



Behaviour for Learning Policy:

Policy Lead:	Rory McQueen
Last Review Date:	September 2026
Next review date:	September 2027
Approval needed by:	Local Governing Board
Version	4



Our Moral Purpose

At Congleton High School we are 'together.in.the.pursuit.of.excellence'. Our vision is to inspire scholarly excellence in all students. We work as a community to provide support, care and guidance that enables students to excel. Our values of curiosity, courage, and ambition. shape confident, happy learners who make a valuable contribution to society. Our core values characterise our community as we strive for the highest standards and achievements.

The school has a clear process of recognition which exists to promote excellent 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 and 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 less than excellent behaviour in a lesson, high quality learning cannot take place. The RBFL policy promotes and recognises excellent behaviour and deals with unacceptable behaviour in a series of graduated steps.

At Congleton High School we promote:

Curiosity:

- Curiosity is essential for personal growth and development as it helps us to understand the world around us, to solve problems and to innovate.
- We encourage our students to be confidently curious about the world around them, to ask challenging questions and be open to new experiences and differing views.

Courage:

- Courage is essential for success, and we encourage students to be courageous in their academic endeavours, the life choices they make and in choosing positive relationships with those around them.
- The courage to be kind, respectful and resilient is an essential part of our ethos.

Ambition:

- Ambition is empowering and hopeful, we encourage students to be ambitious in their goals and dreams. Together, we believe 'we.can'!
- We strive for excellence in all areas of our school community, and we value the unique contribution of every student. We offer diverse opportunities that build character and open hearts and minds, preparing them for an exciting and rapidly changing world



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 excellence together.

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. Our BFL policy considers Trauma Informed Practice.

LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour in School advice for Headteachers & School Staff
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- Suspension and Permanent Exclusion Guidance
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- Searching, screening and confiscation at school.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data
- The Equality Act 2010
<https://www.legislation.gov.uk/ukpga/2010/15/contents>.
- Use of reasonable force in schools



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

- 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>.
- [Keeping Children Safe in Education 2025](#)
- Anti-bullying strategy [Approaches to preventing and tackling bullying - GOV.UK](#)
- Looked after children. [Promoting the education of looked-after children and previously looked-after children](#)

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- TLP Pupil Suspension and exclusion Policy
- TLP Safeguarding policy statement
- Anti Bullying Policy.
- Drugs Policy.
- Teaching and Learning Policy
- TLP Code of Conduct Policy
- TLP Equality Information and Objectives Policy.
- Uniform policy.
- Health and safety policy.
- Mobile phone policy.
- Online Safety Policy.
- Personal Development Policy.
- SEND policy.
- SEMH Policy

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 BFL 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.



- The 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:

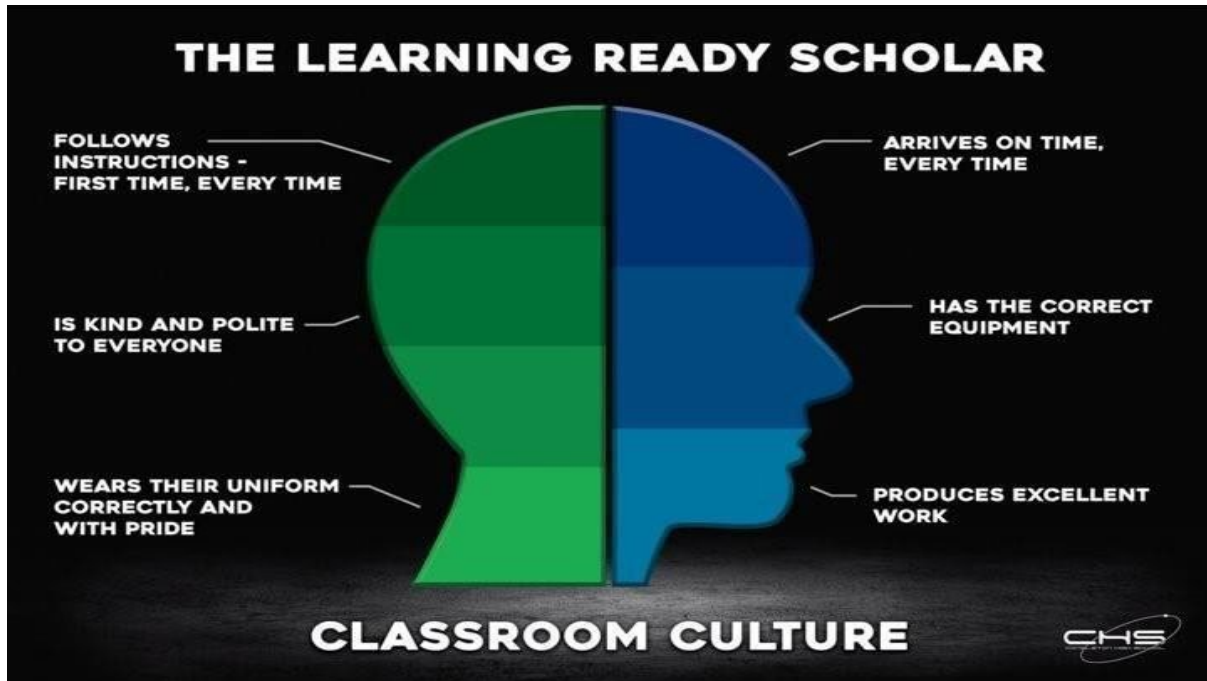
- Encourage their children to achieve the expectations on how students behave and therefore work Together in the pursuit of excellence.
- Support the school's authority to discipline its students and maintain a safe and purposeful learning environment.
- Actively support all school policies.
- Communicate 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 Year Team Leaders 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 of The Learning Ready Scholar.
- 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.

