



# **BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES**

**MIDDLEWICH HIGH SCHOOL**

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# **We will ensure that each individual is valued and achieves success within a caring community.**

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## Aims

This policy aims to:

Provide a **consistent approach** to behaviour management **that is applied equally to all pupils**

**Define** what we consider to be unacceptable behaviour, including bullying and discrimination

Outline **how students 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**

### ● Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Keeping Children Safe in Education](#)
- [Searching, screening and confiscation at school](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

### ● Definitions

Middlewich High School promotes the 3 expectations of: Safe, Respectful, Ready.

The School and the Governing Body believes that in any community there must be a [Code of Conduct](#)

based upon equality of opportunity and involving mutual respect and concern for property and cooperation with other people. All students must be able to work without disruption in a quiet and orderly environment.

Teachers will encourage positive behaviour, set firm limits, communicate clearly and back up words with actions. Students understand that they have a choice: if they follow the rules they will reap the benefits of a rewards system and if they choose to misbehave, they must accept the consequences and expect sanctions to be applied. The aims of our discipline system are:

- To support our school Values whereby “All students and colleagues are known, valued and aspire to achieve excellence”
- To increase student motivation
- To improve standards of behaviour
- To set out clear rules and guidelines
- To reward ALL students for positive aspects of their work and behaviour
- To produce a system which gives EVERY student an equal opportunity to achieve ANY of the rewards
- To identify students who require extra support and counselling
- To deal with negative aspects of a student’s behaviour in a firm, clear and consistent manner in order to bring about positive change.

The school seeks to create a caring, inclusive learning environment by:

- Promoting desired behaviour and self-discipline by focussing on our expectations of being Safe, Respectful, Ready
- Promoting self-esteem, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Promoting early intervention
- Providing a safe environment
- Developing positive relationships with parents/carers to cultivate a shared approach
- Promoting a culture of praise and encouragement in which all students can achieve and feel valued These expectations and, therefore, our positive discipline system apply to students in school, or when:
  - Taking part in any school organised activity or school related activity
  - Travelling to and from school
  - Wearing school uniform
  - In some other way identifiable as a student at the school

We will not accept behaviour that causes hurt or distress to another person.

**Misbehaviour** is defined as:

- Failure to be Safe, Respectful and Ready
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- The use of rude or unkind language (verbal, written or electronic via email or social media)

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting, or physical assault
- Smoking, including the use of e-cigarettes
- Racist, sexist, homophobic or other discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>· Racial</li><li>· Faith-based</li><li>· Gendered (sexist)</li><li>· Homophobic/biphobic</li><li>· Transphobic</li><li>Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Sexual Harassment	Unwanted conduct of a sexual nature which can occur on or offline Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual bullying can involve comments or actions, including sexual jokes

	and name-calling, crude gestures, spreading sexual rumors, sending sexual photos or videos, and touching or grabbing someone without permission. Sexual harassment can normalise inappropriate behaviours and create an environment which may lead to sexual violence
Sexual Violence	Rape, assault by penetration or sexual assault
Harmful Sexual Behaviour	Sexual behaviour which is problematic, abusive or violent rather than normal or developmentally expected

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

All details of Child on Child abuse on recorded on CPOMS and will be addressed by a member of the Senior Leadership Team. In order to prevent child on child abuse, the school provides appropriate and regularly updated staff training. We also implement a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned through our pastoral support system, and tackling issues within our iValue curriculum and Personal Development curriculum.



## **Roles and responsibilities**

### **5.1 The governing board**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher 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.

