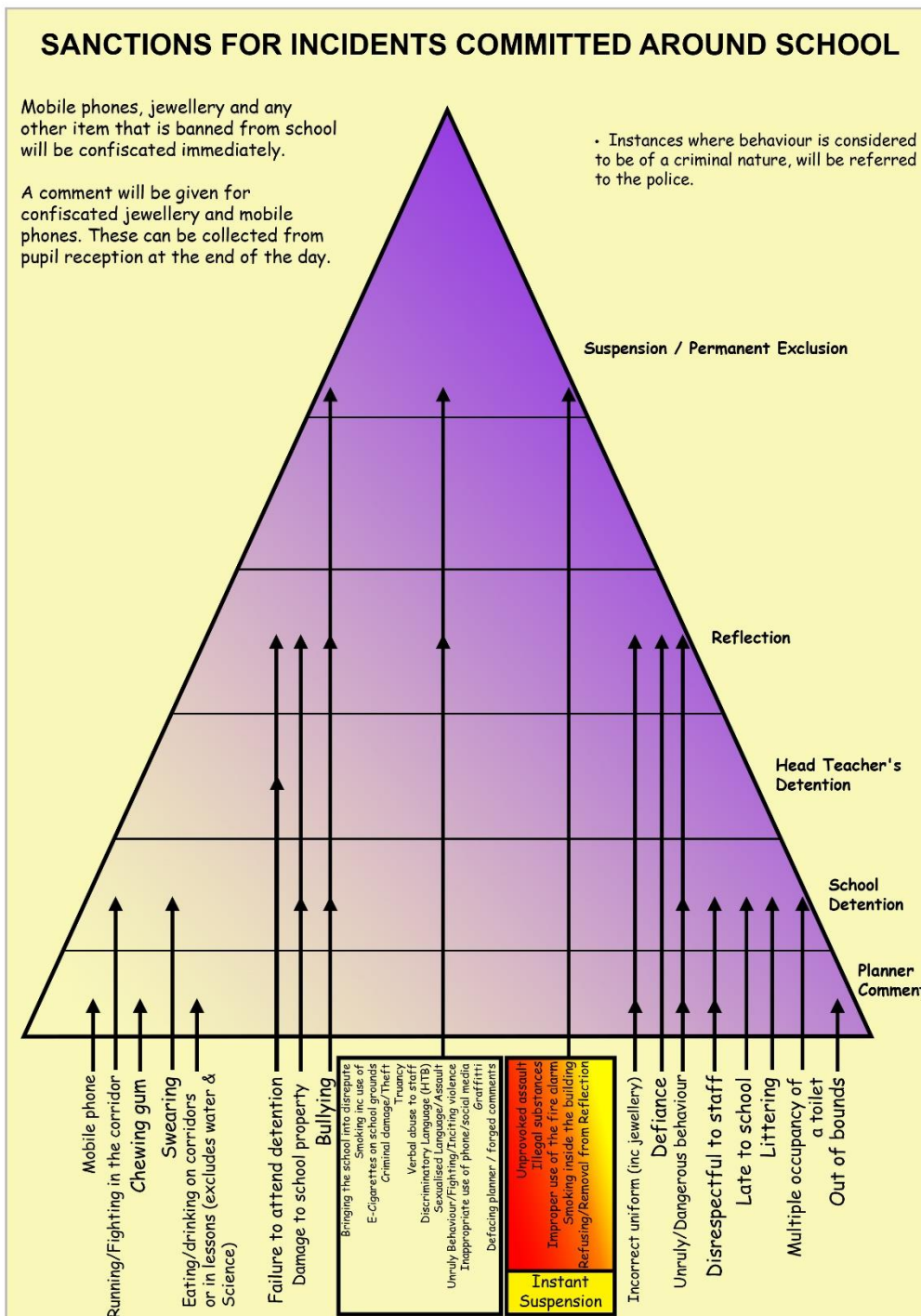
York High School

Resilience – Aspiration - Success

Positive Behaviour Policy

Adopted by Governors: January 2025

Review timetable: 1 year



February 2024

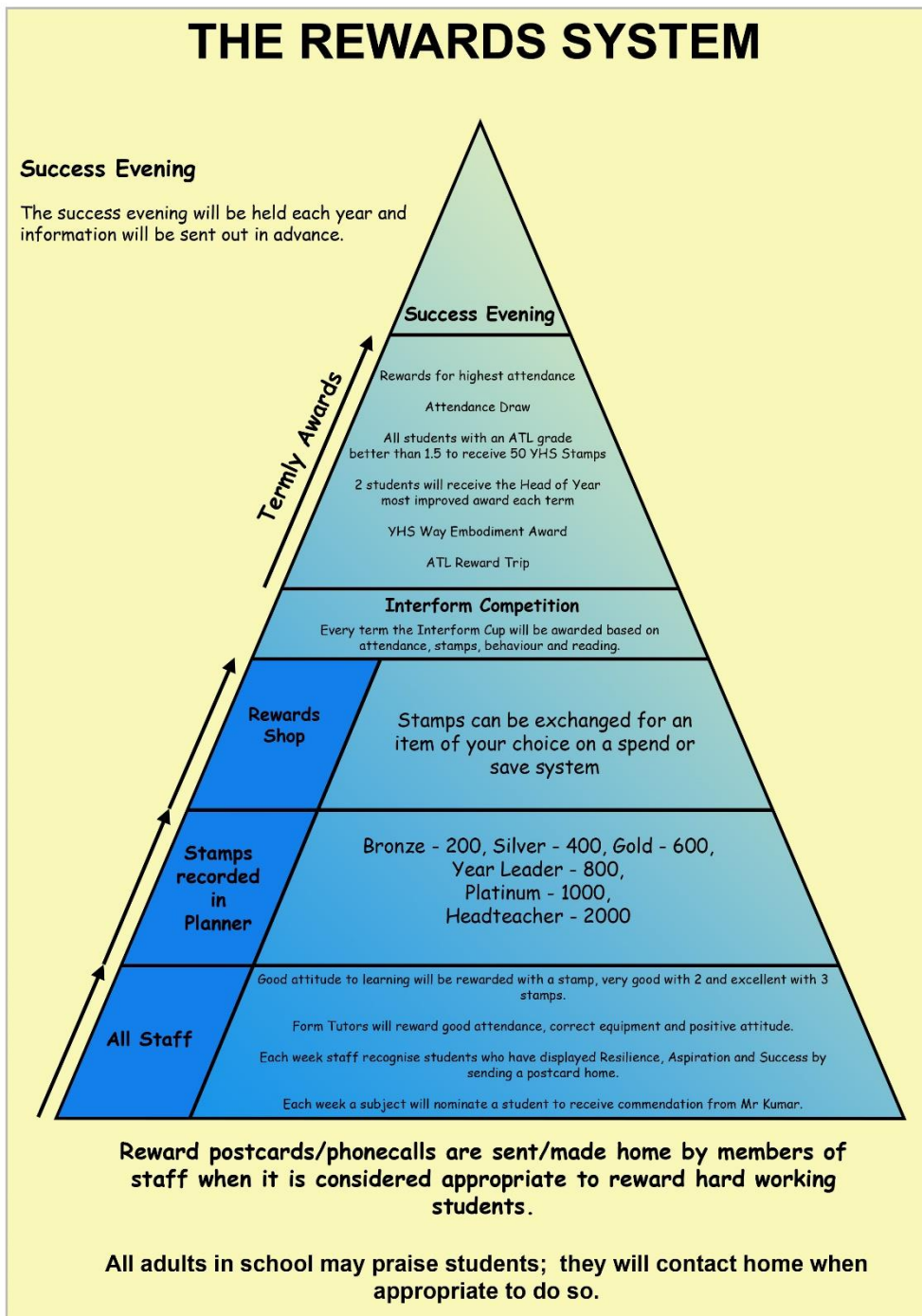
York High School

Resilience – Aspiration – Success

Positive Behaviour Policy

Adopted by Governors: January 2025

Review timetable: 1 year



September 2024

