



Congleton High School

Achieving Success Together

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Headteacher: Mr J Barlow  
BA (Educ) Hons, NPQH

October 2022

Dear Parent/Carer

**Re: RBFL Policy**

CHS is a school community that Achieves Success together. We want all children to enjoy learning and feel safe.

The school has a clear process or recognition which exists to promote good learning behaviour and a strong work ethos. Alongside this, rest rules that are clear to everyone who is a member of our community. In order to thrive, all students need to know where the boundaries of behaviour lie. They also need to have a good understanding of what is expected of them.

Teachers and support staff work very hard to build professional relationships with students and make lessons engaging, rewarding and relevant. If there is poor behaviour in a lesson, high quality learning cannot take place. The RBFL policy promotes and recognises good behaviour and deals with poor behaviour in a series of graduated steps. To this end, the RBFL policy does need to be carefully read.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Mrs L Darling', with a stylized flourish at the end.

Mrs L Darling  
Deputy Headteacher



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## Aim of the Policy

Congleton High School aims to provide a safe and structured environment in which teachers can teach and students can learn and achieve success.

This policy aims to:

- Promote a strong community ethos, positive learning behaviour, self-regulation and excellent relationships between staff, students and families.
- Recognise children's achievements
- Provide a consistent approach to behaviour management
- Define what we consider to be acceptable behaviour
- Summarise the roles and responsibilities of different people in the school community
- Outline our system of RBFL

This policy reflects the fact that our community is diverse and that some children face a complex tapestry of needs and challenges. As a result, our systems are based upon inclusion, common sense and mutual respect. At CHS we instil a desire to work hard and learn effectively in a safe and happy environment.

## LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour in schools - September 2022 <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- School suspensions and permanent exclusions. September 2022. <https://www.gov.uk/government/publications/school-exclusion>
- Searching, screening and confiscation at school. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- The Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>.
- Use of reasonable force in schools <https://www.gov.uk/government/publications/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 2015. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.
- Safeguarding KCSIE 2022. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- anti-bullying strategy <https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying>.
- Looked after children. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683556/Promoting\\_the\\_education\\_of\\_looked-after\\_children\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf).



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## LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies: -

- Exclusions policy.
- Safeguarding policy.
- Bullying prevention policy.
- Drugs Education policy.
- Home school agreement.
- Teaching and Learning/Curriculum policy.
- Staff code of conduct policy.
- Equality, Diversity and Social Inclusion policy.
- Uniform policy.
- Health and safety policy.
- Mobile phone policy.
- ICT acceptable user policy.
- Parent and carer contact policy.
- RSE and PSHE policy.
- SEND policy.



## Expectations on how students behave and therefore Achieve Success Together

(This is not an exhaustive list of behaviours)

Community	Achievement	Endeavour
All students will show respect and courtesy towards all members of the school community and school property.	Always want to know more and be consistently curious- love learning.	Be kind to yourself when things get tough- but don't use it as an excuse to give up.
All students will celebrate and respect the achievements of others.	Think big and be ambitious about your future.	It's ok to make mistakes when work is hard but then keep trying until you get it.
All students will be proactive in their efforts to belong to the CHS community.	Always want to be better than your previous best.	Ask for help - you, buddy 1, buddy 2, teacher.
Kindness when others struggle and offer help.	Attend all lessons, every day (except hospital/medical appointments). Aim for 98% attendance.	Know that you should find learning challenging and that failure is a normal part of learning.
Kindness when others succeed.	Arrive on time, all the time.	Bounce back when you find something difficult or don't succeed.
Praise your classmates when they have struggled and then succeeded.	Pay attention for the whole lesson.	Know the feelings that go with challenge.
Don't see the success of others as a threat to you.	No drifting/daydreaming/distracting - Track your teacher.	Accept those feelings.
Appreciate and understand the work your teachers do when you are being challenged.	Ask questions to deepen understanding or to clarify concepts.	Know that each struggle/failure is temporary, and you will get through it.
Don't 'mock' or bully other students.	Crave feedback.	Don't let your frustrated feelings turn in to giving up or poor behaviour. Stay on task.
Report or try and stop unkind words and bullying behaviour. Be an Upstander not a Bystander.	Respond to all feedback and targets set by teachers.	Go the extra mile, all the time.
Do not join in any unkind/bullying behaviour from others.	Expect to find some work really hard.	Volunteer- don't wait to be asked.
Treat others as you would like to be treated.	Read for 20 minutes every single day.	Classwork is always the best it can be.



