



The COUNTY HIGH SCHOOL *Leftwich*

Achieving Excellence for all

Aspiration Kindness Pride

Document Control Sheet

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Behaviour for Learning

1. 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.

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

1.1.1. **Be Ready to Learn**

Attend regularly, punctually and dressed smartly meeting the school's 'Uniform and Presentation guidelines';

Be organised and equipped;

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

Meet the school's mobile phone expectations of 'never used, seen or heard.' If this is breached, then the mobile phone should be handed over to a member of staff for the remainder of the day.

1.1.2. **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;

Follow instructions given by staff to ensure a safe, orderly, and positive learning environment for everyone.

1.1.3. **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.

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

2.1. 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:

2.1.1. **Create a Positive and Ambitious Learning Environment for All**

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

2.1.2. **Build Trusting and Respectful Relationships**

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

2.1.3. **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

2.2. 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.

3. 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 Headteacher. Whilst this list is not exhaustive, recognition events and opportunities to celebrate achievements range from meaningful verbal praise; postcards and letters home; Achieving Excellence Programme, Attendance prize draws and celebration events such as Headteacher's Breakfast.

4. 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 one or more of our 3 clear Behaviour Expectations, staff are encouraged to respond using a clear and consistent approach when dealing with concerns.

4.1. Within a lesson, the likely approach is outlined below, though steps may be moved through more quickly depending upon the seriousness:

4.1.1. Reminder in Lesson

4.1.2. Warning

4.1.3. Final warning

4.1.4. Departmental move or removal from lesson to Triage room

4.1.5. Appropriate additional sanction

4.2. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parent/carers will be informed on the same day if their child has been removed from the classroom to the Triage room due to failing to meet behaviour expectations.

4.3 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:

Restorative Conversation	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.
School based community service	If appropriate, school-based community service, such as litter picking may be used.
Contact home	A member of staff may contact parents/carers to discuss if behaviour expectations have not been met.
Report monitoring	A student may be placed 'on report' in order to monitor behaviour over a fixed period.
Detentions	Detentions may take place during break/lunch time/after school. If students are late to lesson more than twice in a day or truant a lesson students will be required to attend a same day detention.

4.4. In response to serious, repeated or persistent breaches of the school's behaviour policy and expectations, the Headteacher may impose the following sanctions:

Attachment – removal from lesson for a fixed period	Removal is where a student is required to spend a limited time out of the classroom, following a breach of the school's behaviour expectations. Students will be supervised by Senior and Middle Leaders, working separately from their normal classes, within school, for a fixed period. This allows for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the student.
Step Out (Off-Site direction)	Students may be required to attend another school for a fixed period where they will be supervised. Students will be set work by CHSL, to be completed at the alternative school. This is an alternative to a Suspension.
Suspension (<i>Decisions taken follow the SJBF Suspension and Permanent Exclusion Policy</i>)	Suspensions may be issued in response to serious, repeated or persistent breaches of the school's behaviour policy and expectations or where allowing the student to remain in school

	<p>would seriously harm the education or welfare of others, including staff or students.</p> <p>A suspension may serve as a clear, time-limited response to unacceptable behaviour. It provides an opportunity for the student to reflect, for support strategies to be reviewed, and for the school to plan for improved behaviour upon the student's return.</p> <p>A suspension may be used to show a student that their current behaviour is putting them at risk of permanent exclusion.</p> <p><i>(Decisions taken follow the SJBFB Suspension and Permanent Exclusion Policy)</i></p>
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4.5. The Restorative Conversation is an important part of the response that includes a discussion with the student to reflect on their behaviour. After behaviour incidents, 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. These meetings may take place during break/lunch or after school sessions. Students who have accessed the Triage Room following a removal from lesson will also take part in a restorative conversation.

5. Behaviour outside of school premises

- 5.1. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.
- 5.2. Conduct outside the school premises, including online conduct, that CHSL might view as not meeting the school's behaviour expectations include:
- 5.2.1. When taking part in any school-organised or school-related activity;
 - 5.2.2. When travelling to or from school;
 - 5.2.3. When wearing school uniform;
 - 5.2.4. When in some other way identifiable as a pupil at the school;
 - 5.2.5. That could have repercussions for the orderly running of the school;
 - 5.2.6. That poses a threat to another pupil;
 - 5.2.7. That could adversely affect the reputation of the school.