Expectations on how students behave

(This is not an exhaustive list of behaviours)



Unacceptable learning behaviour is therefore defined as behaviour which falls below the expected standards of The Learning Ready Scholar.

Misbehaviour:

- Disruption in lessons, corridors and at lunch/breaktime / within the school community
- Non-completion of classwork

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Persistent breaches of the school mobile phone policy
- Any form of bullying (please refer to our anti-bullying policy for further details).
- Sexual harassment or violence.
- Vandalism.
- Theft.
- Fighting / physical assault
- Smoking/vaping.
- Truancy – onsite
- Truancy – leaving school site
- Racist, sexist, homophobic or other discriminatory behaviour.



- Possession of any prohibited items, these include:
 - Knives or weapons or replica items or sharp items that may cause harm/injury
 - Alcohol.
 - Illegal drugs or associated equipment.
 - Stolen items.
 - Tobacco, vapes, vape liquid, cigarette papers, matches or lighters or associated equipment.
 - 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.
- Failure to follow instructions from a member of staff.
- False/malicious allegations against staff.
- Threat of harm to others
- Verbal assault
- False allegations
- Inciting violence (directly or indirectly)
- Mobile phone deliberate persistent....?

Off-Site Behaviour

We expect the highest standards of behaviour from our students in our wider community. Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

In addition to school sanctions, behaviour that may be criminal will be reported to the police / other relevant agencies.

Malicious Allegations



Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with the policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated offices, where relevant) will decide whether the student who made the allegations is in need of help, or the allegation may have been a request for help. If so a referral to children's social care or other external agency may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

What policy looks like in practice: Fostering a culture of recognition for Learning Ready Scholars

We will acknowledge the efforts and progress of our students during structured and unstructured times, and this will be focused around being a Learning Ready Scholar, and to reinforce routines, expectations and norms of the school culture.

Positive behaviour will be rewarded with:

(*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)

- House points
- Whole class/Year group rewards – activities
- PROUD Celebration i.e. Verbal praise/ written praise on work
- Positions of responsibility
- Communicating praise to parents via phone or written correspondence
- Certificates, prize ceremonies & assemblies