<p>Attend different extra-curricular clubs on a regular basis.</p> <p>Support a school charity.</p> <p>Give back to your school community by helping and volunteering.</p> <p>Be a positive role model for other students and members of the school community.</p> <p>Move around school in a calm and sensible manner.</p> <p>At break times and lunch times, your behaviour is always safe, calm and considerate.</p> <p>On the way to and from school your behaviour is always safe, calm and considerate and promotes the positive reputation of CHS in the wider community.</p> <p>Be ambassadors for CHS in the wider community.</p>	<p>Verbal language in and around the school is of the highest standard.</p> <p>Enter classrooms quietly and calmly.</p> <p>Correct uniform, all of the time.</p> <p>Positive attitude brought to every lesson. Bring all equipment to every lesson.</p> <p>Quickly follow every instruction first time.</p> <p>Accept consequences issued by staff.</p> <p>Accept the possibility that you may be wrong.</p> <p>Admit to and learn from your mistakes.</p> <p>Say sorry when you need to.</p>	<p>Homework is always the best it can be and is always completed by the deadline set.</p> <p>Take extra special care with presentation of all work in every lesson, every day including underlining date and title.</p>
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**Unacceptable learning behaviour** is therefore defined as behaviour which falls below the expected standards on the previous two pages entitled **Expectations on how students behave and therefore Achieve Success Together**.

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules.
- Any form of bullying (please refer to our anti-bullying policy for further details).
- Sexual harassment, violence, abuse
- Vandalism.
- Theft.
- Fighting.
- Smoking/vaping.
- Truancy.
- Racist, sexist, homophobic or other discriminatory behaviour.
- Possession of any prohibited items. These include: -
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs or associated equipment.
  - Stolen items.
  - Tobacco, vapes, vape liquid, cigarette papers, matches or lighters.
  - Fireworks.
  - Indecent/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).
- Significant sums of money, exceeding £20.00.
- Failing to follow instructions from a member of staff.

## ROLES AND RESPONSIBILITIES

The Board of Trustees and the Local Governing Board are responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher: -**

- Is responsible for reviewing and approving this RBFL 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.
- and Governing body will help to create a culture of respect by supporting the staff's authority to discipline students and ensuring that this happens consistently across the
- school.
- Is responsible for taking the decision to exclude any student should it become necessary.
- Will deal with any allegations against staff. Such allegations will be taken seriously and dealt with quickly in a fair and consistent way.
- Governors will monitor the implementation of the Behaviour Policy.

### **School Staff** are expected to: -

- Promote a safe and purposeful learning environment.
- Implement the behaviour policy consistently.
- Model positive behaviour.
- Provide a personalised approach to the specific behavioural needs of particular students.
- Record and monitor behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

Manage and improve student's behaviour and discipline students in a fair and consistent manner, in accordance with school policy and procedures

### **Parents/Carers** are expected to: -

- Encourage their children to achieve the **Expectations on how students behave and therefore Achieve Success Together.**
- Support the school's authority to discipline its students and maintain a safe and purposeful learning environment.
- Actively support all school policies.
- Communicate appropriately and in a timely manner with all communications from school staff.
- Inform the school of any changes in circumstances that may affect their child's learning behaviour.



- Discuss any behavioural concerns with the form tutor and/or Guidance Team Leader in a timely manner.
- Ensuring regular and prompt attendance is maintained, avoiding taking their child out of school in term time.
- Supporting attendance at detentions after school if, or when required.
- Insisting upon high standards of uniform, behaviour and discipline to and from school
- Checking the online Homework system weekly.

**STUDENTS will: -**

- Work hard consistently, towards the **Expectations on how students behave and therefore Achieve Success Together.**
- Receive the recognition they deserve when they try their best to make progress.
- Be supported to improve if their behaviour falls below the required standard.

