



RBFL Policy:

Policy Lead:	Mrs Darling
Last Review Date:	September 2025
Next review date:	September 2026
Approval needed by:	Local Governing Board



CHS is a school community that is *together in the pursuit of excellence*. We want all children to thrive in their learning and feel safe.

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.

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.

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 RBFL 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
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- Searching, screening and confiscation at school.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- 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>.
- Keeping Children Safe in Education 2025
- Aanti-bullying strategy [Approaches to preventing and tackling bullying - GOV.UK](#)
- 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



LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Suspension and exclusions.
- Safeguarding policy.
- Bullying prevention policy.
- Drugs Education policy.
- 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 (now merged with this RBFL policy).
- ICT acceptable user policy.
- Parent and carer contact policy.
- RSE and PSHE policy.
- SEND policy.
- Mental Health.

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.
- 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:

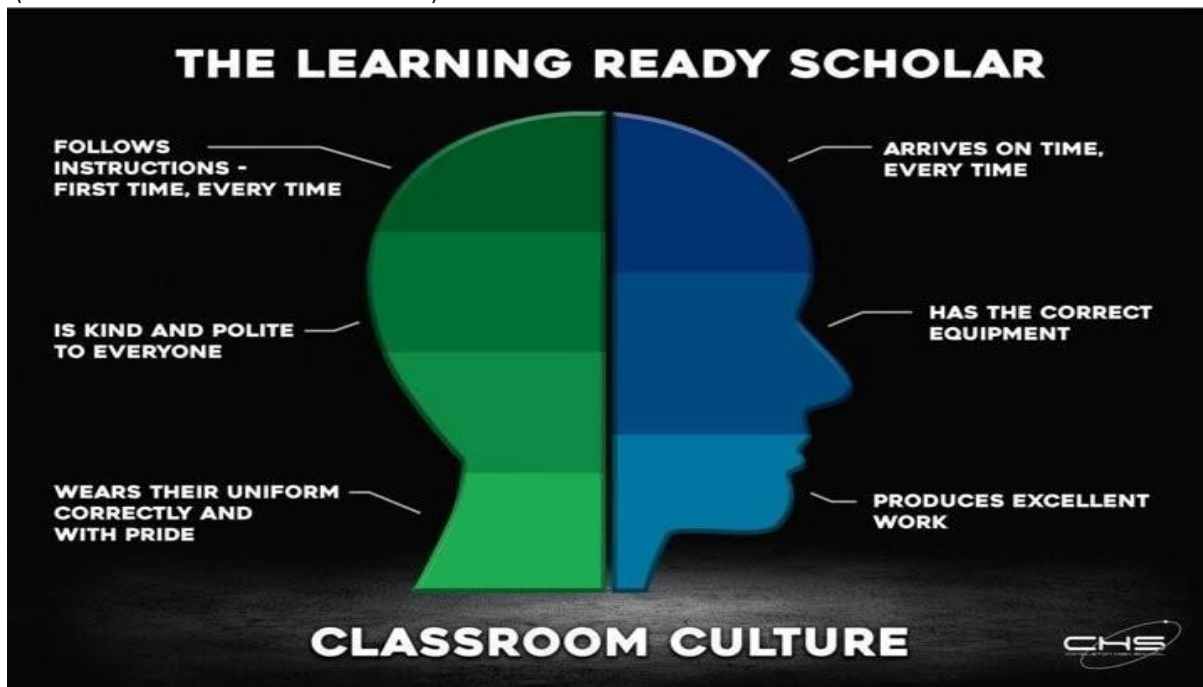
- Encourage their children to achieve the expectations on how students behave and therefore work Together in the pursuit of excellence.
- Support the school's authority to discipline its students and maintain a safe and purposeful learning environment.
- Actively support all school policies.
- Communicate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

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 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
- 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)

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

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.



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 the three areas of: Community, Achievement, Endeavour. See **Expectations on how students behave** for specific examples of behaviour may recognised.

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 Year Team	RECOGNITION At Curriculum Team Level	RECOGNITION At Year Team level including unstructured times	RECOGNITION At SLT level including unstructured times	RECOGNITION Significant contribution to wider community	RECOGNITION at HT Level
Issue HOUSE POINTS Verbal or written praise from staff and log on sims	Issue HOUSE POINTS Verbal or written praise from staff Log on SIMS- correct category: Curiosity, Courage, Ambition, Positive email/phone call/letter/text home SLT recognition walk Learning mentor recognition walk	House points for scholarly excellence	Student of the week- class, department, form group, year group, club, unstructured time Weekly assembly HOUSE POINTS 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	Letter home Twitter & FB Local press Website Notice Board Breakfast with the Head

*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 & Behaviour 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