They will Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

They will Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Creating a calm and safe environment for pupils
- Modelling positive behaviour and positive relationships
- Teaching the school values and positive behaviours; both in and out of the class
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and reporting behaviour incidents through Sims, informing parents/carers of actions
- The senior leadership team will support staff in responding to behaviour incidents.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **5.4 Parents/Carers**

Parents/Carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school with the mobile phone policy
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Celebrate achievements
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.
- Sign and adhere to the Conduct Agreement (see Appendix 1c)

## ● **Student behaviour curriculum/ code of conduct**

Students are expected to:

Be Safe, Respectful and Ready

Support the School's Values where all students and colleagues are known, valued and aspire to achieve excellence

Behave in an orderly and self-controlled way

Show respect to members of staff and each other

In class, make it possible for all students to learn

Move quietly around the school, adhering to the one way system

Refrain from boisterous and unsafe play during unstructured times

Treat the school buildings and school property with respect

Wear the correct uniform at all times

Accept sanctions when given

Keep their mobile phone turned off and out of sight between 8:40 and 3:10

Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Credits and high A2L lesson grades (see Appendix 1b)
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges
- Hot chocolate Friday with the Headteacher
- Reward Events
- Pride Badges
- Vouchers for A2L and attendance
- Access to selected school events
- Celebration and recognition events
- Acknowledgements through bulletins

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand, "Chance, Choice, Consequence"
- Low A2L scores in lesson
- Sending the student out of the class to work in another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Restorative Meetings at break or lunchtime, or after school (see appendix 2)
- SLT detention on Friday after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents

- Putting a student on a Departmental Support Plan
- Agreeing a behaviour contract via a Pastoral Support Plan

Students' special educational needs will be considered when issuing sanctions and may be adjusted to suit the needs of pupils. See appendices for sample letters to parents about their child's behaviour.

Serious breaches of this behaviour policy may also result in a student being placed in our Supervised Learning Centre. If the behaviour is repeated or extreme it may be that students attend a selected Alternative Provision at another school, fixed term or permanent suspension may also be used as sanctions. Details are explained in the Suspension Policy.

## **7.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school.

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

Sanctions may also be applied where a pupil has misbehaved off-site, 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
- 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 a staff member (e.g. on a school-organised trip).

## **7.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy and child on child Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **● Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and around school.

They will:

- Use the "Chance, Choice, Consequence"
- Create and maintain a stimulating environment that encourages students to be engaged
- Display the School Values and A2L Lesson Grades. Referring to them on a regular basis
- Use the Restorative Practice framework to deal with any issues which arise
- Develop a positive relationship with students, which will include:
  - Greeting students at the start of lessons and ensuring an orderly entry

- Establishing clear routines throughout the lesson and applying the school exit policy
- Modelling positive behaviour; using positive framing
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student 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 in writing

## 8.3 Confiscation

**Any prohibited items (listed in section 8.3) found in students' possession will be confiscated.** These items will not be returned to students.

- Alcohol, tobacco, cigarettes and cigarette papers (including matches and lighters) and e-cigarettes or vapes will be disposed of
- Knives or weapons will be passed to the police
- Illegal drugs and stolen items (valuable or illegal) will be passed to the police
- 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 the property of, any person (including the pupil)
- Pornographic images

Prescribed medication will be held securely in school, until collected by a parent/carer (See Medicines and Medical Needs Policy for guidance concerning the administration of prescribed medication in school.)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

On the very rare occasions when it is necessary school staff can search students for any item which is banned by school rules, namely knives or weapons, alcohol, cigarettes (including matches and lighters), illegal drugs, prescribed medication and stolen items.

Staff authorized to search students are members of the Senior Leadership Team and the

Pastoral Leaders. Searching involves asking a student to turn out their pockets or shoes, empty their bag or locker.

Failing to give consent may result in the police being called.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **8.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from their Education support workers, Achievement Leaders, specialist teachers, an educational psychologist, medical practitioners and/or others as appropriate to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **● Responding to misbehaviour from pupils with SEND**

##### **9.1 Recognising the impact of SEND on behaviour**

- The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
- When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
  - Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
  - Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
  - If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
  - As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
  - Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach

may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Regular CPD for staff in understanding conditions different conditions, such as Autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9.4 Pupils with an education, health and care (EHC) plan

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term, year or when a change of teaching group occurs.

Information on behaviour issues may also be shared with new settings for those students transferring to other schools. To ensure a smooth transition to the new school, student's records are transferred to the receiving school. In addition, staff members hold transition meetings. Parents and students are encouraged to attend these meetings.