**Reasonable force: -**

Staff are authorised to use reasonable force to prevent students committing an offence that will injure themselves or others, damage property or cause disorder.

Incidents of reasonable force 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.



### What policy looks like in practice\*

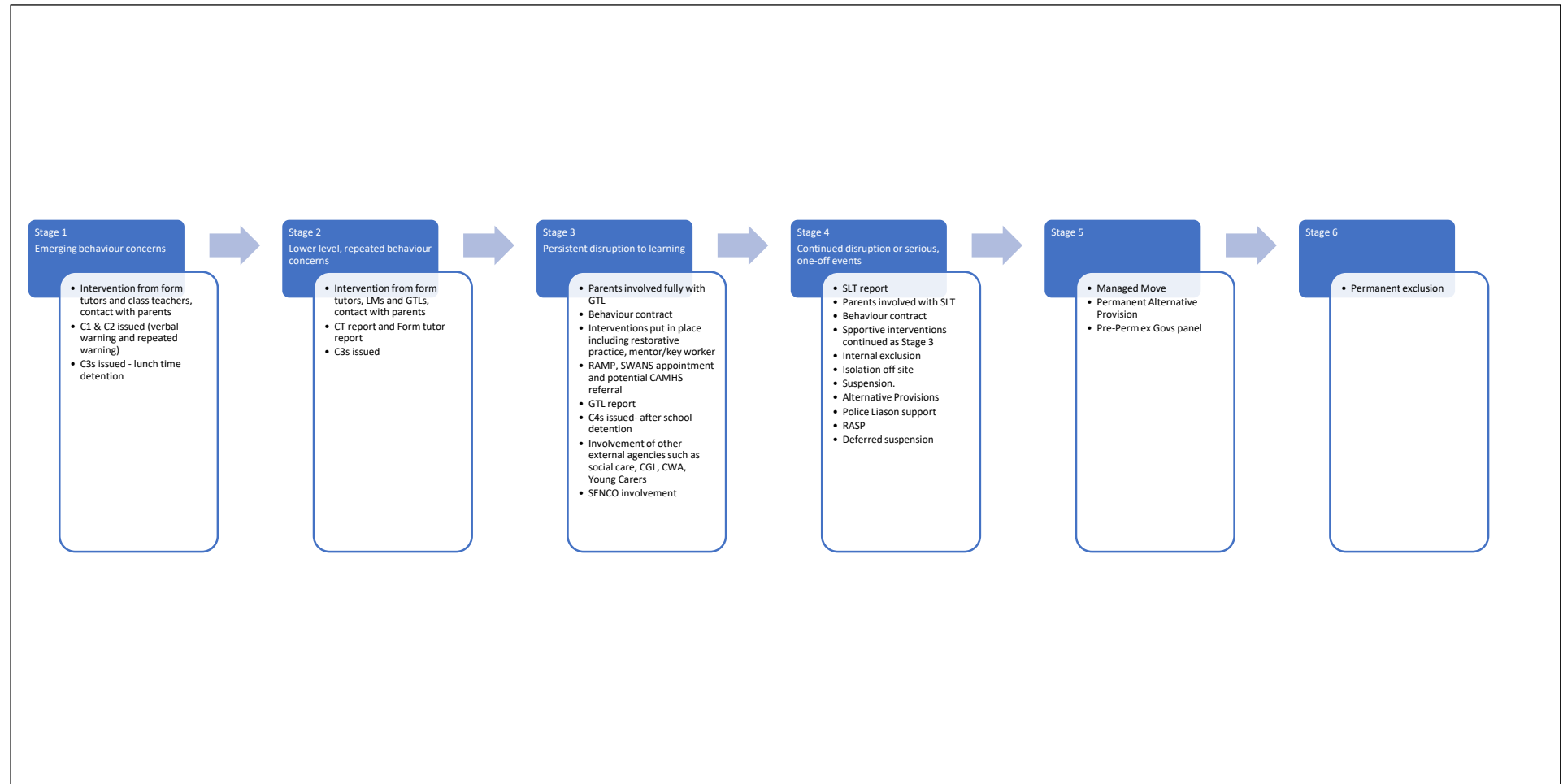
We will acknowledge the efforts and progress of our students during structured and unstructured times, and this will be focused around the three areas of: Community, Achievement, Endeavour. See **Expectations on how students behave and therefore Achieve Success Together** for specific examples of behaviour may recognised.