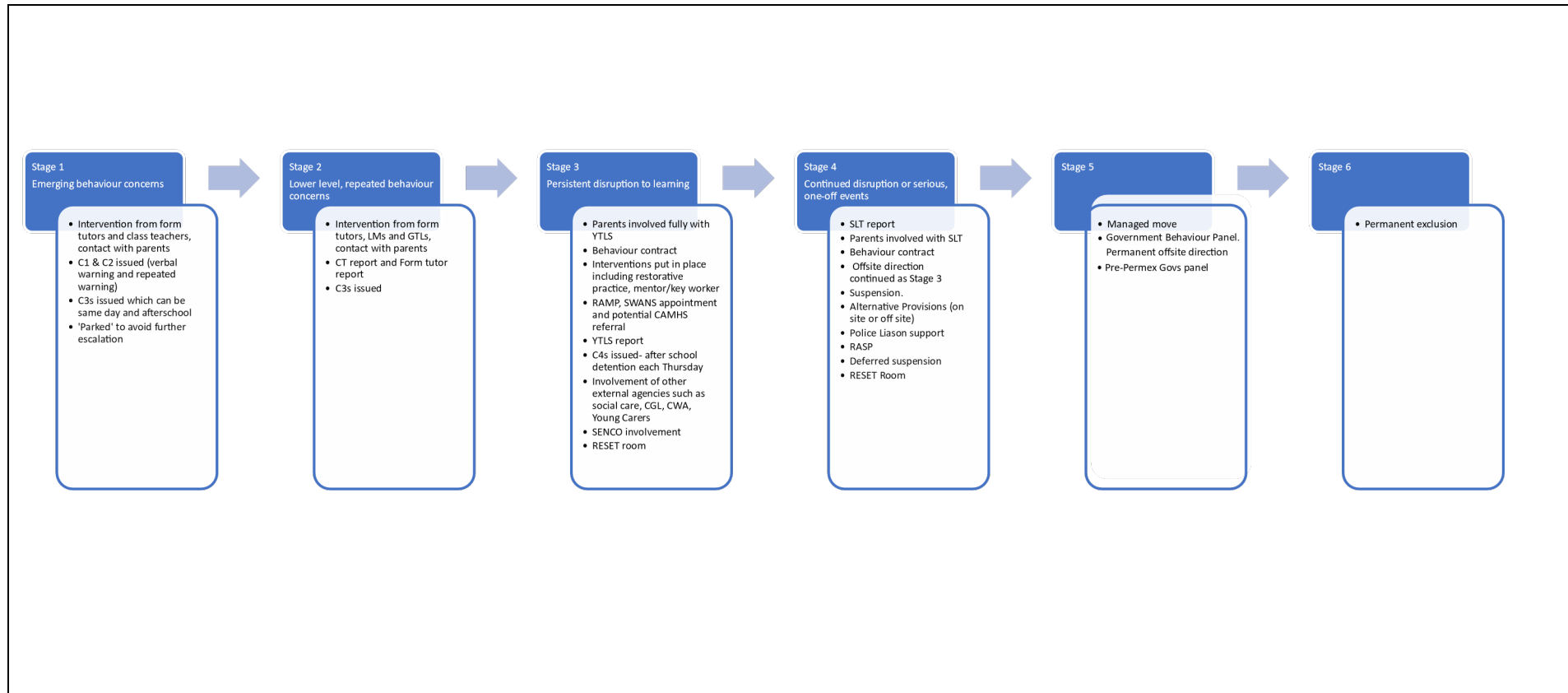
Students accumulate achievement points and when are able to earn the following badges as recognition of their work ethic and positive attitudes:

Bronze
Silver
Gold
Sapphire
Emerald
Ruby
Prestige

Behaviour Points:

At CHS we believe it is important that students take responsibility for their actions and understand the impact of poor choices on their own learning and our school culture. For this reason, behaviour points are issued for students not being learning ready e.g. not completing homework, being set sanctions such as C3/C4 or being late for lessons or school. We reserve the right to review how we approach behaviour points through the year as required. olicity looks like in practice: Maintaining School Standards

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

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 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 Suspended access to ICT
Failure to attend C3 detention Persistent disruption to learning Any act of verbal/physical Aggression, rough play or threat of aggression Refusal to follow instructions Inappropriate use of social media Repeated C3 infringements Poor behaviour on way to or from school Repeated use of mobile phone Truancy	C4 (which may lead to further consequences after removal from classroom) Confiscation of mobile phone Removal from lesson Permanent removal of IT access
Swearing at staff Damage to school property Physical or verbal aggression Repeated C3/C4 infringements Persistent disruption to learning Defiance Bullying Theft Sexual assault or violence Truancy	Deferred Suspension Suspension RESET Room Alternative Provision Permanent Exclusion



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 C1. If a student continues with that behaviour, or is not complying in another way, a verbal warning C2 will be issued. 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 C1-3 process.

