



**PENISTONE  
GRAMMAR SCHOOL**

Achieving Excellence through a Values-Driven Education

**Aim High**

**Be Determined**

**Be Brave**

**Be Supportive**

**Be Proud**

**Guide to**

# **Values Driven Expectations**

**Never Stop Flying**



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# How to use your Planner

## Values Driven Expectations

**Your planner is part of your essential equipment, and the central method of communication between home and school. You must look after your planner and maintain it in the condition it is given to you.**

### **You are expected to...**

- Take pride in your planner, keeping it clean, tidy and in excellent condition. This includes no graffiti or doodling, ensuring no pages are removed, torn or pulled out and making sure the wire is intact, not removing it or misshaping it.
- Write your name on the front of your planner and on the weekly diary/merit pages.
- Take your planner with you to every class and place it on your desk open at the correct page at the start of every lesson, with the merit page facing up.
- Be aware that, should you lose or damage your planner, it is your responsibility to replace it, for which there will be a £4.50 charge.

### **Your parents or carers should...**

- Check your planner on a regular basis and use it as appropriate to communicate with school.
- Use your planner as a way of finding out about your learning, behaviour and effort so they can support you at school.
- Check that work is completed on time and inform us of any problems.

### **Your mentor will...**

- Check that you have your planner with you every day.
- Check that you are recording information in your planner correctly.
- Review the information in your planner with you regularly.





# Home/School Agreement

## Values Driven Expectations

*The following section is in the student planner, and these pages must be signed by the Mentor, Student and Parent or Carer, once a student has received their planner in September.*

At Penistone Grammar School, we believe that students make the best progress if parents/ carers and teachers work closely together. We appreciate how important the partnership between home and school is in providing the best education for our young people. For our students to make the most of their time at PGS, we need to acknowledge that there are responsibilities for all parties. We will make a commitment to you and your child and in return, we ask that you accept certain responsibilities as caring, supportive parents and carers, entering into a Home/School Agreement with us. It is important that our students also recognise the part they play as members of our learning community and they too are asked to sign to acknowledge this.

### On behalf of Penistone Grammar School

We will put in place a clear, simple structure to ensure all students and their parents and carers understand what is expected from every member of our learning community. This will be referred to as **'Values-Driven Expectations'** (VDE).

We will do everything in our power to ensure that students are safe from bullying, harassment, or any other danger, that they are encouraged to be healthy and active and that their positive contribution to our learning community is facilitated. We will advocate the mental wellbeing of each student and will proactively support those who suffer mental ill health.

Furthermore, it will be our absolute priority to ensure that students can make the maximum academic progress possible, ensuring that they have the skills and knowledge needed to access further education, employment, or training.

We will always maintain an effective communication partnership with parents and carers, notifying them quickly when concerns arise, as well as communicating praise where appropriate. It will be our intention to ensure that every young person who works well at PGS is made to feel valued, appreciated and recognised.

**Signed:**

(Mentor)

**Dated:**



## Student

As a student at Penistone Grammar School, I commit to understand and abide by the school's Values Driven Expectations. I will always do my best and I will embody the school's five Core Values in everything I do. I recognise that to do this I need to apply positive effort in learning, behave well and show respect to all adults and all other students who make up our learning community.

I recognise that bullying is totally unacceptable, and I will act to stop bullying wherever and whenever I witness this.

I will set a positive example to my peers and do everything I can to promote the school's values. I will represent the school positively in the local community; this includes wearing the correct uniform with pride and helping to keep the environment as tidy as possible.

I will arrive for every lesson prepared to do my best work, try hard and apply good (or better) effort. I will bring my equipment, complete home learning to the best of my ability, be resilient in the face of challenge and do everything I can to learn and progress.

**Signed:**

(Student)

**Dated:**

## Parent or Carer

I recognise the key role I play in supporting my child and the school.

I will check their planner and will do all I can to encourage my child to work hard in school, be positive about their learning, develop resilience and be ambitious for the future.

I have read and understood the school's Values Driven Expectations (as set down within my child's planner) and I will support the school in upholding these expectations to maintain the highest standards possible.

Where I experience issues which I believe are a cause for concern, I will address these promptly with school in a supportive manner, working in partnership to address concerns as swiftly as possible.

I will play my part in supporting the school in implementing all policies approved by the Governing Body.

I will do everything I can to ensure that my child attends school every day, that they are in the correct uniform and that they are properly equipped for learning.

I will attend all Parents' and Students' Evenings to understand how my child is progressing and how I can support them and the school in their learning.

**Signed:**

(Parent/Carer)

**Print Name:**

**Dated:**





# Anti-Bullying

## Values Driven Expectations

**We believe that all students are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.**

**We will not tolerate bullying in our school community and will do all we can to eradicate bullying in all its forms if this occurs at Penistone Grammar School.**

To signify this commitment, we ask that every member of our learning community signs an anti-bullying pledge at the start of every year. By signing this pledge, students, staff, parents/carers and members of the Governing Body agree to the following:

### Anti-Bullying Pledge

1. I will accept and value difference while treating others with respect.
2. I will avoid becoming involved in bullying incidents or being a bully and will support anyone who has been or is subjected to bullying.
3. I will be vigilant in terms of bullying in places around the school where there is less adult supervision.
4. I will be aware of the school's policies and understand my role with regards to anti-bullying and immediately report all incidents.
5. I will talk about concerns regarding bullying and work with the school to stop bullying.
6. I will speak out against all forms of bullying.
7. I will be a good role model in our school community.
8. I will support those who report bullying, as will all staff and our school community.

**Signed:** ..... **(Student)**                      **Date:** .....

**Signed:** ..... **(Parent/Carer)**                      **Date:** .....

**Signed:** ..... **(Mentor)**                      **Date:** .....

**My personal anti-bullying pledge:**

.....

.....



The definition of bullying is when an individual or group of people with more power repeatedly and intentionally cause hurt or harm to another person or a group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Bullying can take a number of different forms:

<b>EMOTIONAL</b>	Being unfriendly or being tormented (for example, hiding books).
<b>VERBAL</b>	Name calling, spreading rumours, making fun of someone.
<b>PHYSICAL</b>	Pushing, kicking, hitting, biting, or spitting for example.
<b>RACIST</b>	Racial taunts, making fun of someone's race, colour, creed, culture, or religion.
<b>SEXUAL</b>	Unwanted sexual advances, either verbal or physical.
<b>HOMOPHOBIC</b>	Targeting someone because of their sexuality or focusing on the issue of sexuality.
<b>ONLINE/CYBER*</b>	Setting up hate websites, posting hateful comments, offensive messages sent via text, social media, or email for example.
<b>GENDER IDENTITY</b>	Discriminating/targeting someone because of their chosen gender.

