

BEHAVIOUR FOR LEARNING POLICY

At The County High School, Leftwich our expectation is that students 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.

As such, we have **3 clear Behaviour Expectations** for our students:

1. Be Ready to Learn

Attend regularly, punctually and dressed smartly;

Be organised and equipped;

Listen, question, think and work hard, showing initiative, commitment and resilience.

2. Be Respectful and Safe

Respect oneself, others and the environment;

Understand, appreciate and celebrate diversity, showing kindness and empathy;

*Follow expectations for health and safety, acting responsibly to prevent risk of harm to oneself and others.**

3. Embrace Opportunities

Participate in opportunities and enrichment activities in lessons and beyond;

Take on leadership roles and responsibilities;

Make positive contributions to our community and the wider world.

By meeting these expectations, students will be fully equipped to develop their **knowledge** and **skills**; their **character** and their **creativity** and **imagination**.

In order to support students to develop their knowledge and skills; their character and their creativity and imagination and become the best version of themselves, members of staff are expected to:

1. Create a Positive and Ambition Learning Environment for All

Providing effective support and opportunities for success whilst promoting resilience, confidence and independence

2. Build Trusting and Respectful Relationships

Whilst maintaining effective, consistent and safe routines, modelling high expectations for students' behaviour, attitudes and personal development

3. Provide and Promote Enriching Learning Opportunities

Encouraging students to discover and develop their interests and talents, helping them to flourish as members of The County High School, Leftwich and beyond

By meeting these expectations with care and tenacity, we will grow a **culture of excellence** that raises each member of our community to be the best version of themselves.

Recognition and Rewards

Throughout school, we actively seek to recognise and reward students for their achievements and successes as they meet and exceed our expectations. Our aim in doing this is to foster a sense of recognition, pride, belonging and importance. Opportunities to recognise students and their steps towards excellence are taken across the organisation by Subject Teachers, Form Tutors, Year Leaders and other members of staff, including members of the Senior Leadership Team and Principal. Whilst this list is not exhaustive, recognition events and opportunities to celebrate achievements range from meaningful verbal praise; postcards and letters home; regular rewards (including prize draws) and celebration events such as breakfast meetings.

Response to Behaviour Concerns

In most cases, behaviour concerns will be dealt with by the member of staff responsible for the lesson and responses will most commonly be applied by that member of staff. If students fall short of our 3 clear Behaviour Expectations, staff are encouraged to respond using a clear and consistent approach when dealing with concerns. This approach is outlined below:

1. Reminder
2. Warning
3. Intervention
4. Removal (Time-out/Departmental Move/On-Call)
5. Restorative Conversation (as an essential part of appropriate sanction)

Where it becomes necessary to apply appropriate sanctions, staff are encouraged to use their professional judgement in evaluating the context and behaviour of individual students when determining the sanction, in order to achieve a productive outcome. There are a range of sanctions that may be used; however, this list is not exhaustive:

Withdrawal of break and lunchtime privileges	Students may be withdrawn from an activity/club for a fixed period/permanent basis.
Punishment in the form of community service	This may take the form of litter-picking or other service activities.
Detentions	Short detentions may take place during break/lunch time. After school detentions will be for a maximum of one hour and parents/carers will be given twenty-four hours' notice. It is the parent/carer's responsibility to arrange necessary transport.

Internal isolation	Students will be supervised apart from their normal classes within school for a fixed period.
Step Out Programme	Students may be required to attend another school for a fixed period to be supervised in their internal isolation. This is an alternative to a Fixed Term Exclusion. **
Exclusion	In the most serious cases, and when our 3 Behaviour Expectations are repeatedly breached, exclusion from school may be necessary. The Exclusion Policy describes the expected response to such instances.

The Restorative Conversation is an important part of the response that includes a discussion with the student to reflect on their behaviour. Students are guided to reflect and consider the impact of their behaviour, how to resolve the situation and take effective steps to manage their behaviour more effectively and successfully in the future in order to continue to aspire to become the best version of themselves.

**Any student who commits serious or persistent breaches of our new ways of working (COVID-19 protection rules) may be sanctioned using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.*

*** The Step Out Programme will not be used as part of our new ways of working until such time as it is safe to do so.*

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This document is part of the group which include Safeguarding, Child Protection, Anti-Bullying, Acceptable Use, Online Safety, Exclusions, Policy Statement Additional & Special Education Needs, Drugs' Education, Use of Images, Student Illness, Accident & First Aid, Use of Force, Recruitment, Supporting Children with Medical Conditions, Single Equality Scheme and Health & Safety Policies.