



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Document Control Sheet

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Equality Act 2010 issues fully considered	Yes – considered to have a neutral impact

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STUDENT BEHAVIOUR POLICY

1 Background

The County High School Leftwich 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.

- 1.1 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.
- 1.2 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.
- 1.3 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](#)

[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](#)

[Use of reasonable force and other restrictive interventions guidance](#)

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 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 County High School'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

- 4.5 Staff play an important role in developing and maintaining a calm and safe environment for students, whilst establishing clear boundaries of acceptable behaviour.
- 4.6 Staff create a positive and ambitious learning environment for all students, providing effective support and opportunities for success.
- 4.7 Staff build and nurture trusting relationships, maintaining consistent and safe routines, modelling high expectations for students' behaviour, attitudes and personal development.

- 4.8 Staff provide and promote enriching learning opportunities, encouraging students to discover and develop their interests and talents.

Students

- 4.9 All students are expected to follow the Student Behaviour Policy and uphold the expectations set out by The County High School Leftwich.
- 4.10 With support, as required, all students are expected to achieve high standards of excellent behaviour, including as part of their induction.
- 4.11 All students are expected to contribute to maintaining a calm and safe environment for all.

Parents

- 4.12 Parents hold an important role in supporting The County High School Leftwich Student Behaviour Policy and are encouraged to reinforce the policy at home, as appropriate.
- 4.13 Where parents may have a concern about the management of student behaviour, this should be raised directly with The County High School Leftwich, whilst continuing to work in partnership with them.

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

- 5.1 The County High School Leftwich 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 County High School Leftwich 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

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.

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.

Meet the school's expectations related to appreciation and celebration of diversity to ensure there is no discrimination or bullying behaviour.

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.

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:

Verbal praise; postcards and letters home; Achieving Excellence Programme, Attendance prize draws and celebration events such as Headteacher's Breakfast.

8 Response to Behaviour Concerns

- 8.1 When a member of the 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 in accordance with the policy.
- 8.4 The County High School Leftwich 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.

Restorative conversations; Break and lunchtime detentions; Same Day after school detentions; Removal from lessons for a fixed period; offsite direction at an alternative educational establishment; suspension; Permanent Exclusion.

9 Searching, Screening and Confiscation

- 9.1 In matters related to searching, screening and confiscation, The County High School Leftwich 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 County High School Leftwich will follow guidance, as set out in:

[Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#)

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.