



BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

MIDDLEWICH HIGH SCHOOL

Last Reviewed Spring Term 2024

Amended: Spring Term 2024
Approved: FGB 12/02/2024
Next review date: Spring Term 2025

Document Control Information	
Document ID	MHSBEHAVIOURO01
Document title	MHS Behaviour Policy and Statement of Behaviour Principles
Version	1.5
Status	APPROVED
Author	Sarah Colclough
Publication date	05.06.2020
Next review date	Spring Term 2025

Version History			
Version	Date	Detail	Author
1.0	01/07/2019	Initial	Mark Edwards (MED)
1.1	05/06/2020	Updated	Mark Edwards (MED)
1.2	02/09/2020	Updated	Mark Edwards (MED)
1.3	16/09/2021	Updated	Mark Edwards (MED)
1.4	20/9/2022	Updated	Sarah Colclough
1.5	28/11/2022	Updated	Sarah Colclough
1.6	10/2/2024	Updated	Sarah Colclough

Approvals	
Approver	Date
Governing Body	01/07/2019
Chair of Governors	05/06/2020
Chair of Governors	02/09/2020
Governing Body	27/09/2021
Governing Body	27/09/2022
Governing Body	05/12/2022
Governing Body	12/02/2024

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

Contents

1. Aims	4
2. Definitions	4
3. Bullying	5
4. Roles and responsibilities	6
5. Student code of conduct	7
6. Rewards and sanctions	7
7. Behaviour management	8
8. Responding to misbehaviour from Students with SEND	9
9. Student transition	9
10. Student support	10
11. Training	10
12. Monitoring arrangements	10
13. Links with other policies	10

Appendix 1a: A2L Lesson Grades

Appendix 1b: Safe – Respectful – Ready Poster

Appendix 1c: Behaviour – Chance, Choice, Consequence

.....

Aims

This policy aims to:

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

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**

● **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.

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 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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- behaviour which places students/ staff/ community at risk of harm

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">· Racial· Faith-based· Gendered (sexist)· Homophobic/biphobic· Transphobic· Disability-based	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 rumours, 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

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 Students 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 Personal Development curriculum.

Roles and responsibilities

5.1 The governing board

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 Students 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 Students both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of Students 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 Students
- 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 Edulink, informing parents/carers of actions
- The senior leadership team will support staff in responding to behaviour incidents.
- Establishing and maintaining clear boundaries of acceptable Student behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with Students
- Challenging Students to meet the school's expectations

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.

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

Wear the correct uniform at all times

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

Use of mobile phones

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.

Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Letters, postcards or phone calls home to Parents/Carers
- Special responsibilities/privileges
- Breakfast with the Headteacher (Work of the week)
- Pride Badges
- Vouchers for A2L and attendance
- Access to selected school events/ trips
- Celebration and recognition events/ assemblies
- Acknowledgements through bulletins/ Sway newsletter

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
- 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 Students.

Serious breaches of this behaviour policy, or repeated breaches may also result in a student being placed in our Behaviour Support room. If the behaviour is repeated or extreme it may be that students attend a selected Alternative Provision at another school, fixed term or permanent exclusion 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 Student 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 Student
- Could adversely affect the reputation of the school

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 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/Carers

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 Student)
- Pornographic images

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/Carers, 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/Carers to create the plan and review it on a regular basis.

Responding to misbehaviour from Students with SEND

9.1 Recognising the impact of SEND on behaviour

- The school recognises that Students' 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 Student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a Student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from Students 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 Student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of Students with SEND ([Children and Families Act 2014](#))
- If a Student 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 Student concerned.

9.2 Adapting sanctions for Students with SEND

When considering a behavioural sanction for a Student 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 Students 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 Student 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/Carers 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
- 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, Education support worker and Achievement leader. 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 our three expectations of Safe, Respectful, Ready.

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 Student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, Students, 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 Students are identified by this analysis, the school will review its policies to tackle it.

Links with other policies

This behaviour policy is linked to the following policies:

Suspensions policy
Safeguarding policy
Attendance policy
Inclusion policy

Appendix 1a: A2L Lesson Grades

ATL	Description
<p><i>Excellence in learning</i></p> <p>4</p>	<p>Achieving Excellence in learning by going 'Above and Beyond' our 4 clear Behaviour Expectations</p> <p><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></p>
<p><i>Meeting standard</i></p> <p>3</p>	<p>Consistently Meeting our 4 clear Behaviour Expectations</p> <p><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></p>
<p>Rapid Improvement Required</p> <p>2</p>	<p>Falling short of our 4 clear Behaviour Expectations</p> <p><i>Students do not consistently engage or apply themselves to the learning. At times, students do not demonstrate the "MHS way" or our Values</i></p>
<p>Serious cause for Concern</p> <p>1</p>	<p>Despite several interventions, the student failed to demonstrate MHS Values</p> <p><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></p> <p>Or</p> <p>*Serious breach of Behaviour Expectations</p>

Appendix 1b: Safe – Respectful – Ready Poster



Safe – Respectful – Ready

Safe

- *Attend regularly and punctual for all lessons*
- *Follow expectations for health and safety*
- *Act responsibly to prevent risk of harm to oneself and others*

Respectful

- *Respect oneself, others and the environment*
- *Understand, appreciate and celebrate diversity, showing kindness and empathy*

Ready

- *Be organised, equipped and dressed smartly*
- *Listen, question, think and work hard, showing initiative, commitment and resilience*

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 Edulink**. 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 you 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 Edulink** 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 BSR