Single episodes of social rejection or dislike, single episode acts of nastiness or spite, random acts of aggression or intimidation and mutual arguments, disagreements or fights are all examples of actions that can cause great distress. However, they do not fit the definition of bullying unless someone is deliberately and repeatedly carrying them out. They will, however, still be dealt with via the school's VDE system.

The important thing is that if anyone believes someone is or may be the subject of bullying, that they report this at the earliest opportunity so that the victim can receive the appropriate support. Any member of our learning community can report incidents of bullying either in person, by email, over the phone or online by completing the form on Microsoft Teams or SharePoint (accessible to students, parents and staff).

The Inclusion Team and every member of the Strategic Leadership Team, together with other staff and students in school, are trained as Anti-Bullying Advocates and are available for students or parents to talk to for advice, guidance, and support. Anti-Bullying advocates can be identified by their teal-coloured lanyards.

**Never share sensitive images:** It's important to always protect your privacy and reputation by never sharing sensitive images online. Remember, once you share a photo online, it's out there forever, so always think carefully before posting and make sure you're happy for anyone to see it.

**\* National Online Safety have released some excellent resources which provide advice for children and adults about how to stay safe online. Specific advice about how to deal with online bullying can be found at: National Online Safety | Guides ([www.nationalonlinesafety.com](http://www.nationalonlinesafety.com))**



# History of Houses

Values Driven Expectations

We have five Houses, all strongly connected with the school's history:

**Bowman**

**Fulford**

**Netherfield**

**Saunderson**

**Weirfield**

The colour of the tie each student wears, symbolises each House.

## Bowman



Eric Fisher Bowman was Headteacher from 1928 until 1958.

The Bowman building housed the Headteacher's office, admin dept, cloakrooms and a number of classrooms.

## Fulford



Joseph Fulford was appointed Headteacher in 1893, a position he retained until 1921.

Fulford deserves to be remembered not just for overseeing changes, but as an outstanding headmaster who raised standards to a new high level.

An attempt had been made to have Fulford Building 'listed', English Heritage reported that it was not special enough, except for a sentimental attraction to local people and they could not list it.





## Netherfield



In 1859 a new workhouse (Netherfield was built on a sloping site on Huddersfield Road). An infirmary/isolation hospital and small mortuary was added to the site along with a vagrants block and 18 cells. During the first world war the workhouse was used to accommodate wounded soldiers.

In 1948 the institution became Netherfield Aged Persons Home and in 1974 residents were transferred and the site was taken over by the local education authority and used as the sixth form college of Penistone Grammar School.

## Saunderson



Dr Nicholas Saunderson, the celebrated blind professor of Maths at Cambridge, was born on the 20 January 1682 in Thurlstone and died on the 19 April 1739 aged 57. Dr Saunderson received his earliest education at this school. One of the old school buildings was named after him.

Around a year old he lost his sight through smallpox but this did not prevent him from acquiring a knowledge of Latin and Greek, and studying Mathematics. As a child, he is also thought to have learnt to read by tracing the engravings on tombstones around St John the Baptist Church in Penistone with his fingers.

## Weirfield



Weirfield House was the original schoolhouse. It was home to various Headmasters (as they were always called) and other people but it was later taken over for staff use.

As Weirfield was a listed building, demolition could not take place and the building was renovated into flats.





# Values-Driven Expectations

## Key Expectations of Penistone Grammar School

**At Penistone Grammar School we are committed to Values-Driven Education. This means we all live by our Five Core Values: *Aim High; Be Determined; Be Brave; Be Supportive; Be Proud.***

Our values fully embody British Values which are central to all that we do. These British values completely align with our commitment to treating others with honesty, integrity and respect. Above all, we are a highly supportive community.

There are four British Values: Democracy; Rule of Law; Individual Liberty and Mutual Respect for and Tolerance of those with different faiths.

In assemblies, mentor time and many lessons, you will have opportunities to think about the importance of our values system.

***Above all, we want you to be a well-educated citizen who can make the right choices for you and others so that you can contribute to society in many positive ways.***

As a Penistone student you will be expected to:

- Aim high in everything that you do and fully embrace our values system
- Be determined and demonstrate at least good effort
- Fully comply with Values-Driven Expectations which are rewards led

If you fail to comply, you will face consequences.

***Our Five Core Values are at the heart of all that we do. Our values give us a shared understanding of how we should all behave so that we can all be happy and successful. At all times we should treat each other with honesty, integrity and respect.***



### **Aim High**

There are no limits to how far you can go in your studies and in all the other activities you choose to participate in.



### **Be Determined**

Anything worth doing is worth doing well, and this requires real effort and the determination to learn from setbacks and try again. Dealing with failure in the right way will enable you to do even better.



### **Be Brave**

There are times when it is necessary to try something new that you might feel nervous about. The rewards are often great when you do this.



### **Be Supportive**

We can all achieve and enjoy school life because we are a caring, supportive community. You will be supported by your teachers, associate staff, fellow students and your parents and cares of course.



### **Be Proud**

Penistone Grammar School is a great school. Wear your uniform with pride, represent your House with pride and be proud of your achievements.





# Excellence Rewards

Part of the Values-Driven Expectations System

Through our **Values-Driven Expectations**, we will always recognise when you are doing well. This will lead to significant **rewards!**

*Our Values-Driven Expectations system is REWARDS-led.*

Your teachers will seek to **reward** you for **excellent effort, engagement, and commitment to your learning**. Your teachers will put merits into your Planner and directly onto Bromcom so that you and your parents/carers can clearly see how well you are doing.

**Every week, there will be a dedicated mentor session, which will enable your Mentor to congratulate you and celebrate your successes as a mentor group.**

**All** adults in school will actively seek opportunities to praise you. You will be rewarded through written or verbal praise, phone calls home, merits and commendations.



**Merits** will be awarded for...

- Good effort in class
- Getting a great result for you in a milestone
- Positive behaviour
- Supporting student and staff
- Good effort in home learning



**Commendations** (5 Merits) will be awarded for...



Excellent effort over a sustained period (4 weeks)



Doing something that gives your teacher the 'WOW' factor!

## Half-termly Rewards

Gift Vouchers  
Queue Jump Passes  
Certificates  
Celebration breakfasts

## Termly Awards

The students in each year group with the most merits will have a Reward Day!