Students with identified Special educational needs will be given further support with their transition; including additional visits to the school, meetings with key staff and other interventions that may benefit the child and family.

## 11. Student Support

Students are offered a variety of support in order for them to succeed, including:

- Reintegration meetings

- Daily contact with the pastoral lead
- Referral to one of our Inclusion interventions

Students have a range of pastoral staff in which they can access support from; including a form tutor and the support from their Education support worker. If staff or students require or need support, they can be referred for our online counselling service Swans. Students will be able to work with a range of students in leadership roles who can fully support them, such as our Prefects and Head students; acting as role models and demonstrating the “MHS Way”. Students can also be referred to our school coach to work with them at set points.

If students require support for additional or special needs we have a SENDCo and two deputies to implement interventions and address any concerns and the student/ family may have.

### **Training**

Our staff are provided with training on managing behaviour, including meeting the needs of those with SEND or Emotional Health issues. Behaviour management will also form part of continuing professional development through CPD sessions and regular briefings throughout the year. Staff can access support from our Raising standards leaders, our pastoral team including the Education support workers and Achievement leads and our Senior leadership team.

### **Monitoring arrangements**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Sarah Colclough, Deputy Headteacher

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

This behaviour policy and the written statement of behaviour principles (appendix 1) will be reviewed by the Headteacher and Governing Body every year or in light of new guidance from the DfE. At each review, the policy will be approved by the Headteacher.

### **Links with other policies**

This behaviour policy is linked to the following policies:



Suspensions policy

Safeguarding policy

Attendance policy

Inclusion policy

Peer on Peer Abuse policy

Anti bullying policy

#### **Appendix 1a: Written statement of behaviour principles**

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by students and staff

The suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions

Students are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

## Appendix 1b: A2L Lesson Grades

ATL	Description
<b><i>Excellence in learning</i></b>  4	<b>Achieving Excellence in learning</b> by going 'Above and Beyond' our 4 clear Behaviour Expectations  <i>Students thrive on challenges and demonstrate a thirst for knowledge both inside and outside of the classroom. Students consistently demonstrate scholarly behaviour; taking the learning of themselves and others forward.</i>
<b><i>Meeting standard</i></b>  3	<b>Consistently Meeting</b> our 4 clear Behaviour Expectations  <i>Students apply themselves to learning; both inside and outside the classroom. They show good levels of engagement and positive relationships with staff and students.</i>
<b>Rapid Improvement Required</b>  2	<b>Falling short</b> of our 4 clear Behaviour Expectations  <i>Students do not consistently engage or apply themselves to the learning. <u>At times</u>, students do not demonstrate the "MHS way" or our Values</i>
<b>Serious cause for Concern</b>  1	<b>Despite several interventions, the student failed to demonstrate MHS Values</b>  <i>Students fail to attend their lesson or if they do not engage with learning. Despite the teacher applying several interventions; the student continues to be disaffected and impacting on the learning of others.</i>  <b>Or</b>  <b>*Serious breach</b> of Behaviour Expectations

## Appendix 1c - Conduct Agreement

The conduct agreement is built on the expectation to display appropriate behaviour, students must be Safe, Respectful and Ready at all times and in all places in school and in the care of the school.

SAFE AND RESPECTFUL		READY
People	Environment	
Value and respect yourself and others	Take pride in your school	Follow the dress code
Follow instructions the first time of asking	Care for the environment	Arrive on time
Cooperate fully	Treat property with care and respect	Have the correct equipment and home learning
	Move around the site calmly at all times	Be prepared to learn

### In the classroom students are expected to:

- Cooperate with the entry and exit policy to lessons.
- Stay in their allocated seats in the lesson unless permission is given to move
- Use appropriate and respectful language
- Refrain from eating and drinking in the classroom apart from water if permitted
- Follow the school guidelines on presentation
- Display a positive attitude to learning
- Leave classrooms tidy and litter free
- Refrain from lying on the desk and remain upright and pay attention
- Raise their hand if they want to contribute a comment or an answer
- Request help from the teacher in a way that has been agreed by the subject teacher
- Meet the expected standard of work