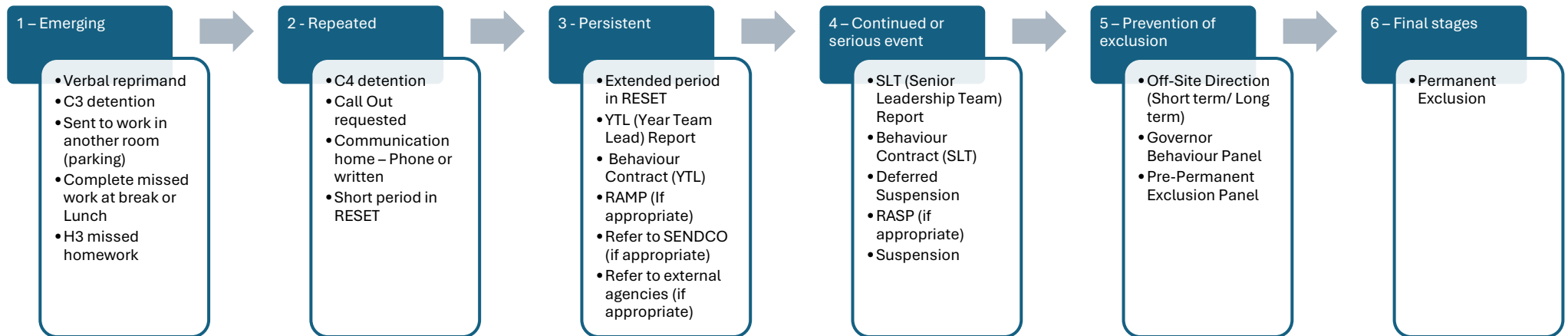
House Points

In line with our vision and values and in order to recognise the hard work of our community House points are awarded for students demonstrating our school values of:

- Courage
- Curiosity
- Ambition

We also award points for scholarly excellence through the Headteacher award. We reserve the right to recognise additional achievements with House points through the year e.g. House points / individual achievements outside of school / Scholars Awards

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.

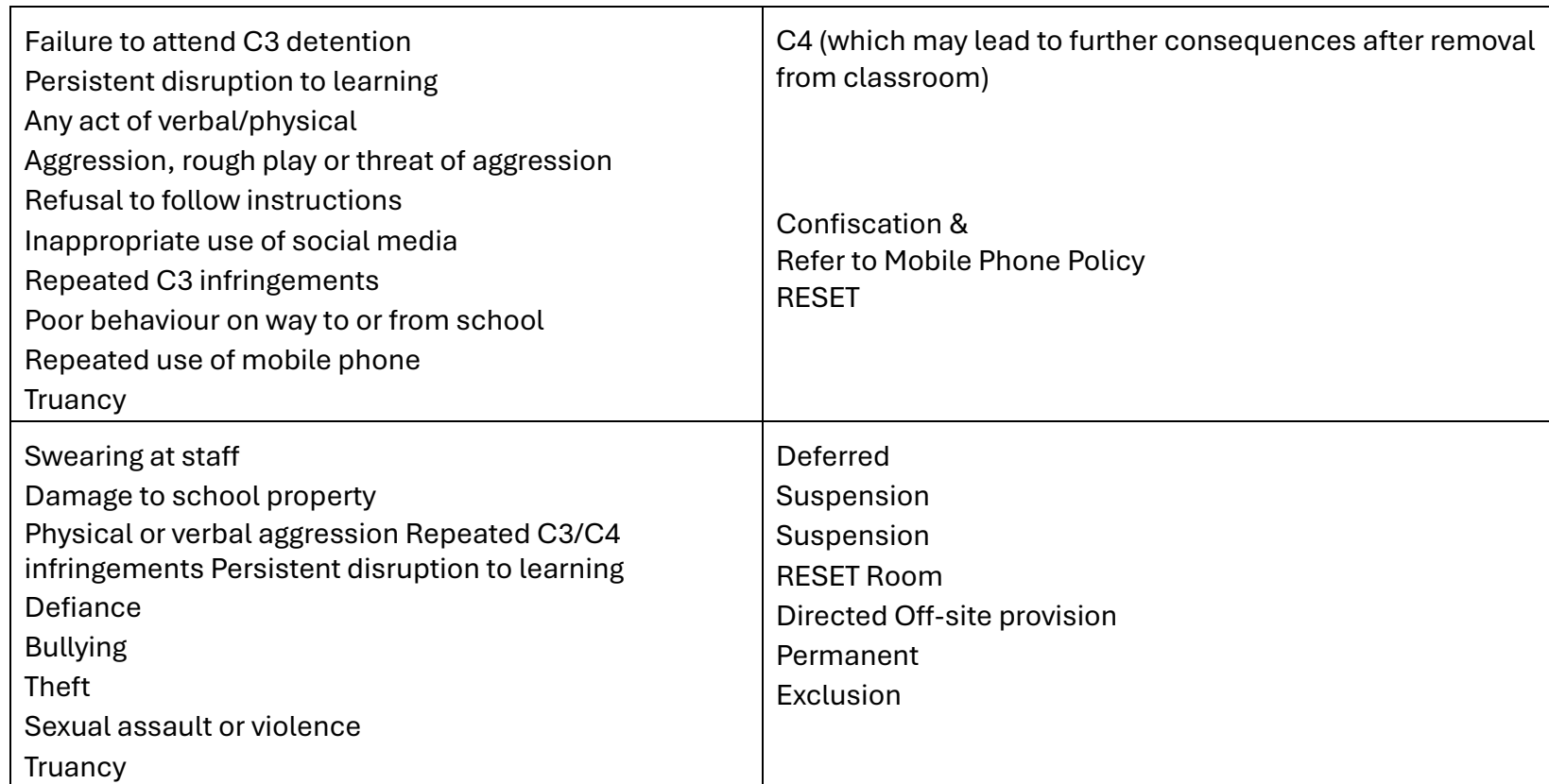
Make link to suspensions / off site direction guidance here.