*The cut offs to access a rewards trip/day is usually the top 50 students in each year group but this may change from term to term and dependent on the number of merits.*

**Important Information:** We reserve the right to refuse access to a Reward Event should a student's behaviour, during the term for which it applies, indicate that they are likely to impact negatively upon the enjoyment and/or health & safety of other students in the event. We also reserve the right to refuse access to a termly Reward Event/Day for a significant one-off instance of poor behaviour.





# House Rewards

Part of the Values-Driven Expectations System

Through our **House System**, we will always recognise when you are making positive contributions to school life. This will lead to significant **rewards!**

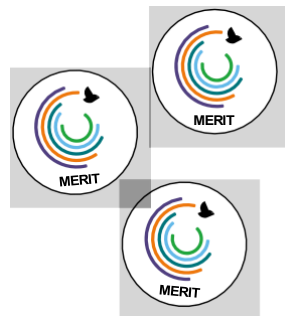
**Our House System is designed to support you to develop your Core Values, leadership and communication skills, teamwork, build confidence, resilience, and encourage empathy and compassion as global citizens.**

**Your Heads of House and your Mentors will seek to reward you for engagement in school activities like extra-curricular clubs, competitions, and participation in House activities. Merits/a signature will go onto your House merit page in your planner, in recognition of these positive contributions to school life.**

As well as the great personal benefits that taking part in a range of competitions will bring, there will also be opportunities to earn certificates, competition-specific prizes, fun trips out of school, and lots of other rewards and treats along the way!

**House Merits/Signatures** will be awarded for...

- Engaging in mentor time House activities
- Participating in lunchtime activities and extra-curricular clubs
- Entering solo House competitions
- Supporting students and staff with House competitions and activities
- Being awarded the top places in competitions



### House Competition Rewards

Gift vouchers, mystery prizes and rewards!



### Christmas House Reward Event

Time out of school to attend Penistone Paramount Cinema for a classic Christmas film!



### House Champions

A visit to a theme park as voted for by your House!



**Important Information:** We reserve the right to refuse access to a Reward Event should a student's behaviour, during the term for which it applies, indicate that they are likely to impact negatively upon the enjoyment and/or health & safety of other students in the event. We also reserve the right to refuse access to a termly Reward Event for a significant one-off instance of poor behaviour.



# Expectations for Attendance

Part of the Values-Driven Expectations System

**Excellent attendance at school is crucial if you are to reach your full potential. If you are aiming high, you need to be determined to attend school on time every single day.**

The table below highlights the importance of good attendance across a school year and the impact poor attendance may have (based on the **actual results of PGS Students** in Summer 2019).

Percentage Attendance	Number of Days Lost	% of PGS Students who achieved 5+ Grade 9 to 4 Qualifications (Summer 2019)
<b>100%</b>	None! Outstanding Attendance! Excellent work, well done You have given yourself the best possible chance of achieving your targets	<b>97%</b>
<b>Greater than or equal to 97%</b>	Great Attendance Fewer than 6 days of absence in one academic year	<b>95%</b>
<b>95 to 96.9%</b>	Up to 10 days of absence Students are likely to achieve their targets and will be well prepared as they move through school	<b>93%</b>
<b>90 to 94.9%</b>	You will have had up to 19 days of absence. Pupils in this category may fall behind and it can be difficult for them to achieve their best. Attendance in this bracket is a major concern and should be addressed quickly.	<b>&lt; 91%</b>
<b>Less than 90%</b>	Persistently Absent: you will have had more than 19 days absence (more than 3 weeks and 4 days) over the academic year and your results will probably reflect the amount of time missed. This is very poor attendance, and the Educational Welfare Officer may become involved.	<b>55%</b>





# Expectations for Attendance

## Part of the Values-Driven Expectations System

### Important information for you and your parents or carers:

- You are expected to be in school ready to start learning at 08:18 each day.
- Being persistently late to school will incur consequences which can lead to referral to the Education Welfare Service and have legal implications for your parent/carer.
- In the event that you cannot attend school, your parent/carer will need to contact us **on each day of your absence** and advise us of the reason for your absence and your expected date of return. The telephone number is **01226 762114** (select **Option 1**) or email **attendance@penistone-gs.uk**.
- If there is a longstanding or ongoing medical problem that prevents you from attending school, your parent/carer is requested to obtain medical evidence and share this with us so we can put appropriate support in place for you.
- If you have ongoing low attendance, we may request medical evidence for each absence. This can be an appointment card, hospital letter or prescription, this does not have to be a formal letter from a Doctor.
- If there is an underlying reason why you do not want to attend school, you should speak to your Mentor, Achievement Leader or Student Support Officer so they can put appropriate support in place for you.
- When you return to school following an absence for any reason, you are expected to work with your teachers to ensure you catch up on any work missed.
- Where possible, we ask that your parent/carer arranges any medical or dental appointments outside of school hours. Where this is not possible, we ask that you attend school before and after the appointment, only taking the minimum time needed away from school.
- We do not authorise holidays during term time unless there are exceptional circumstances.
- Students should not contact home themselves when they are unwell, instead they should access our first aid provision who, if necessary, will contact home.

### Absence for medical reasons:

- If you become ill at school you should speak to a member of staff who will make an assessment about whether you should remain in school, or whether it is necessary for us to contact a parent/carer to collect you. Under no circumstances should you call home and ask to be collected without first speaking to a member of staff. If you do, your absence will be unauthorised.
- If you suffer an injury or illness which requires specific arrangements to be put in place, a risk assessment will need to be completed. **It is important that your parents/carers contact school to make an appointment to attend with you on your first day back in school following the injury/illness so that a risk assessment can be conducted.** Until the risk assessment is in place, we will be unable to let you access mainstream lessons for your own safety.
- Should it be necessary for you to be absent from school for a prolonged period of time due to a medical condition, we ask that you are assessed by a medical professional and that evidence of your medical condition is provided to school wherever possible.





# Expectations for Learning

Part of the Values-Driven Expectations System

Arrive equipped for learning...

You are expected to arrive at school and for every lesson with **Basic Equipment**:

- Your planner
- Essential Knowledge Books (KS3)
- A blue or black pen
- A pencil, sharpener and eraser
- A ruler
- A red pen for assessment
- A green pen for improving (Green for Growth (GfG))
- A whiteboard pen and eraser
- A maths set including a pair of compasses and 360° protractor
- Highlighters and fine liners
- A pencil case for the above

- A calculator (Casio FX-83GTX or Casio FX-85GTY)
- Glue stick
- Your PE kit for your PE lessons

We believe all students are entitled to be part of a happy and safe school where they can flourish in both their learning and in their personal development.

