



**BEHAVIOUR POLICY AND
STATEMENT OF BEHAVIOUR PRINCIPLES
MIDDLEWICH HIGH SCHOOL**

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

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

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 co-operation with other people. All students must be able to work without disruption in a quiet and orderly environment.

Teachers will encourage positive behaviour, set firm limits, communicate clearly and back up words with actions.

Students understand that they have a choice: if they follow the rules they will reap the benefits of a rewards system and if they choose to misbehave, they must accept the consequences and expect sanctions to be applied. The aims of our discipline system are:

- 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 produce a system which gives EVERY student an equal opportunity to achieve ANY of the rewards
- 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 key principles of being Safe, Ready, Respectful and Resilient.
- 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, Ready, Respectful or Resilient
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- The use of rude or unkind language (verbal, written or electronic via email or social media)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting, or physical assault
- Smoking, including the use of e-cigarettes
- Racist, sexist, homophobic or other discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. 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
Discriminatory	Taunts or other forms of bullying specifically targeted at a person because of their gender, sexual orientation or disability
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The Governor Behaviour Safety and Inclusion Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governor Behaviour Safety and Inclusion Committee 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 Governor Behaviour Safety and Inclusion Committee, 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and reporting behaviour incidents to the relevant Head of Year and/or Senior Leader
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents 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
- Celebrate achievements
- Sign and adhere to the Conduct Agreement (see Appendix 1c)

6. Student code of conduct

Students are expected to:

- Be Safe, Ready, Respectful and Resilient
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school, adhering to the one way system
- Refrain from boisterous and unsafe play during unstructured times
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Keep their mobile phone turned off and out of sight between 8:45 and 3:15
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Credits and high A2L lesson grades (see Appendix 1b)
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges
- Hot chocolate Friday with the Headteacher
- Reward Events

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- 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 (see appendix 2)
- 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

See appendix 4 for sample letters to parents about their child's behaviour.

Serious breaches of this behaviour policy may also result in a student being placed in Reflection. Students will attend school from 9.30am until 3.45pm on these days and work will be provided. Alternative Provision at another school, fixed term or permanent exclusion may also be used as sanctions. Details are explained in the Exclusion 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.

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.

8. 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:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the School rules 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
 - 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 in writing

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

- Alcohol, cigarettes (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

Prescribed medication will be held securely in school, until collected by a parent/carer (See Medicines and Medical Needs Policy for guidance concerning the administration of prescribed medication in school.)

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

9. 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 and students are encouraged to attend these meetings.

10. 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.

11. Monitoring arrangements

This behaviour policy and the written statement of behaviour principles (appendix 1) will be reviewed by the Headteacher and Governor Behaviour Safety and Inclusion Committee every 3 years or in light of new guidance from the DfE. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Attendance policy
- Inclusion policy

Appendix 1a: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governor Behaviour Safety and Inclusion Committee every three years.

Appendix 1b: A2L Lesson Grades

4	3	2	1
<p>Your contribution to learning has exceeded the expected standard.</p>	<p>You have demonstrated all of the following:</p> <ul style="list-style-type: none"> • Safe • Ready • Resilient • Respectful <p>You were fully focused on the learning.</p> <p>Your work met the expected standard.</p>	<p>You have demonstrated any of the following:</p> <ul style="list-style-type: none"> • Not safe • Not ready • Not resilient • Not respectful <p>You were not fully focused on the learning.</p> <p>or</p> <p>Your work has not met the expected standard.</p>	<p>You have demonstrated a serious breach of the school rules, which may have resulted in you being removed from the lesson.</p>

Appendix 1c - Conduct Agreement

The conduct agreement is built on the principle that to display appropriate behaviour, students must be READY, RESPECTFUL, RESILIENT AND SAFE at all times and in all places in school and in the care of the school.