Link between unacceptable behaviours and consequences

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	C3 Late Verbal warning „ „ H1 Verbal Warning
Repeated behaviour after the verbal warning More serious, one-off behaviours such as swearing during conversation with peers or being rude to a member of the school community. Uniform Infringement Use of mobile phone without permission Unkind behaviour Inappropriate use of ICT	C3 C3 & Suspended access ICT

10.0 Breaches of Policy years 7-11

Breach Type	Sanction
Refusal to place phone in pouch (1 st offence)	Internal Isolation + After School Detention Phone confiscated returned at end of day
Attempting to cheat system (e.g. 2nd phone, unlock tools) (1 st offence)	Internal Isolation + After School Detention 2 nd Phone confiscated collected by parents
Vandalism or damage to pouch	Internal Isolation + parental charge + After School Detention
Persistent non-compliance (2 nd offence or more)	Escalating sanctions including re-set / potential suspension / permanent exclusion



- Suspension and Permanent Exclusion Guidance
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

What policy looks like in practice

Detentions

In some circumstances a student's behaviour may result in a breaktime, 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. Same day detentions may be issued. Parents will be informed no later than 12.30pm if a detention is to be served at 3.10pm on the same day. Detentions that take place during the school day will be arranged so that adequate time can be allowed for the student to eat their food and go to the toilet.

Any behaviour that occurs in the classroom situation, which does not comply with expectations, will receive a verbal warning. If a student continues with that behaviour, or is not complying in another way, this will be followed by a C3. Then, if necessary, the student may be removed from the room (parking) and placed in another classroom with a member of staff to prevent further escalation.

Higher level sanctions can be issued as appropriate, without having to first follow the C3 process.

Detention	Time
C3	20mins
C4	40 mins
H3	15 mins
H4	40 mins

*In circumstances where transport arrangements cannot be met, the school may issue detentions at break or lunchtime.



RESET Room

Our RESET room serves to allow the academy to support students who resist school behaviour protocols. Time served in here allows for a period of reflection and also opportunity for intervention for observed behaviours that do not meet our standards for Learning Ready Scholars Room protocols:

- Students enter the room and sit in their allocated seat, chosen by a staff member.
- Students will be given an allocated amount of time to remain in the room and must remain there for that period (students are given access to toilets / to collect food as needed)
- Students are expected to complete work set and follow our Learning Ready expectations at all times
- On occasion the academy will work in partnership with local schools by providing mutual support for directed off site provision

Suspension and Permanent Exclusions

On the very rare occasions that a student's behaviour cannot be appropriately dealt with using the BFL 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.

The following areas will be taken into consideration: -

- The safety and wellbeing of other students & 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.

A Suspension or permanent exclusion will be considered for serious incidents, such as:

- Refusal to follow the BFL 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 work with parents/carers and support agencies in constructive partnership.

Work will be set for the student during suspension. For suspensions 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 searched by a member of staff authorised by the Headteacher. Refusal to do so will be classed as refusal to follow instructions and will result in the appropriate consequence in the Behaviour for Learning Policy. Any searches of students on site will be carried out in consideration of the following DfE guidance [Searching, Screening and Confiscation](#)

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 and screen a student where there is a suspicion that the student may be carrying knives or weapons, alcohol, illegal drugs, stolen items or other prohibited items such as vapes. Parents will be contacted and informed of the nature of any items confiscated and appropriate arrangements made for the safe collection of such items if appropriate. Illegal items will be handed to the Police. Confiscated items e.g. Vapes and associated paraphernalia will be disposed of by school staff. Searches can also be established as part of a behaviour plan.

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 / causes harm to another student or member of the public
- Could adversely affect the reputation of the school

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