You may also choose to bring the following **Equipment for Excellence**:

- Headphones with a 3.5mm connector.

At the beginning of the lesson you are expected to...

- arrive at your lesson on time.
- arrive at your lesson wearing the correct uniform, including shirt being tucked in.
- arrive at your lesson quietly, calmly and prepared to learn.
- sit in the correct seating plan without needing to be told or prompted.
- take your equipment out of your bag and place it on your desk.
- take your planner and essential knowledge sheet books out of your bag and place on your desk, open them at the correct page for the week/subject (make sure that your name is written at the top of the page in your planner).
- Quickly begin the 'Do Now' activity that the teacher has set.

During the lesson you are expected to...

- listen carefully to your teacher and always follow all instructions and classroom rules.
- observe all health and safety instructions, at all times.
- remain in your seat unless you are given permission not to.
- complete all work to the best of your ability.
- always apply at least good effort.
- present your work in-line with PROUD expectations.
- be respectful of your teacher and all students in the class by making sure nothing you do is disruptive to learning.
- work in silence when working independently.
- be respectful by not talking when your teacher or other students are talking.
- do not ask to go to the toilet unless for exceptional circumstances (such as a medical issue).
- do not ask to leave the lesson to fill up your water bottle.





# Expectations for Learning

Part of the Values-Driven Expectations System

At the end of the lesson you are expected to...

- wait for your teacher to tell you to finish working and pack away.
- ensure your work area, including the floor around you, is tidy and free from litter ready for the next class (remember to leave the classroom as you would wish to find it).
- ensure you have all your equipment and your planner, and that this is folded properly (to avoid pages falling out) and packed away and in your bag.
- make sure your uniform is correct, this includes making sure you are wearing your blazer before leaving the classroom.
- stand behind your chair, leave the classroom quietly, calmly, and only when you are told to do so by your teacher.
- Follow the one-way system and stay on the left.

**We will not allow our *Five Core Values* or the safety and learning experience of any member of our school community to be compromised by those who make a choice not to follow our *Values-Driven Expectations*.**

**If you make a choice not to follow Values-Driven Expectations for Learning, the following consequences will be applied:**



The first time you choose not to follow Values-Driven Expectations within lesson, your teacher will **take your planner from you and place your planner on their desk. You will lose a line.** Your teacher will try to help you to make positive choices by, for example, discussing your behaviour with you or moving you to an alternative seat.



The second time you choose not to follow Values-Driven Expectations, **you will lose a second line.** Your teacher will make sure you understand how serious the situation is and will encourage you to make the right choices.



Should you continue to choose not to follow Values-Driven Expectations, **you will lose a third line** and your teacher will move you to another classroom within the department (known as departmental parking).

**WARNING!** Should you fail to follow Values-Driven Expectations in departmental parking, the teacher will call for a member of the Senior Leadership Team to **remove you from learning and place you in Supporting Expectations.**







# Expectations for Excellent Effort

Part of the Values-Driven Expectations System

We understand that the results you achieve and the progress you make is directly attributable to the amount of effort you apply.

You will be encouraged to aim for ‘Excellent’ (5) and ‘Good’ (4) effort in all you do. By reviewing your effort regularly and using the grade descriptors below to set SMART (Specific; Measurable; Achievable; Realistic; Timely) targets, you can ensure you are doing all you can to secure your future success.

**EXCELLENT EFFORT (5)** You are committed to getting the most out of all learning opportunities available, and you show excellence in all that you do. You should always aim to apply excellent effort.

<b>Effort Level 5: Excellent Effort</b>	<b>Aim High</b>	1 EFFORT	Demonstrates Excellent effort and is fully engaged in lessons at all times.
		2 FEEDBACK	Actively seeks feedback on how to improve the quality of his/her work.
	<b>Be Determined</b>	3 INDEPENDENCE	Demonstrates high levels of responsibility and uses his/her initiative in a range of situations.
		4 RESILIENCE	Demonstrates great determination and perseveres with all tasks, even when difficult.
	<b>Be Brave</b>	5 CHALLENGES	Demonstrates great bravery when faced with new challenges.
	<b>Be Supportive</b>	6 TEAMWORK	Demonstrates high levels of support for others with their learning and works extremely effectively with peers.
		7 HOME LEARNING	Demonstrates excellent effort in all home learning.
	<b>Be Proud</b>	8 EQUIPMENT	Demonstrates that he/she has additional equipment for excellence and is ready to learn in all lessons.
		9 PRESENTATION	Demonstrates great pride in his/her work.

**GOOD EFFORT (4)** You are responsible, hardworking and consistently apply effort in all lessons. Once achieved, you should aim for excellence in all areas of learning.

<b>Effort Level 4: Good Effort</b>	<b>Aim High</b>	1 EFFORT	Demonstrates good effort in his/her learning, is attentive and focussed.
		2 FEEDBACK	Responds well to feedback and completes work to the expected standard.
	<b>Be Determined</b>	3 INDEPENDENCE	Demonstrates responsibility for his/her learning and behaviour.
		4 RESILIENCE	Demonstrates determination and is willing to persevere when things are difficult.
	<b>Be Brave</b>	5 CHALLENGES	Demonstrates bravery when faced with new challenges.
	<b>Be Supportive</b>	6 TEAMWORK	Demonstrates support for others with their learning and works effectively with peers.
		7 HOME LEARNING	Demonstrates good effort in all home learning.
	<b>Be Proud</b>	8 EQUIPMENT	Demonstrates that he/she is equipped to learn in all lessons.
		9 PRESENTATION	Demonstrates pride in his/her work.



**REQUIRES IMPROVEMENT (3)** in one or more areas means that you are failing to push yourself to make the most of the opportunities available to you. You need to act on feedback to improve.

<b>3</b>	<b>Aim High</b>	1 EFFORT	Should aim to do more than the minimum that is asked.
		2 FEEDBACK	Should aim to do more than the minimum to improve his/her work after feedback.
	<b>Be Determined</b>	3 INDEPENDENCE	Should aim to demonstrate more responsibility for his/her learning and behaviour.
		4 RESILIENCE	Should aim to demonstrate more determination when challenged.
	<b>Be Brave</b>	5 CHALLENGES	Should aim to demonstrate more bravery when faced with new challenges and situations.
	<b>Be Supportive</b>	6 TEAMWORK	Should aim to demonstrate more support for others with their learning and work more effectively with peers.
		7 HOME LEARNING	Should aim to complete more than the minimum home learning.
	<b>Be Proud</b>	8 EQUIPMENT	Should aim to demonstrate more consistency in being equipped and ready to learn in all lessons.
		9 PRESENTATION	Should aim to demonstrate more pride in his/her work.