READY	RESPECTFUL and SAFE		RESILIENT
	People	Environment	
• Follow the dress code	• Listen and follow the one voice rule	• Take pride in your school	• Work to the best of your ability
• Arrive on time	• Follow instructions	• Care for the environment	• Allow others to celebrate their achievement
• Be prepared to learn	• Cooperate fully	• Treat property with care and respect	• Take responsibility for your actions
	• Value and respect all people		

In the classroom students are expected to:

- Cooperate with the entry and exit policy to lessons.
- Stay in their allocated seats in the lesson unless permission is given to move
- Use appropriate and respectful language
- Refrain from eating and drinking in the classroom apart from water if permitted
- Follow the school guidelines on presentation
- Display a positive attitude to learning
- Leave classrooms tidy and litter free
- Refrain from lying on the desk and remain upright and pay attention
- Raise their hand if they want to contribute a comment or an answer
- Request help from the teacher in a way that has been agreed by the subject teacher
- Meet the expected standard of work

Outside of the classroom students are expected to:

- Only eat in designated areas
- Observe the one-way system where it is in operation
- Move quietly, quickly and calmly between lessons
- Observe the rules on mobile phones (they must be switched off and out of sight on school premises between 8.45am and 3.15pm)
- Place all litter in the bins provided
- Avoid being drawn into antisocial behaviour
- Adhere to the Behaviour Code on the way to and from school
- Conduct during social time is calm and respectful at all times

Parent/Carer

I/we have read about the behaviours expected in school and will support the school and my child in meeting these expectations. i/we understand that incidents of unacceptable behaviour will be followed up with a sanction.

Signed:

Date:

Student:

I understand the behaviour the behaviours of me and I will do my best to meet these expectations. I understand that I will be issued with a sanction for inappropriate behaviours.

Signed:

Date:

Appendix 2: Restorative Meeting/Detention Summary

- For issues within a lesson RM can be scheduled at the teacher's discretion at break, lunchtime or after school. After school RM will take place on Tuesday, Wednesday, Thursday only to avoid clashes with staff meetings and SLT detention.
- For break/ lunchtime RM class teachers should agree the location with the student.
- Heads of Year / SLT will support after school RM sessions, which will take place in the canteen.
- Heads of Year will collect students scheduled to have after school RM during the afternoon registration period.
- RM will run up to a maximum time of 30 minutes.
- The member of staff who schedules the RM must record it on SIMS and make contact with the student's parent/carer to inform them. This ensures that there is no reason for the student to not attend the RM.

SLT Detention

If the RM is unsuccessful or the student does not engage with this meeting, a SLT detention will be issued. This will take place on Friday after school and will last until 4pm and be located in the DS. Students will be collected by the HoY during Form time and escorted to the detention.

A further RM will also be scheduled to address the initial point of conflict with the class teacher. If the issue is still not resolved or the issue continues, further sanctions will be issued at the discretion of the Head of Year and SLT.

SLT detentions may also be issued for serious offences or breaches of the school rules both inside and outside of the classroom.

Appendix 3a: Specific Behaviour Guidance

STUDENTS CAUGHT SMOKING IN SCHOOL

(including the use of Vaporisers and e-cigarettes)

Rationale

It is illegal to buy cigarettes under the age of 18.

Nobody can smoke on school premises, as Cheshire East Local Authority has a no smoking policy within all schools. Since 1st July 2007 it is illegal to smoke in any enclosed space or building.

Guidelines

First Offence: If a student is caught smoking or vaping, has smoking/ vaping equipment on them, including e-cigarettes, or is associated with the smoker(s) by acting as a lookout whilst on the school premises or travelling to/from school in uniform they will receive an after school RM with their Head of Year.

Second Offence: A second smoking offence will result in the student should being given a 45 minute SLT detention. The appropriate Head of Year will send a letter to parents/guardian informing them of the incident. Students will also be referred to the school nurse, in agreement with parents, to offer support in stopping smoking.

Any further offence will result in the student being placed in internal isolation for 1 day. Parents will be informed of this by a member of the Leadership Group. A letter will also be sent to parents/guardians informing them of the internal isolation.