York High School

Resilience – Aspiration - Success

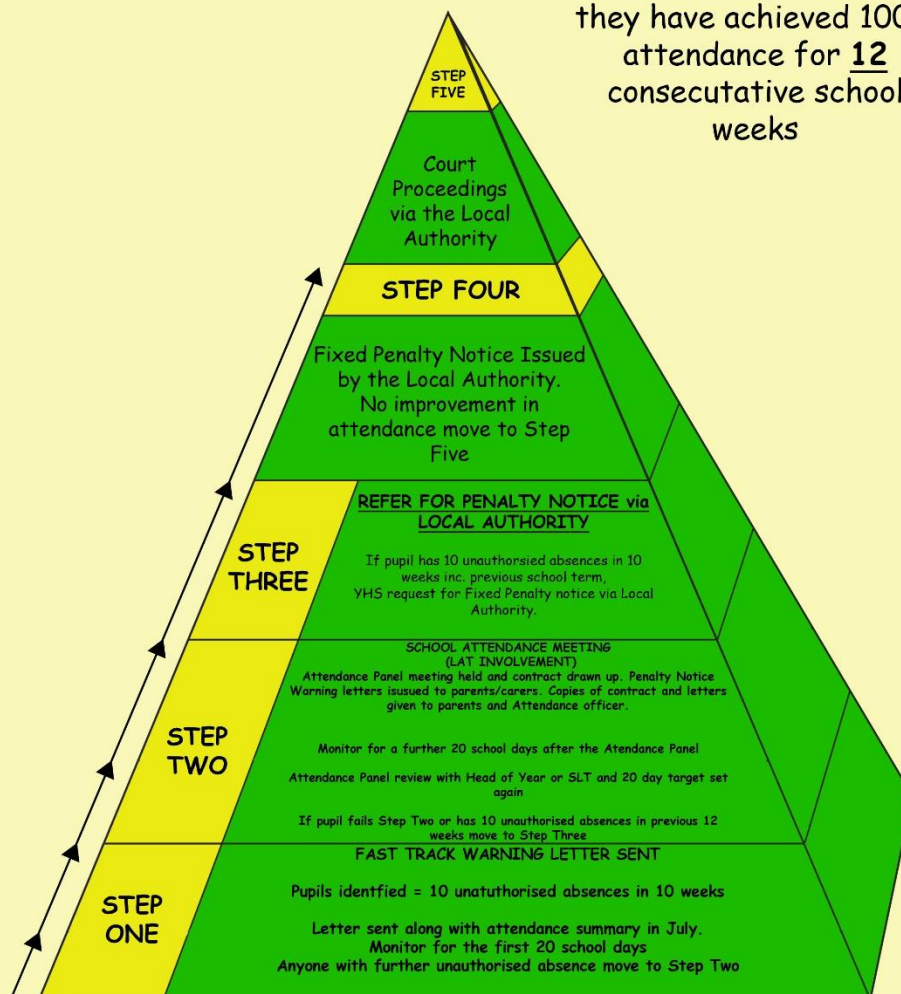
Positive Behaviour Policy

Adopted by Governors: January 2025

Review timetable: 1 year

FAST TRACK ATTENDANCE

Pupils will remain on the fast track system until they have achieved 100% attendance for 12 consecutive school weeks



For any system to succeed, all staff must rigorously adhere to the established framework