**INSUFFICIENT EFFORT (2)** You are inconsistent in your level of effort. The standard of your work is below minimum expectations and requires intervention to improve.

<b>2</b>	<b>Aim High</b>	1 EFFORT	Does not yet make sufficient effort in his/her learning.
		2 FEEDBACK	Does not yet sufficiently act on feedback and reluctant to improve work.
	<b>Be Determined</b>	3 INDEPENDENCE	Does not yet show sufficient responsibility for his/her learning and behaviour.
		4 RESILIENCE	Does not yet demonstrate sufficient determination and gives up too easily.
	<b>Be Brave</b>	5 CHALLENGES	Does not yet demonstrate sufficient bravery when faced with new challenges and situations.
	<b>Be Supportive</b>	6 TEAMWORK	Does not yet sufficiently support others with their learning and works inconsistently with peers.
		7 HOME LEARNING	Does not yet make sufficient effort to complete home learning.
	<b>Be Proud</b>	8 EQUIPMENT	Does not yet always have equipment and is not always ready to learn in lessons.
		9 PRESENTATION	Does not yet take sufficient pride in his/her work.

**UNACCEPTABLE EFFORT (1)** You need to significantly improve, and you will require extensive support or intervention to become a more effective learner.

<b>1</b>	<b>Aim High</b>	1 EFFORT	Does not yet make effort in his/her learning.
		2 FEEDBACK	Does not yet act on feedback and is reluctant to improve his/her work. As a result, he/she does not make progress.
	<b>Be Determined</b>	3 INDEPENDENCE	Does not yet take responsibility for his/her learning and behaviour.
		4 RESILIENCE	Does not yet demonstrate determination when challenged and will give up without trying.
	<b>Be Brave</b>	5 CHALLENGES	Does not yet demonstrate bravery when faced with new challenges and situations.
	<b>Be Supportive</b>	6 TEAMWORK	Does not yet support others with their learning and works ineffectively with peers.
		7 HOME LEARNING	Does not yet complete home learning.
	<b>Be Proud</b>	8 EQUIPMENT	Does not yet always have equipment or is ready to learn in lessons.
		9 PRESENTATION	Does not yet take pride in his/her work.





# Expectations for Learning Achieving Excellence in your Work

Part of the Values-Driven Expectations System

## For every lesson I need:

### Basic Equipment (in a pencil case):

- A blue or black pen
- A pencil, sharpener, and eraser
- A ruler
- A red pen for assessment
- A green pen for improving (GfG)
- A whiteboard pen and eraser
- A maths set including a pair of compasses and 360° protractor
- Highlighters and fine liners
- A calculator (Casio FX-83GTX/Casio FX-85GTY)
- A glue stick
- PE kit for PE lessons

### Organisation:

- **Planner** (open at correct week), **EKS book**, **pencil case** and **equipment** on desk.
- **Bag** away (under desk or in bag stores).
- **Coats/jackets** in your locker.

## To ensure excellent presentation I will:

C/W	Date in full.
	<b>Title</b>
	<i>Start writing keeping letters between</i>
	<i>the lines. Check your spelling,</i>
	<i>punctuation and grammar throughout.</i>

- start a **new page** for each **new topic**
- write **C/W** for class work or **H/L** for home learning in the margin at the **top left**
- write the **full date** on the top line on the left
- write the **title** on the **1st line** down in the **middle**
- **underline** the date and titles using a ruler
- draw **diagrams** in **pencil**
- assess work using a **red pen**
- correct/improve work in a **green pen** (GfG)

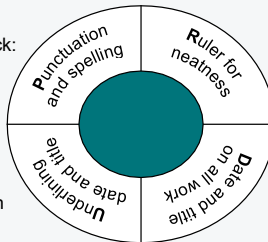
## Acting on Teacher Feedback (GfG)

### Improving my literacy...

If a teacher highlights literacy errors, check:

- P** errors in punctuation  
**C** incorrect use of case  
**Sp** errors in spelling  
**//** use of paragraphs  
**Gr** errors in grammar

Check, correct and improve your writing in **green** pen.



All teachers have high expectations of you, the work you produce and the way in which you present your work. Using the **PROUD** expectations will help you to take pride in your work. Remember! Check, correct and improve your work in **green** pen.

## Home Learning and Assessment

### Home Learning

- I must check Teams for all Home Learning and make a note of when it is due in
- I should aim to complete Home Learning at least 1 day before it is due
- I will always attempt all aspects of Home Learning by applying excellent effort

**\*If it's not Excellent, it's not finished\***

- Read, check, and respond to your feedback... **Green for Growth (GfG)**

### Tests, Exams and Milestone Assessments

**REVISE → REVIEW → REVISE → APPLY**

When **knowledge** is secured in your long-term **memory**, you need to apply this to practice **questions**. Proven revision techniques include:

Essential Knowledge Sheets:

*Read > cover > write > check*

Flash Cards | Using Mnemonics and Acronyms

Sparx Maths | Self-Quizzing | Mind Maps

Practice Questions/Exam PPQs



# Expectations for the use of IT

Part of the Values-Driven Expectations System

Information Technology is a significant part of society and critical to your learning at Penistone Grammar School.

It is essential that you take responsibility for any work completed digitally in the same way you do for your written work. This includes applying at least good effort and making sure your work follows our PROUD principles.

When using Information Technology you are expected to...

- **Password security**

Your password must be 12 characters, including a number and capital letter.  
Your password must not include your name, "password" or "Penistone".

- **Remember your password**

Your school password is as essential as your pencil case, it allows you to access your student Microsoft 365 account (see page 28), including Teams for Home Learning (see page 29). Forgetting your password will impact upon your learning.

- **Reset your password if you think your account is compromised**

Your password will not expire, so please be vigilant and notify your mentor if you spot something suspicious with your account.

- **Save your work correctly**

It is your responsibility to ensure that any work completed electronically is saved in the correct location with an appropriate file name.  
Use your Office 365 OneDrive space to transfer files to and from home – USB sticks will not work on school devices.