Students, who have not taken up the offer previously, will be referred to the school nurse, in agreement with parents, to offer support in stopping smoking.

Appendix 3b: School Uniform, ICT and Mobile Phones

Uniform sets a high standard of appearance. The wearing of appropriate dress for Physical Education and Games and for the practical subjects is clearly advantageous for student safety. Uniform can be purchased online.

SCHOOL UNIFORM

- Grey Blazer with school badge (Y7).
- Royal blue blazer with school badge (Y8-11).
- Black school trousers, tailored in style and not jeans or skinny fit. Leggings are not allowed.
- Students may also wear a grey skirt. The skirt is a particular style and can only be purchased through the school supplier.
- A pale white shirt with top button to collar in a standard style (Y7).
- A pale blue shirt with top button to collar in a standard style (Y8-11).
- The trousers and shirt should be standard school styles.
- A school tie – tied correctly - with silver and blue stripe
- Black tights or black/white socks.
- Black sensible shoes (not boots or training shoes). No dangerous high heels or canvas footwear will be allowed. It should be noted that reasonably robust school shoes are desirable for safety reasons.
- School jumper (optional). This does NOT replace the blazer but can be worn underneath it. No other jumpers or sweatshirts are permitted.

When students present in incorrect uniform, spare items will be loaned to them. Form Tutors should send students to the Head of Year at the start of the school day.

Skirts should be of knee length. Parents/ carers will be asked to replace skirts if they are deemed to be too short.

It is not appropriate to wear make-up or nail varnish at school. Students should be sent to Mrs Berry to remove excessive make-up and nail varnish.

Extremes of hairstyle or hair colour are inappropriate for school and will be deemed unacceptable.

Jewellery must be kept to the absolute minimum i.e.

- One plain ring is permitted
- One simple stud earring in the lobe of each ear
- One simple bracelet only
- One charity bracelet may also be worn

Nose studs, ear stretchers/tunnels or other body piercings are not permitted at school.

PE KIT - GIRLS

Girls must wear a white polo shirt with the school badge, a navy blue fleece with the school badge, and a navy blue skirt or navy blue shorts, with the school badge. When in Year 9, girls have the option of continuing with the fleece, or replacing it with a MHS hooded sweatshirt. Girls will require trainers. We recommend girls have astro trainers. Girls can choose either white sport socks or Middlewich High School games socks.

*Y7 girls must wear the new PE kit as detailed on the school website

<https://www.middlewichhigh.cheshire.sch.uk/page/?title=New+Uniform&pid=396>

PE KIT – BOYS

Boys must wear a white polo shirt with the school badge for PE lessons and the official navy blue/white rugby shirt for Games lessons. In both cases, boys must wear navy shorts with the school badge and Middlewich High School games socks. Boys will require football boots and trainers. We recommend they have astro trainers.

*Y7 boys must wear the new PE kit as detailed on the school website

<https://www.middlewichhigh.cheshire.sch.uk/page/?title=New+Uniform&pid=396>

Tracksuit bottoms are an optional extra, for use in lessons. They can be bought from school supplier for use **from October half term to Easter only**. They do not replace skirts or shorts. Tracksuit bottoms bought from school are the only tracksuit bottoms permitted.

- All jewellery must be removed for PE lessons and sporting events.

SANCTIONS FOR UNIFORM AND EQUIPMENT ISSUES

There is a system to monitor uniform and equipment to allow us to simply and efficiently sanction those pupils who persistently come to school unprepared. In line with the School rule, 'Ready' students should present at school in the correct uniform as outlined above and with all basic equipment necessary to complete work, i.e. Pen, pencil, ruler and calculator. This will be checked daily by Form Tutors. Additional items of equipment may also be required by certain subjects; e.g. PE kit. This will be monitored by class teachers.

Spare items of uniform are available for those who are not in correct/ have missing uniform. Tutors are also provided with equipment boxes to loan items to students.