### Outside of the classroom students are expected to:

- Only eat in designated areas
- Observe the one-way system where it is in operation
- Move quietly, quickly and calmly between lessons
- Observe the rules on mobile phones (they must be switched off and out of sight on school premises between 8.40am and 3.10pm)
- Place all litter in the bins provided
- Avoid being drawn into antisocial behaviour
- Adhere to the Behaviour Code on the way to and from school
- Conduct during social time is calm and respectful at all times

### Parent/Carer

I/we have read about the behaviours expected in school and will support the school and my child in meeting these expectations. i/we understand that incidents of unacceptable behaviour will be followed up with a sanction.

Signed: .....

Date: .....

### Student:

I understand the behaviour expected of me and I will do my best to meet them. I understand that I will be issued with a sanction for inappropriate behaviours.

Signed: .....

Date: .....

## **Appendix 2: Restorative Meeting/Detention Summary**

For issues within a lesson, an RM can be scheduled at the teacher's discretion at break, lunchtime or after school.

For break/ lunchtime RM class teachers should agree the location with the student.

Education Support Workers and SLT will support after school RM sessions, which will take place in the Textiles and art room at lunch and rooms 5 /6 after school.

Period 5 teachers escort RM students to the canteen venue.

### **SLT Detention**

If the RM is unsuccessful or the student does not engage with this meeting, a SLT detention will be issued. This will take place on Friday after school and will last until 3.50pm.

SLT detentions may also be issued for serious offences or breaches of the school rules both inside and outside of the classroom.

## Appendix 3a: Specific Behaviour Guidance

### STUDENTS CAUGHT SMOKING IN SCHOOL (including the use of Vaporisers and e-cigarettes)

#### **Rationale**

It is illegal to buy cigarettes under the age of 18.

Nobody can smoke on school premises, the Sir John Brunner Foundation has a no smoking policy within all schools. Since 1<sup>st</sup> July 2007 it is illegal to smoke in any enclosed space or building.

#### **Guidelines**

**First Offence:** If a student is caught smoking or vaping, has smoking/ vaping equipment on them, including e- cigarettes, or is associated with the smoker(s) by acting as a lookout whilst on the school premises or travelling to/from school in uniform they will receive an SLT RM. Students will also be referred to appropriate medical services, in agreement with parents, to offer support in stopping smoking.

Any further offence will result in the student being isolated or if required using a step out at another school and subject to voluntary searches.

## Appendix 3b: School Uniform, ICT and Mobile Phones

Uniform sets a high standard of appearance. The wearing of appropriate dress for Physical Education and Games and for the practical subjects is clearly advantageous for student safety. Uniform can be purchased online.

### SCHOOL UNIFORM

- Grey Blazer with school badge
- Black school trousers, tailored in style and not jeans or skinny fit. Leggings are not allowed.
- Students may also wear a grey skirt. The skirt is a particular style and can only be purchased through the school supplier.
- A pale white shirt with top button to collar in a standard style
- The trousers and shirt should be standard school styles.
- A school tie – tied correctly - with silver and blue stripe
- Black tights or black/white socks.
- Black leather shoes (not boots/ trainers/ pumps). No dangerous high heels or canvas footwear will be allowed. It should be noted that reasonably robust school shoes are desirable for safety reasons.
- School jumper (optional). This does NOT replace the blazer but can be worn underneath it. No other jumpers or sweatshirts are permitted.

When students present in incorrect uniform, spare items will be loaned to them.

*Skirts should be of knee length. Parents/ carers will be asked to replace skirts if they are deemed to be too short.*

It is not appropriate to wear make-up or nail varnish at school.

Hair colour should be natural and extremes of hairstyle inappropriate for school will be deemed unacceptable.