- **Treat all IT equipment with respect**

Report any issues with IT equipment immediately to your teacher, do not attempt to address them yourself. Remember to leave the IT classroom as you would wish to find it.



**It is your responsibility** to make sure you follow expectations for the use of Information Technology. Should you fail to do so you will **lose a line**. (A more severe consequence will be applied in the event of damage to IT equipment).



# Internet Safety

## Part of the Values-Driven Expectations System

**For your safety, please remember the following when using the internet at home or in school:**

- **Think before you post**

Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.

- **Don't share personal details**

Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

- **Watch out for phishing and scams**

Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.

- **Think about who you're talking to**

There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to school. Find out more about grooming.

- **Keep your device secure**

Make sure that you're keeping your information and device secure. Make sure you keep security software up to date and run device updates regularly.

- **Never give out your password**

You should never give out your password or log-in information. Make sure you pick strong, easy to remember passwords with 12 characters, including a number and capital letter.





## Microsoft Office

Part of the Values-Driven Expectations System



## Microsoft 365

Every member of Penistone Grammar School receives a full Microsoft 365 account to carry out all your online activities both in and out of School.

It is **FREE** to use and install on your home computers.

Your Microsoft 365 account includes lots of software and online apps:

- Outlook Email
- Calendar - including your School timetable
- OneDrive - 1TB of storage for all your files
- Word, Excel, PowerPoint and OneNote
- SharePoint - our internal website for all your subjects and information
- Teams - for all your subject teams and home learning assignments (see page 26)



At home and on the move, your Microsoft account is all accessible at:

**[portal.office.com](https://portal.office.com)**

To log in, you will need your school email address and school password:

**Username:** [schoolusername]@penistone-gs.uk

**Password:** [yourschoolpassword]

### Have you got a mobile phone or tablet?

Visit your device app store to download the official Microsoft Apps.

Search for 'Microsoft Corporation' to see them all.



### Don't forget - it is **FREE!**

Your school Microsoft 365 licence includes **FIVE FREE** copies of Microsoft Office 365 to install on **ANY** home PC, Mac or Tablet.

You could install Office on your home laptop, or a family member's PC. **For FREE!**

Look out for the 'Install Office' button when you login online, or use a web browser to go directly to **[aka.ms/office-install](https://aka.ms/office-install)**





# Microsoft Teams

Part of the Values-Driven Expectations System

Microsoft Teams provides you with all you need to play an active part in our learning community, including access to curriculum materials, school information and home learning assignments. You will also receive all your notifications and alerts in Teams.



Teams is best viewed using the **Microsoft Teams app**.  
The app is available for Windows, MacOS, iOS and Android devices.  
Download the app from your app store, or by visiting this link:

**[aka.ms/teamsdownload](https://aka.ms/teamsdownload)**

Inside Teams:



**PGS Intranet:**

Your one-stop shop for Information sites, and Department sites.



**Activity:**

You'll get notifications when you are mentioned or when you get an assignment. Be sure to visit your class team to check for other messages.



**Assignments:**

A list of all your home learning assignments. Be sure to visit your class team to check for other notices and information too.



**Teams:**

A list of all the teams that you are a member of, including your year group "Class of ###" team, and all your class teams.



**Calendar:**

You can view your timetable lessons in your calendar.

**Please note:** the timings of calendar lessons may not match the School Day timings.

Visit the student IT Support site to learn more about Teams and much more:

**<https://penistonegrammarschool.sharepoint.com/sites/StudentITSupport>**





# Expectations around School

Part of the Values-Driven Expectations System

**Remember; your planner is central to Values-Driven Expectations and you are expected to have this with you at all times.**

Our school building has been designed and equipped to inspire our students and staff, encouraging them to Aim High in all they do. As members of the PGS learning community, we are all collectively responsible for our school environment and for the health, safety and happiness of each other.

We will apply our Core Values around school; we will Be Proud that we have access to such fantastic school facilities. We will Be Determined to do all we can to look after them, preserving them for current and future students. We will Be Brave, challenging those who do not respect what we have been provided with and we will Be Supportive of those who may need help to make positive choices.

## Food and Drink

- **Hot plated food** must only be consumed in the main dining rooms.
- All other food and drink may be consumed in outside areas at break and lunchtime.
- All rubbish must be thrown in the bins and not left (remember to leave the dining room/ Amphitheatre/Lecture Theatre as you would wish to find them) and recycle whenever you have the opportunity.
- All cutlery, trays and plates/dishes must be returned to the clearing stations.



Specific students or groups of students may be banned from specific areas and further consequences applied if litter is left.

## Smoking

- Smoking is a health and safety risk and bad for your health.
- Smoking (including e-cigarettes) is strictly prohibited in all areas of the school and its grounds for everyone. This includes smoking within any vehicle that may be parked in the school grounds.
- Smoking while dressed in school uniform outside school is strictly prohibited.



A first offence will result in immediate removal to **Supporting Expectations**. A second offence will result in a **Fixed Term Suspension**. Should you be found to be assisting or standing with a smoker at the time an offence is committed, you will be subject to the same consequence. Our smoke detectors pick up e-cigarettes that are used in toilets and a fine may be issued by the Fire Service if they are called out as a result of this.





## Mobile Phones

- You are not permitted to use mobile phones or smart watches between the hours of **08:00** and **15:00** inside the school building.
- All mobile phones must be switched off and stored in either your bag or your locker.
- You are not permitted to carry mobile phones on your person, including in your pockets, between 08:20 and 14:50 (students caught with mobile phones in blazer or trouser/skirt pockets will be issued with a line).
- Should you need to contact a parent/carer in the event of an emergency, you should go to main reception where you can use the school's telephone.



Mobile phones which are in sight, in blazers, heard, or used contrary to the school's expectations (set out above) will be confiscated. You will be permitted to collect your confiscated phone from reception at the end of the school day. You will be issued with a **detention**.

You must remain within the designated boundaries during school hours. The following areas are considered out of bounds:

## Boundaries

- All corridors during break and lunchtime (unless you have the permission of a member of staff and this has been recorded in your planner).
- PE Level 5 (unless you have the permission of a member of staff and this has been recorded in your planner).
- Beyond Weirfield Way.
- More than one student being in a toilet at one time.
- Any grassed area.
- Beyond the line of the trees on the grassed area to the right of the South Plaza steps/path.
- Beyond the North Entrance.
- Any area considered offsite.