RESET Room

Our Re-set 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 must hand over phones immediately
- 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 alternative, off site provision

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.

The following areas 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.



A Suspension or permanent 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 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 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 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.

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.

Mobile Phone and Camera Policy First Approved by Governors October 2022 Review Date – December 2024

From January 2025 this policy will form part of the RBFL policy, rather than as a stand-alone policy.

Mobile phone technology has advanced significantly in recent years and is likely to continue to do so. Mobile phones are no longer just a means of communicating, but perform a variety of functions, many of which are usually found on a personal computer. However, mobile phones can be immensely distracting in the classroom for both pupils and their teachers. This technology can also be used for acts of bullying and intimidation. We want to support staff and students to make sure mobile phones are never a barrier to learning or a cause of disruption. It is therefore, essential that there is a clear policy that students, parents and staff understand and can adhere to, so that mobile technology does not detract from teaching and learning and allows everyone to work and learn in safety.

At Congleton High School, students are not permitted to use mobile phones and other electronic/digital devices in school at any time.

- If mobile phones and other electronic devices are brought into school, they must be kept in bags and switched off or on silent. This also applies on school trips and visits and at any other time when the child is representing Congleton High School. Students remain responsible for their own property and will bear the responsibility of any losses.
- If a student is using (or allowing another student to use) a mobile phone or other electronic/digital device without permission from staff, the device will be confiscated, put in an envelope, with the student's name on and taken to Student Reception for collection at the end of the day. A second offence will result in the device being kept until parents collect it and any further offences will require the student and their parent/carer to have a meeting with a senior member of staff. Consequences will also be issued in line with the RBFL policy. Refusal to hand over a mobile phone will result in the RBFL policy being followed with consequences issued for defiance/refusal to follow instructions, *first time every time*.
- If a student is out of lessons during the school day as a result of their behaviour or during the investigation of a serious incident, they will have their phone confiscated for that period. If a student is ill, the school will contact home, not the student. For any other emergency, a student should go to student reception where a member of staff will contact home or the student will be



allowed to use their mobile phone under supervision. If a parent/carer needs to contact their child in an emergency this should be done via the school telephone system.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour. If a member of staff has any suspicion that a mobile device has unsuitable material stored on it, students will be required to hand over the device to a member of staff and parents will be asked to collect it from a senior member of staff. In circumstances where there is a suspicion that the material on the mobile device may provide evidence relating to a criminal offence, the device will be handed over to the Police for further investigation. Parents will need to recover the device from the Police in such circumstances. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents and the bill payer are responsible for this behaviour.

However, often incidents that occur online will affect the school culture. Congleton high School will issue consequences to students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the people orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

The following are examples of misuse and unacceptable conduct choices (the list is not exhaustive). 'Misuse' will be at the discretion of the Headteacher:

- sending inappropriate messages
- sending inappropriate messages or posts to social networking or blogging sites
- taking photographs and/or videos in school or photographing or filming staff or other students without their knowledge or permission
- photographing or filming in toilets, changing rooms and similar areas
- bullying, harassing, humiliating or intimidating staff or students by the use of text, email or multimedia messaging
- refusing to switch a phone off or hand over the phone at the request of a member of staff
- using the mobile phone outside school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time
- causing reputational damage to an individual or the wider school community
- using a mobile phone outside school hours in such a way that it undermines the stability of the school and compromises its ability to fulfil the stated aim of providing 'a clear moral and ethical lead'
- the deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube
- bullying by text, image and email messaging (child-on-child abuse)
- the use of a mobile phone for 'sexting' (the deliberate taking and sending of inappropriate images or text messages, nudes and semi-nudes)



- posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others
- making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other students
- general disruption to learning caused by students accessing phones in lessons
- students phoning parents rather than following correct collection and medical processes
- students phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised or publishing photographs of vulnerable students, who may be on a child protection plan, where this may put them at additional risk.

With the emerging trend of using cameras which are separate to mobile phone cameras, it must be pointed out that this policy refers to the taking and sharing of all images, video and sound even if it is not initially captured on a mobile phone.



Congleton Sixth Form College Behaviour Policy – Addition to main school policy

Congleton Sixth Form College is a place where students and staff demonstrate the highest standards of personal and professional conduct to ensure that there is a harmonious and productive learning environment where the whole Sixth Form and wider school community can feel safe.

Congleton Sixth Form College is characterised by a purposeful scholarly environment built on relationships of mutual respect and understanding. All members of staff are role models and thus have a fundamental role to play in promoting and sustaining the highest standards of behaviour for academic success.