Jewellery must be kept to the absolute minimum

One plain ring is permitted

One simple stud earring in the lobe of each ear

One simple bracelet only

One charity bracelet may also be worn

Nose studs, ear stretchers/tunnels or other body piercings are not permitted at school.

### **Student PE kit**

All students in Year 7-10 must wear the new PE kit as detailed on the school website.

**All jewellery must be removed for PE lessons and sporting events.**

## **SANCTIONS FOR UNIFORM AND EQUIPMENT ISSUES**

There is a system to monitor uniform and equipment to allow us to simply and efficiently sanction those students who persistently come to school unprepared. In line with the School rule, 'Ready' students should present at school in the correct uniform as outlined above and with all basic equipment necessary to complete work, i.e. Pen, pencil, ruler and calculator. This will be checked daily by Form Tutors.

Additional items of equipment may also be required by certain subjects; e.g. PE kit. This will be monitored by class teachers.

**Spare items of uniform are available for those who are not in correct/ have missing uniform. Tutors are also provided with equipment boxes to loan items to students.**

### **Uniform card system**

The card system is a process to encourage compliance with the high expectations of all staff and students at Middlewich High School. Most students will not be required to use their cards but the card implementation aims to support **consistency** across the school. The card system becomes a reward system for compliance as blank cards are entered into a prize draw with the Achievement Leaders.

The cards can be used to recognise indiscretions for uniform and lack of equipment. It does **not** replace firm sanctions for students disregarding the policies in school and normal behaviour management should be observed.

Cards are carried in the blazer front pocket and/or the timetable wallet. Any indiscretion is reported on the card by the teacher who addresses it. Tutors check the cards regularly to action any full cards.

Cards

After warnings for indiscretions of uniform/ equipment e.g. tie, shirt out, wearing too many earrings, no pencil, eye lashes etc parents/carers will be contacted by the form tutor those not abiding the rules.

The tutor will monitor the cards and if students continue to gain warnings will be issued with sanctions and parental contact made again. Education support workers will support/intervene if there continues to be a decline, including parental meetings and SLT detentions.

Any lost cards will be replaced with the next card in line and the sanction applied .



# MIDDLEWICH HIGH SCHOOL

## ICT



ICT including the internet, e-mail, mobile technologies and online resources have become an important part of learning in our school. We expect all students to be safe and responsible when using any ICT. It is essential that students are aware of E-safety and know how to stay safe when using any ICT.

**Parents/carers:** please read and discuss this agreement with your child and then sign it, ask your child to sign it, and return it to the school. If you have any questions or concerns please speak to Mr S Wiseman.

### Young person's agreement

Students:

- ✓ I will be responsible for my behaviour when using the internet, including social media platforms, games and apps. This includes the resources I access and the language I use.
- ✓ I will not deliberately browse, download or upload material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to the group leader.
- ✓ I will only use ICT systems in school, including the internet, e-mail, digital video and mobile technologies for school purposes
- ✓ I will only log on to the school network, other systems and resources with my own username and password
- ✓ I will not send anyone material that could be considered threatening, bullying, offensive or illegal.
- ✓ I will follow the school's ICT security system and not reveal passwords to anyone
- ✓ I will only use their school email address
- ✓ I will make sure that all ICT communications is responsible and sensible
- ✓ I will be responsible for their behaviour when using the Internet
- ✓ I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal.
- ✓ I will not give out any personal information such as name, phone number or address
- ✓ are aware that images of students and/or staff must only be stored and used for school purposes in line with school policy and must never distribute these outside the school network without the permission of all parties involved
- ✓ I will ensure that online activity, both in school and outside school, will not cause school, the staff, students or others distress or bring the school community into disrepute, including through uploads of images, video, sounds or texts
- ✓ I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text
- ✓ I will respect the privacy and ownership of others' work on-line at all times will not attempt to bypass the internet filtering system
- ✓ I understand that all use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers
- ✓ I will not arrange a face-to-face meeting with someone I meet online unless I have discussed this with my parents and/or group leader and am accompanied by a trusted adult.
- ✓ I understand that these rules are designed to keep them safe and that if they are not followed, school sanctions will be applied
- ✓ If I am concerned or upset about anything I see on the internet or any messages that I receive, I know I can talk to any member of staff at school.