**Please note** the use of the MUGA at break and lunch will be at the discretion of the school.



It is your responsibility to make sure you are within the designated boundaries. If you have permission to be beyond the designated boundaries, it is your responsibility to make sure you have the appropriate written consent from a member of staff in your planner. If you are out of bounds you will **lose a line**. If you are persistently out of bounds it will be treated as defiance (please see the consequences page).

You must always ensure you are following the uniform policy around the school; this includes:

## Uniform

- Making sure you are always wearing the correct tie for your House.
- Ensuring your shirt is tucked into your skirt or trousers all the way around.
- Ensuring your blazer sleeves are not rolled or pushed up.
- Wearing your blazer (except for during lessons, break and lunchtime when you may remove your blazer should you want to).
- Ensuring your coat is in your locker and that you are not carrying this around.



It is your responsibility to make sure you are following the uniform policy and always wearing your uniform appropriately and correctly. If you fail to follow the policy or fail to wear your uniform correctly you will **lose a line**.





# Expectations for Uniform

Part of the Values-Driven Expectations System

**Remember; your planner is central to Values-Driven Expectations and you are expected to have this with you at all times.**

**At Penistone Grammar School we believe all students should *Be Proud* to be a part of our learning community.**

**Our uniform policy allows every member of our school to feel equal, irrespective of their background. By wearing the school uniform, you can feel smart and professional in your learning, preparing you for the world of work. Wearing your school uniform with pride also allows you to represent Penistone Grammar School positively in the local community and beyond.**

<b>Tie</b>	<ul style="list-style-type: none"><li>• You must always wear the correct House tie.</li><li>• Your tie must be kept in good condition with no pulls or graffiti and with no accessories attached (such as hair grips).</li></ul>
<b>Blazers, jumpers and Coats</b>	<ul style="list-style-type: none"><li>• You must always wear your school blazer when in the school building. You may remove your blazer during breaks, lunchtimes and lessons.</li><li>• You are permitted to wear an optional PGS House jumper under your blazer in colder months. Plain black jumpers are not permitted</li><li>• You must not wear your blazer with rolled or pushed up sleeves.</li><li>• You must remove your coat before entering school and store it in your bag or locker.</li></ul>
<b>Skirts, Shorts and Trousers</b>	<ul style="list-style-type: none"><li>• You must only wear black trousers, black tailored shorts or PGS school skirts.</li><li>• If wearing a skirt, the school logo must be visible below the bottom of the blazer.</li><li>• Black, cotton, tailored unbranded shorts are permitted to be worn with black or white unbranded ankle socks. No football or sports shorts. Shorts must be visible below the blazer.</li><li>• Black or nude tights, or white or black unbranded ankle socks are permitted.</li><li>• Leggings are not permitted.</li></ul>
<b>Belt</b>	<ul style="list-style-type: none"><li>• Belts must be black with plain buckles.</li><li>• Decorative buckles of any description will not be permitted.</li></ul>
<b>Shirt</b>	<ul style="list-style-type: none"><li>• You must wear a white shirt under your blazer.</li><li>• Both long and short sleeved shirts are permitted.</li><li>• Your shirt must be long enough to be tucked into your trousers, shorts or skirt.</li><li>• Shirts must always be buttoned up to the collar with your tie clipped on.</li><li>• Long sleeved and/or coloured t-shirts must not be worn under your school shirt. White vest tops and white t-shirts are permitted to be worn under shirts for warmth.</li></ul>



## Shoes

- You are required to wear formal, smart, black leather, suede, or patent shoes to school. Black ballet pumps are permitted.
- You are not permitted to wear trainers. This includes black leather trainers including those without markings.
- Your school shoes should have no visible branding including Nike ticks or sporting logos.
- Boots are not acceptable (a boot is defined as anything that touches or comes above the ankle bone). If boots are required to be worn for medical reasons, a note of this must be in your planner from your parents/carers.

## Nail

- You are permitted to wear nail polish (except when taking part in Food Technology practical lessons).
- Acrylic or false nails must be removed for school for health and safety reasons. It is your responsibility to ensure any nails worn for celebrations such as weddings, are removed in time for school.

## Make-up

- You are permitted to wear subtle make-up; foundation; tinted moisturiser; concealer; mascara.
- False eyelashes are not permitted.
- Henna will only be acceptable if this has been applied for a religious festival. In this circumstance you must ensure you have a note in your planner from your parents/carers.

## Jewellery

- You are permitted to wear one pair of stud earrings (an earring in each ear), stretchers are not permitted.
- Facial piercings of any description are not permitted (including nose, eyebrow, lip, and tongue).
- You are permitted to wear one ring on each hand.
- You are to wear a watch (except for examinations). Smart watches are permitted with the message function disabled.
- You must remove all jewellery for PE for health and safety reasons.
- You may wear one bracelet or charity band on each wrist.
- Necklaces must be worn tucked inside your shirt collar.

## PE Kit

- Indoor PE kit - PGS PE kit or: Plain red t-shirt; plain black shorts, black football socks, trainers and hair bobble for long hair. An optional green PGS PE top for GCSE students.
- Outdoor PE kit - PGS PE kit or: plain black tracksuit/joggings or PGS leggings, plain red or black jumper (no hoodies), black or red rain jacket, or black or red underlayer.

**Please be aware that buying clothes from the school section of a high street shop does not mean they will necessarily comply with our uniform policy. If in doubt, please contact the school for guidance.**

If there is an issue with school uniform, such as something breaking, it is the parent's responsibility to contact school.

If there has been no contact or there is no note in the planner, behaviour sanctions will be issued.

**Reasonable Adjustments Policy** We are a fully inclusive school and ensure all students feel comfortable. As per the Equality Act 2010, please let us know if your child requires a reasonable adjustment to their uniform for sensory issues and/or inclusivity.

Some religions or beliefs may preclude students from wearing aspects of their school uniform in line with the human rights or for equality and discrimination reasons. Where this is the case a request for special consideration must be made to the Governing Body. **Please note** The Governing Body have the right to restrict an individual's rights to manifest their religion or belief on the grounds of promoting cohesion, good order or for health and safety considerations.