RECOGNITION At classroom level or during unstructured times	RECOGNITION At Classroom level or during unstructured times	RECOGNITION in the classroom or during unstructured times	RECOGNITION in the classroom or during unstructured times	RECOGNITION in the classroom or during unstructured times At Curriculum and Guidance Team Level	RECOGNITION At Curriculum Team Level	RECOGNITION At Guidance Team level including unstructured times	RECOGNITION At SLT level including unstructured times	RECOGNITION Significant contribution to wider community	RECOGNITION at HT Level
Issue R1 Verbal or written praise from staff	Issue R2 Verbal or written praise from staff	Issue R3 Verbal or written praise from staff Log on SIMS- correct category: Community, Achievement, Endeavour Positive email/phone call/letter/text home SLT recognition walk Learning mentor recognition walk	Issue R4 Text home for each R4	Student of the week- class, department, form group, year group, club, unstructured time Weekly assembly R3s and R4s Form of the week (per year group) Form of the week breakfast (at whole school level) Improvement awards Letter home Twitter & FB Notice Board	Contact home Home Brew On Me Twitter & FB Notice Board Website	Hot Chocolate Friday Letter home Twitter & FB Notice Board Website	Queue jump card Letter home Twitter & FB Website Notice Board	Letter home Twitter & FB Local press Website Notice Board	Seat on the plane Letter home Twitter & FB Local press Website Notice Board

\*This is not an exhaustive list of recognitions and does not have to be used in a sequential format. There is flexibility within it to recognise behaviour at any level, at any time.

## What policy looks like in practice

In order to improve the learning behaviour of our students, staff at CHS will follow a stepped approach of CONSEQUENCES and associated intervention support. This will enable the child to recognise and address their poor behaviour, send a clear message to the school community about what is acceptable behaviour, keep the CHS community safe and promote a purposeful and orderly environment.



\*This is not an exhaustive list of consequences and does not have to be used in a sequential format. All consequences will carefully consider the full context of the situation or incident, as well as the individuals involved.

## Link between unacceptable behaviours and consequences

### CLASSROOM BASED BEHAVIOUR

Behaviour	Consequence
Late to lesson or registration Lack of focus Lack of motivation Distracting other students Lack of homework Lack of equipment Unkind comments/behaviour	C1     H1
Repeated behaviour after a C1 has been issued	C2 H2
Repeated behaviour after a C2 has been issued More serious, one-off behaviours such as swearing during conversation or being rude to a member of the school community Use of mobile phone without permission Unkind behaviour Inappropriate use of ICT	C3
Failure to attend C3 detention Persistent disruption to learning Any act of verbal/physical aggression or threat of aggression Refusal to follow instructions Repeated C3 infringements	C4 (which may lead to further consequences after removal from classroom) Confiscation of mobile phone Removal from lesson
Swearing at staff Damage to property Physical or verbal aggression Repeated C3/C4 infringements Persistent disruption to learning	Suspension.

### CONSEQUENCES FOR BEHAVIOUR IN UNSTRUCTURED TIMES (outside of the classroom)

Behaviour	Consequence
Late to school	C1
Repeated behaviour after a C1 has been issued	C2
Poor behaviour on the way to or from school Use of mobile phone in corridors Unkind behaviour; face-to-face or via social media Being late to lessons following a break or lunch time Wearing non-CHS clothing/jewellery Inappropriate use of social media/It on school site Low-level risk-taking behaviours such as 'rough play'	C3
Refusal to follow instructions from midday assistants and other staff on duty Swearing Physical behaviour that is aggressive or harmful Repeated C3 infringements Damage to school or personal property such as graffiti Risk taking behaviours Unkind behaviour	C4
Repeated C3/4 infringements Swearing at staff Sexualised behaviours Bullying behaviour	Exclusion

\*This is not an exhaustive list of behaviour and staff will use their discretion based on the context of the incident.