Form tutors will issue a green cards, which must be carried by all students at all, times. Staff can request the card at any time and will record uniform or equipment misdemeanour. Uniform, including make-up and jewellery should be checked each morning by Form Tutors and cards signed as necessary.

Green Card - Every pupil is given a new green card at the beginning of each term they will write their name on the back and the Term clearly marked i.e. Autumn Term 1.

Every time the student is spotted with incorrect uniform (including jewellery and make-up), or without the correct equipment, the member of staff will sign the card.

When the card is full and has been signed, 5 times the card should be passed to the Form Tutor. A completed Green card will result in a phone call home by the Form Tutor. A Yellow card will be issued.

Yellow Card - When full as above, this progresses to an RM with the Head of Year and parents. A Red card is then issued.

Red Card-. Once completed SLT Detention is issued. A new Red card will then be given out. Further completed cards will result in Reflection.

Students with blank Green Cards will be rewarded with 10 credits for each week their card is not signed. 50 bonus credits will also be awarded to any student who has a blank green card at the end of the half term and a letter of congratulations sent home. These students will also be entered into an annual prize draw.



MIDDLEWICH HIGH SCHOOL

ICT Agreement



As part of our curriculum students will make use of Information and Communication Technology (ICT) in a number of subjects. Our more detailed Communications and Information Acceptable Use Policy is available from the school office or on the website. However, in order to protect the students it is necessary to have some basic rules - listed below:

- I will only log on to the school network using my own username and password
- I will keep my password secret
- I will use school computers and the Internet only for home learning and schoolwork
- I will not access other people's user areas or files.
- I will not access unsuitable Internet sites or bypass the filtering system
- I will only e-mail people that I know as part of my schoolwork and with a teacher's permission
- E-mails I send will be polite and responsible
- I will not use chat rooms, social networking sites or forums e.g. Facebook on the school system
- I will not give out my home address, telephone number or any personal information (including other people's) over the Internet
- I will not arrange to meet anyone in person I've met through the Internet or otherwise without my parents' permission
- I will report to a member of staff any unpleasant information or messages immediately
- I understand that the school can and will check my computer files and monitor my use of the computers, the Internet and e-mails
- I will not download programs or bring programs into school without permission
- I agree to keep copyright rules and regulations
- I understand that if I break any of the above rules or in any way misuse computers in school I may be banned from using them in addition to any other punishment considered appropriate

**By using school computers it is assumed that students understand and agree to keep the above
rules**

E- Safety Tips

When using social network sites like 'Facebook' make sure you do not accept as 'friends' people you do not know.

Similarly do not leave your site unprotected so anyone can access your pages – use the security tools provided.

Finally do not let 'Friends of Friends' access to your site as this is one of the most common sources of bullying.



Middlewich High School

Use of mobile phones and devices



- Phones/devices etc. brought into school are the responsibility of the student concerned. The school is not insured for the loss or damage of such items.
- 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 8:45 and 3.15pm. the phone must be stored in either the zipped inside pocket of the blazer or in bags.
- Any phone/mp3 player etc. out in a lesson or between lessons will be confiscated by a member of staff who will take it to the Main School Office, where it will remain until the end of the school day (office staff to place in envelope with student's name and form on cover). A record will be kept in a log to be stored in the main office and an email sent home to parents/carers.
- A second offence would result in the phone being collected by parents at the end of the day.
- Further offences will result in a student having to leave their phone in the Main School Office between 8.50am and 3.15pm each day for a period of time decided by the head of Year.

Please note that at the discretion of staff phones may be used in lessons for research purposes etc.

Mr and Mrs

Address

Date

Dear

Department lesson removal

Through lesson grading, I have been able to closely monitor the behaviour of NAME within SUBJECT lessons. In recent times, NAME has caused disruption to their own learning and the learning of others within the group. They have at times been loud and uncooperative showing they are not following the school rules of either being Safe, Ready, Respectful or Resilient; this has resulted in them being removed from the lesson on numerous occasions. This poor behaviour is not acceptable and as a result NAME will be placed on a departmental support plan for a period of 2 weeks to monitor their attitude to learning more closely. This should enable NAME to get back on track. However, if an improvement is not seen, you will be asked to meet with myself and the class teacher to discuss actions going forward. Students will not be allowed to negatively impact the learning of others by disrupting lessons.