# Consequences

Part of the Values-Driven Expectations System

**Remember; your planner is central to Values-Driven Expectations and you are expected to have this with you at all times.**

**You will start each week with six lines. Each time you make a choice not to follow *Values-Driven Expectations* you will lose a line. For most students, losing a line will be an indication that a change in behaviour and/or attitude is required and will quickly take steps to make positive choices moving forwards.**

**Sometimes a student may not make the necessary changes quick enough or may commit an offence that requires a more severe consequence than losing a line. Where this is the case there are several additional consequences and support measures that can be implemented.**

## SLT Detention



**You will immediately be issued with an SLT detention for the following:**

- Losing six lines for the same reason.
- Chewing gum anywhere on the school grounds.
- Inappropriate use of mobile phone.
- Inappropriate language.
- Internal truancy (including leaving a lesson without permission).
- Second occasion (and for every occasion thereafter) of failing to bring planner, equipment, kit and/or ingredients for practical lessons.
- Failure to attend a compulsory after-school intervention session.
- For any other reason deemed appropriate by the Head of Behaviour Support or SLT.

**Your parents/carers will be informed of detentions via your planner.**

**As a courtesy, we will send a text reminder home.**

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## Supporting Expectations



The purpose of **Supporting Expectations** is to remind you of our Values Driven Expectations and to support you to comply with these. You will immediately be placed in Supporting Expectations (SE) for the following:

- Losing six lines within a week
- Losing twelve lines for the same reason over a term (apart from late lines, which are not reset and continue throughout the year).
- Defiance
- Persistent internal truancy
- External truancy
- Bullying
- Losing a planner page
- Fighting
- Vandalism and graffiti
- Smoking including e-cigarettes (first occurrence)
- Stealing (first occurrence)
- Failure to attend an SLT detention
- Plagiarism or cheating
- For any other reason deemed appropriate by the Head of Behaviour Support or SLT



## Internal and/or Fixed Term Suspension



### The following actions are likely to result in an Internal and/or Fixed Term Suspension:

- Inappropriate or poor behaviour in Supporting Expectations.
- Losing twenty lines for the same reason over a term.
- Fourth occurrence of being removed to Supporting Expectations.
- Defiance.
- Bullying.
- Losing 20 lines for being late to school.
- Racism, homophobia, or sexism.
- Verbal abuse and/or swearing at staff.
- In possession or under the influence of drugs (including legal highs) or alcohol.
- Assault.
- Bringing a weapon into school (including a knife, air rifle or anything which can be used to cause harm).
- Malicious or false setting off, of the fire alarm.
- Failure to comply with an agreed behaviour contract.
- Bringing an illegal substance into school.
- Stealing (second occurrence).
- Smoking including e-cigarettes (second occurrence).
- Any other action that has placed the safety and welfare of students, staff, or any other persons at risk.
- Any other reason at the discretion of the Principal.

During a **Fixed Term Suspension**, you will be expected to complete the work provided to you. For both a Fixed Term and Internal Suspension, a Reintegration meeting will take place with the Principal or a member of the Senior Leadership Team. Your parent/carer is required to attend this meeting. You will not be permitted to return to mainstream learning until this meeting has taken place, you have reflected upon your behaviour and demonstrated a genuine commitment to comply with **Values-Driven Expectations** moving forwards.

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## Report Card



A report card is a support mechanism which allows your Mentor, Achievement Leader, Inclusion Team and members of the Senior Leadership Team to monitor your progress, effort and behaviour. The report card symbolises a commitment between you, PGS and your parents/carers to changing your behaviour so the choices you make are in line with our **Values-Driven Expectations**.

You can be placed on report for a variety of reasons including:

- Persistent poor behaviour around the school
- Persistent losing of lines
- One-off serious incidents
- To monitor progress or effort

**Please note** For the purposes of accumulation of lines over time, all lines are reset to zero at the start of each term or after a rewards event (except late lines). Cumulation of sanctions is not reset.





## Quick Guide: How do I get Rewarded or Sanctioned?

To help you to understand how our Values-Driven Expectations system works and to support you to get the most from your time at PGS, we have provided some examples of how you can earn merits and commendations (below). We have also included some information about the types of behaviours and actions that will result in you losing lines.

<p>What is the type of things can I do to earn a <b>Merit</b>?</p>	<ul style="list-style-type: none"> <li>• A piece of work in class which goes beyond your expected progress.</li> <li>• A piece of home learning which demonstrates good effort.</li> <li>• A good result in a milestone or assessed piece of work.</li> <li>• A well thought out verbal response in class.</li> <li>• Demonstrating any of the school's Core Values, around school or in class.</li> </ul>
<p>What is the type of things can I do to earn a commendation (5 merits)?</p>	<ul style="list-style-type: none"> <li>• A piece of work in class which shows outstanding progress.</li> <li>• Excellent effort over a 4-week period.</li> <li>• A piece of home learning which demonstrates outstanding effort.</li> <li>• An outstanding result in a milestone or assessed piece of work.</li> <li>• An outstanding verbal response in class.</li> <li>• Going above and beyond to represent the Core Values of the school.</li> </ul>
<p>What are the types of actions and/or behaviours that will result in me losing a line?</p>	<p><b>Behaviour around School (BAR)</b></p> <ul style="list-style-type: none"> <li>• On the corridor at break or lunch or anywhere deemed out of bounds.</li> <li>• Dropping/leaving litter.</li> <li>• Jumping the queue.</li> <li>• Rude to a member of staff/student.</li> <li>• Not following instructions from a member of staff.</li> <li>• Poor behaviour.</li> </ul>
	<p><b>Behaviour in Learning (BIL)</b></p> <ul style="list-style-type: none"> <li>• Talking during silent work.</li> <li>• Walking out of lesson without permission to do so.</li> <li>• Being rude to a member of staff/another student.</li> <li>• Not starting work when directed to.</li> </ul>
	<p><b>Effort (E)</b></p> <p>Failure to meet the expectations for good or better effort in your learning despite being issued with reminders by staff.</p>
	<p><b>Home Learning (HL)</b></p> <ul style="list-style-type: none"> <li>• Not handing in your home learning on time.</li> <li>• Not meeting the expected standard for the home learning.</li> <li>• Not completing the home learning.</li> </ul>
	<p><b>Practical Equipment (PR)</b></p> <p>Failure to bring any required practical equipment or resources for subjects such as PE, Technology and Art, which then prevents you fully participating in the lesson.</p>
	<p><b>Preparation for Learning (P)</b></p> <p>Failure to arrive at school with any of the items listed on the 'Basic Equipment' list as detailed in this book (Expectations for Learning).</p>
	<p><b>Uniform (U)</b></p> <p>Failure to comply with any aspect of Expectations for Uniform as set down in this book.</p>
<p><b>Late (L)</b></p> <p>Late to school, mentor time or lesson.</p>	







# PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education

Aim High

Be Determined

Be Brave

Be Supportive

Be Proud

## Penistone Grammar School

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