



STUDENT BEHAVIOUR POLICY

MIDDLEWICH HIGH SCHOOL

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Links with other policies	Inclusion & SEND Policy Child Protection & Safeguarding Policy
Equality Act 2010 issues fully considered	Yes – considered to have a neutral impact

Middlewich High School
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BEHAVIOUR POLICY

1 Background

- 1.1 Middlewich High School is a member of The Sir John Brunner Foundation, a multi-academy trust created under the provisions of the Academies Act 2010. The Foundation is a company limited by guarantee incorporated in England and Wales with company number 11227336. It is an exempt charity and its Directors are also charity trustees.
- 1.2 High standards in behaviour within The Sir John Brunner Foundation is essential to ensure that all students benefit from the highest standards in education delivered in a safe, calm and purposeful learning environment so that they are able to fulfil their potential.
- 1.3 The Sir John Brunner Foundation recognises that for most students, the broad range of behaviour management strategies used are effective in supporting students to meet expectations for excellent behaviour.
- 1.4 However, for some students, where these strategies have been exhausted, Suspensions and Permanent Exclusions may be used by Headteachers as a last resort. This policy should be considered in relation to the Sir John Brunner Foundation Suspensions and Permanent Exclusion Policy.

2 Legislation and Statutory Guidance

The principle legislation to which this policy relates is:

- 2.1 Equalities Act 2010
- 2.2 Sections 90 & 91 of the Education and Inspections Act 2006 detailing the general power to discipline
- 2.3 Section 94 of the Education and Inspections Act 2006 detailing powers of confiscation
- 2.4 Education Act 2002

This Policy has been written in accordance with:

Behaviour in Schools: Advice for headteachers and school staff, July 2022

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, September 2023

The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014

Searching, Screening and Confiscation: Advice for schools, July 2022

3 Aims

- 3.1 Across our secondary academies, students are expected to aspire to be the best version of themselves, taking pride in their achievements whilst preparing for success both during their time with us and beyond.
- 3.2 Staff support all students to meet the high expectations for behaviour through explicit teaching, clear communication and reinforcement.

4 Roles and Responsibilities

Senior Leaders

- 4.1 Academy Senior Leaders routinely engage with students, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- 4.2 Academy Senior Leaders play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them.
- 4.3 Academy Senior Leaders ensure that new staff induction includes a focus on the academy's approach to student behaviour, whilst considering any appropriate training required for all staff to effectively meet their duties and functions as set out within the policy.
- 4.4 Academy Senior Leaders ensure that staff have appropriate training on matters related to how certain special educational needs, disabilities, or mental health needs may, at times, affect student behaviour.

Teachers and Support Staff

- 4.8 Staff play an important role in developing and maintaining a calm and safe environment for students, whilst establishing clear boundaries of acceptable behaviour.
- 4.9 Staff create a positive and ambitious learning environment for all students, providing effective support and opportunities for success.
- 4.10 Staff build and nurture trusting relationships, maintaining consistent and safe routines, modelling high expectations for students' behaviour, attitudes and personal development.
- 4.11 Staff provide and promote enriching learning opportunities, encouraging students to discover and develop their interests and talents.

Students

- 4.12 All students are expected to follow the Student Behaviour Policy and uphold the expectations set out by The Academy.

4.13 With support, as required, all students are expected to achieve high standards of excellent behaviour, including as part of their induction.

4.14 All students are expected to contribute to maintaining a calm and safe environment for all.

Parents and Carers

4.15 Parents/carers hold an important role in supporting The Academy's Student Behaviour Policy and are encouraged to reinforce the policy at home, as appropriate.

4.16 Where parents/carers may have a concern about the management of student behaviour, this should be raised directly with The Academy, whilst continuing to work in partnership with them.

5 Behaviour Expectations and Students with Special Education Needs and/or Disability (SEND)

5.1 The Academy's approach to managing student behaviour considers the importance of meeting the needs of all students, including students with SEND, and those who may have an Education, Health and Care Plan (EHCP).

5.2 Student behaviour may be considered in relation to a student's SEND, where relevant, although it does not follow that every incident of misbehaviour will be connected to their SEND.

5.3 When a student is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

5.4 The Academy recognises its legal duties in relation to students with SEND as set out under the Equality Act 2010 and Children and Families Act 2014.

6 Expectations for Student Behaviour

Students are expected to:

Be Safe, Respectful and Ready

Be 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

Be Respectful

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

Be Ready

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

In addition to these students should support the school's values where all students and colleagues are known, valued and aspire to achieve excellence. Students should keep their mobile phone/ electronics turned off and out of sight between 8:40 and 3:10.

7 Recognition and Rewards

- 7.1 Academy staff actively seek to recognise and reward students for their achievements and successes as they meet and exceed expectations.
- 7.2 The aim in doing this is to foster a sense of recognition, pride, belonging and importance.
- 7.3 Opportunities to recognise and rewards students may take the following forms, as set out below:
 - 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 attendance
 - Access to selected school events/ trips
 - Celebration and recognition events/ assemblies
 - Acknowledgements through bulletins/newsletters/ weekly updates

8 Response to Behaviour Concerns

- 8.1 When a member of Academy staff becomes aware of misbehaviour, including outside of school premises, they should respond in accordance with the policy. 8.2 Academies have the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.
- 8.3 Where it becomes necessary to apply appropriate and proportionate sanctions, staff are encouraged to apply their professional judgement in evaluating the context and behaviour of individual students, acting accordance with the policy.
- 8.4 The Academy's approach to applying sanctions for identified students with SEND, takes account of whether reasonable adjustments may need to be made.
- 8.5 There are a range of sanctions that may be applied, as set out below.
 - 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 detentions
 - Referring the student to a senior member of staff
 - Isolation
 - Letters or phone calls home to parents/carers
 - Putting a student on a Departmental Support Plan

- Agreeing a behaviour contract via a Pastoral Support Plan
- Step outs
- Offsite direction
- Internal Alternative Provision
- Fixed Term exclusion
- Permanent exclusion

9 Searching, Screening and Confiscation

- 9.1 In matters related to searching, screening and confiscation, The Academy will follow guidance, as set out in:
Searching, screening and confiscation: advice for schools, July 2022.

10 The Use of Reasonable Force

- 10.1 In matters related to the use of reasonable force, The Academy will follow guidance, as set out in:
Use of reasonable force: Advice for headteachers, staff and governing bodies, Feb 2025

11 Suspension and Permanent Exclusion

- 11.1 All students are entitled to learning in a calm, safe and supportive environment. For most students, the broad range of behaviour management strategies used are effective in supporting students to meet expectations for excellent behaviour.
- 11.2 However, for some students, where these strategies have been exhausted, Suspensions and Permanent Exclusions may be used by Headteachers as a last resort. This policy should be considered in relation to the Sir John Brunner Foundation Suspensions and Permanent Exclusion Policy.

12 Monitoring Arrangements

- 12.1 This policy, the information included, and its implementation will be monitored by the Governing Body and reviewed annually.