Students Full Name : (Printed ) .....

I understand that my internet use at Middlewich High School will be monitored and logged and can be made available to the Head Teacher. I understand that these rules are designed to keep me safe and that if I choose not to follow them, Middlewich High School may contact my parents/carers.

### Signatures:

We have discussed this online safety agreement and my child agrees to follow the rules set out above.

Parent/carer signature..... Date .....

Young person's signature..... Date .....





# **Middlewich High School**

## **Use of mobile phones and devices**



Phones/devices etc. brought into school are the responsibility of the student concerned. The school is not insured for the loss or damage of such items.

The taking of photographs and videos is forbidden without the permission of the person or persons being photographed or videoed.

Any student with a phone etc. must have it switched off and, together with headphones etc. must be stored out of sight between 8:40 and 3.10pm. The phone must be stored in either the zipped inside pocket of the blazer or in bags.

Any phone/electronic device etc. out in a lesson or between lessons will be confiscated by a member of staff who will take it to the Main School Office, where it will remain until the end of the school day (office staff to place in envelope with student's name and form on cover). A record will be kept in a log to be stored in the main office and an email sent home to parents/carers.

A second offence would result in the phone being collected by parents at the end of the day.

Further offences will result in a student having to leave their phone in the Main School Office between 8.40am and 3.10pm each day.

**Please note that at the discretion of staff phones may be used in lessons for research purposes etc.**

Mr and Mrs

Address

Date

Dear

**Department lesson removal**

Through lesson grading, I have been able to closely monitor the behaviour of NAME within SUBJECT lessons. In recent times, NAME has caused disruption to their own learning and the learning of others within the group. They have at times been loud and uncooperative showing they are not following the school rules of either being Safe, Respectful or Ready this has resulted in them being removed from the lesson on numerous occasions. This poor behaviour is not acceptable and as a result NAME will be placed on a departmental support plan for a period of 2 weeks to monitor their attitude to learning more closely. This should enable NAME to get back on track. However, if an improvement is not seen, you will be asked to meet with myself and the class teacher to discuss actions going forward. Students will not be allowed to negatively impact the learning of others by disrupting lessons.

This is very serious and it is vitally important that you continue to support the school by making it clear to NAME that poor behaviour will not be tolerated. Please read through the school's Behaviour Policy with NAME, which can be found on the school website.

Please sign and date the acknowledgement slip attached and return to me.

Yours sincerely

Raising Standards in \*\*\*\*\*

Enc.



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Middlewich High School

*Please return to HOD, Raising Standards lead in \*\*\*\*\* via the school office.*

Student's Name: NAME

Tutor Group: CODE

I acknowledge receipt of notification of NAME's poor behaviour within SUBJECT lessons. I have emphasised the importance of behaving in an acceptable manner and have read through the school's Behaviour Policy with them.

Signed: \_\_\_\_\_ Parent/Carer Date: \_\_\_\_\_

# Excellence in Learning – Achievement for All

## Three Stage Attitude to Learning Policy - Chance, Choice, Consequence



**Chance.** Students are given a chance to change their behaviours and an opportunity to correct your attitude to learning.

Examples of when **Chance** could be given are: conversations not regarding the learning, not working, off task.



**Choice.** If no improvement is seen, a lesson **grading** of **2** will be given and a reason **recorded on SIMS**. You may be set a Smart time to discuss your attitude to learning, behaviour or catch up on your work. If your behaviour continues the teacher will put in place different strategies and interventions to improve your behaviour; this may include moving your seats, etc.



**Consequence** - The student will be removed from lesson to an out-of-year 'buddy' (please see timetable). This removal will be **recorded on SIMS** and you will be issued with an **after-school RM**

If you refuse to go to a 'buddy' or you are not successful in the 'buddy' room you will be placed in our SLC.