## **What policy looks like in practice**

### **Detentions**

In some circumstances a student's choice of behaviour may result in either a lunchtime or an after-school detention. Whilst parental consent is not required for detentions, parents will be informed if the detention is to take place after school so that appropriate travel arrangements can be made. 24 hours' notice will be given for after school detentions. Detentions that take place during the school day will be arranged so that adequate time can be allowed for the student to eat their lunch and go to the toilet.

Any behaviour that occurs in the classroom situation, which does not comply with expectations, will receive a verbal warning C1. If a student continues with that behaviour, or is not complying in another way, a C2 will be issued. This will be followed by a C3 then, if necessary, the student may be removed from the room by a Member of Staff on Call-Out who will issue a C4 and will remove the student to another room.

The consequence for being late to lesson is a verbal warning C1 initially. Poor punctuality at Registration will be dealt with through the Guidance System. Not having the correct equipment or uniform is considered to be failing to comply with the above expectations. If homework/coursework is not handed in on time, this is also considered to be failing to comply with the above expectations. The consequences will be an H3 (lunchtime detention).

### **Suspension and Permanent Exclusions**

On the very rare occasions that a student's behaviour cannot be appropriately dealt with using the RBFL Policy it may be necessary to suspend a student from school for a fixed period of time or on even rarer occasions it may be necessary to consider permanently excluding a student from school. Deferred Suspensions/Alternative Provisions may take the form of Internal Isolation, Deferred Suspension, Suspension or Permanent Exclusion.

The following issues will be taken into consideration: -

- The safety and wellbeing of other students and adults.
- The seriousness of the offence committed.
- The previous behaviour record.
- Other strategies or interventions which have already been tried.
- The student's known educational, safeguarding and medical needs.
- The support of external agencies in providing alternatives to permanent exclusion.

An exclusion will be considered for serious incidents, such as: -

- Refusal to follow the RBFL Policy.
- Unsafe behaviour.
- Persistent disruption of lessons.
- Defiance or verbal abuse of staff.
- Repeated or serious acts of bullying.
- Violence or threat of serious violence towards other students or staff.
- Deliberately setting off the fire alarm.
- Theft.
- Drug related offences.
- Sexualised behaviours.
- bringing prohibited items weapons onto school premises.

Only the Headteacher or in their absence senior staff with delegated responsibility, can issue a Suspension. In very exceptional circumstances a permanent exclusion from school may be necessary when repeated suspensions and interventions are not providing the necessary improvement in behaviours or actions, or for single, particularly serious incidents which jeopardises the safety and wellbeing of another person or persons. The school will comply with government guidance around permanent exclusion. Congleton High School is committed to using a broad range of strategies to minimise the chances of permanent exclusions and to working with parents/carers and support agencies in constructive partnership.

Work will be set for the student during a deferred suspension. For an exclusion exceeding five days, school will make arrangements for the student to attend another organisation after the fifth day and will send work to that organisation. A readmission meeting with parents will always be arranged and a supportive reintegration programme and behaviour plan will be put in place following a student's suspension.

### **Confiscation of Inappropriate Items**

Any student who is found in the possession of inappropriate or prohibited item, will have the item confiscated. Where there is a suspicion that a student has an inappropriate or prohibited item, they will be required to empty their blazer pockets, bags and locker. Refusal to do so will be classed as refusal to follow instructions and will result in the appropriate consequence in the Recognition and Behaviour for Learning Policy.

Inappropriate items include inappropriate items of clothing or jewellery, items brought into school for the purpose of selling to make a personal profit (including items bought in such a manner), cigarettes, vapes, tobacco and other smoking related items, knives or weapons, alcohol, illegal drugs, stolen items and any other items that may endanger the wellbeing, health and safety of others.

School reserves the right to search a student where there is a suspicion that the student may be carrying knives or weapons, alcohol, illegal drugs and stolen items. Parents will be contacted and informed of the nature of any items confiscated and appropriate arrangements made for the safe collection of such items. Illegal items will be handed to the Police.

### **Student Behaviour Outside School**

The Recognitions and Behaviour for Learning Policy will be applied to all students:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some way identifiable as a student of Congleton High School

The policy will also be applied to poor behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

In addition, behaviour that may be criminal will be reported to the police.

### **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.