This is very serious and it is vitally important that you continue to support the school by making it clear to NAME that poor behaviour will not be tolerated. Please read through the school's Behaviour Policy with NAME, which can be found on the school website.

Please sign and date the acknowledgement slip attached and return to me.

Yours sincerely

HOD

HOD ROLE

Enc.

✂-----

Middlewich High School

Please return to HOD, HOD ROLE via the school office.

Student's Name: NAME

Tutor Group: CODE

I acknowledge receipt of notification of NAME's poor behaviour within SUBJECT lessons. I have emphasised the importance of behaving in an acceptable manner and have read through the school's Behaviour Policy with them.

Signed: _____ Parent/Carer Date: _____

Excellence in Learning – Achievement for All

Three Stage Attitude to Learning Policy



G3

Warning given – you have an opportunity to correct your attitude to learning. Examples of when this warning could be given are: conversations not regarding the learning, turning around and not applying yourself fully.

G2

If no improvement is seen, a lesson **grading** of **2** will be given and a reason **recorded on SIMS**. You may be set an RM to discuss your attitude to learning, behaviour or catch up on your work. If your behaviour continues you may be given the opportunity to leave the room to reflect on your choices.

G1

Removal from lesson to an out-of-year ‘buddy’ (please see timetable) and ‘On Call’ requested via SIMS notification or radio. This removal will be **recorded on SIMS** and you will be issued with an **after school RM** (via BFA) until **4pm**, at the earliest convenience.

If you refuse to go to a ‘buddy’ or you are not successful in the ‘buddy’ room you will be put in Reflection for the remainder of the lesson.

Homework

G2

If your homework is **not completed** or the **quality** of it is **poor**, you will be given a **lesson grade of 2**. You will be issued with an **after school RM** to complete the homework.

Appendix 4 – COVID 19 Guidance - 2020

Reviewed June 2020 by MED/ HTD/SWI

Updated September 2020 by MED

Aim: COVID 19 is a pandemic and threatens lives. The leadership's primary priority is to reduce risk of contamination and transmission with the school community. Student conduct must adhere to the highest expectation of compliance.

Rationale: Thorough risk assessments have been undertaken and it has been identified that student conduct must meet the highest expectation if the site is to remain as safe as possible. Students must therefore observe this additional guidance directly related to COVID 19:

- Parents & students must have read the guidance posted out to home addresses with regular updates on guidance from the DfE
- Students must observe the government's directives about social distancing on their journey to and from school.
- On entry into school students must observe the guidance on hand sanitising, social distancing and use of masks*
- Students must sanitise their hands
- Students must observe 2m social distancing from adults in the school
- Students must meet the highest expectation of conduct and compliance in order to secure the safety of other students and staff
- Unsafe behaviour will be decisively managed by senior staff in line with the school's behaviour policy

*Face mask directives have been established using the government guidance Sept 2020:

- We ask that students wear **plain** face masks only preferably black / blue – NOT face coverings/scarfs/bandanas/brightly coloured or decorated masks; this is not a fashion accessory it is there for safety Students must wear and remove face masks as directed.
- Students exempt from wearing face masks will have had this agreed by school leaders
- All students should wear a mask as they travel on the school transport and public transport
- Masks should be worn into school and only removed once in their classroom.
- Masks should be removed as directed in the school's induction session (WHO guidance Sept 2020)
- Masks are to be worn when students migrate around school in corridors
- Mask should be worn in indoor communal areas
- Masks need **not** be worn when in a classroom as they might inhibit learning and communication
- Masks need **not** be worn if outside, when eating or otherwise directed by an adult