Behaviour for academic success:

Congleton Sixth Form College aims to provide a safe, secure and supportive environment where students can learn, and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour. To encourage this, staff will:

- Model exemplary behaviour
- Treat all students and adults with respect
- Speak politely to each other
- Build student confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise student effort and achievements on a regular basis and celebrate success
- Keep parents/carers informed about success, efforts and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents/carers through regular contact to help improve behaviour

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour at the appropriate time
- Tell the student what they found unacceptable and why
- Explain how they could have behaved differently, modelling what they could have done or said
- Try to find out why the student is behaving in this way
- Record the incident on Arbor as an SFC (Sixth Form Concern) and, where appropriate, on CPOMS
- Implement the Sixth Form Disciplinary Procedure as appropriate

Sixth Form Code of Conduct

The Sixth Form Code of Conduct applies to all CHS related activities whether on school premises or off-site including work experience or enrichment activities.



- Students must behave in a reasonable manner at all times, respecting other students, staff, visitors and property. Unacceptable or disrespectful behaviour will not be tolerated and will result in the Sixth Form Disciplinary Procedure being implemented.
- Students must behave appropriately in the Common Room – e.g. keep it clean and tidy, use all furniture in the way it is intended to be used, respect other students in the room, not play ball games, not play music loudly.
- Students must behave appropriately in the Study Room – e.g. maintain it as a silent workroom, do not eat or drink in it, use computers only for studying.
- Students must observe all health and safety regulations. Students must wear their identity badge around their neck, in the correct holder and with a Sixth Form Student house lanyard, so that it is visible at all times when on school premises. If a student does not have their badge with them on a particular day, they must get a temporary one, as soon as they enter the school premises and sign in and out with Sixth Form staff when they leave / re-enter the premises.
- Students must electronically sign in EVERY time they arrive into school and electronically sign out EVERY time they leave the premises.
- Students are expected to attend and be on time for all timetabled sessions (comprising your main Programme of Study, Tutorial time, Work Experience, Enrichment sessions, Assemblies and Personal Development sessions), and for any appointments they have arranged. If for any reason they cannot attend, students are required to complete an orange Leave of Absence slip and get this signed by the staff members relevant to their absence - once completed, hand this to the Sixth Form Progress Leader.
- Students must give in all work set on time and completed to an excellent standard that is commensurate with their ability.
- Students must ensure that they bring the required equipment to undertake their course programme e.g. pens, writing pads, homework, worksheets etc.
- Students must switch their mobile phone to 'silent' mode and put in their bag when in class. Students must also remove any listening devices and put them in their bag.
- Students must not use their mobile phone or personal music player when walking around the school building. The only suitable place for a Sixth Form student to use their phone is in the Sixth Form Centre.
- Students may only eat and drink in the Common Room, the school canteen and the Sixth Form Café. Bottled water is permitted in classrooms with the exception of IT areas, (including the Study Room, and Science laboratories).
- Students must ensure that they are dressed appropriately for the school / work environment. Congleton Sixth Form College's Dress Code states that:
 - Students should dress with the learning environment of school in mind, remembering that school is also a place of work. Students should also remember that they will regularly engage with employers in the Sixth Form and could potentially be creating a first impression on someone to whom they may be applying for a job and be interviewed by. We ask that they keep this in mind when deciding how to present themselves whilst in the Sixth Form.
 - Jeans, t-shirts and trainers have proven to be favoured by everyone! Backless shoes, including flip flops and Crocs, are not allowed for health and safety reasons. We ask that skirts and shorts are at a length that is suitable for the workplace / learning environment – they should be no shorter than 10cm above the knee. Ripped jeans / clothing, crop tops and vest tops with stringy straps (unless covered up with a hoodie



/ cardigan) are not permitted, as these are unsuitable for a work / learning environment.

- Lastly, whilst it is fine to wear a discreet nose stud / retainer, nose rings are not permitted, nor are large hoops or overly long nails as these are health and safety risks.
- If students are dressed inappropriately for the school environment, they will be asked to ring their parents to bring more appropriate attire into school - if parents cannot do this, students will be provided with alternative clothing. The Sixth Form Disciplinary procedure will be implemented.
- Bullying and /or any form of aggression (physical or verbal), including online behaviour, is not tolerated in our Sixth Form. Students engaging in this type of behaviour will be subject to Disciplinary action and where necessary, there will be Police involvement.
- The internet is for educational use only. Students must not: download or install any executables (programs, screen savers etc.); change any system settings; send or receive anything that may cause offence to others. Internet use is monitored by the Safeguarding Team. Anything written (even if deleted) will be flagged up by Smoothwall software and followed up. Students must take ownership of any PC they use and must not leave it unattended.
- Smoking, using e-cigarettes or vaping is strictly forbidden on any part of school premises, at the school entrances and in areas off-site but near to school premises (such as Birch Road and surrounding area).
- Possession of any offensive weapons will lead to disciplinary action and where necessary, there will be Police involvement.
- The use of alcohol is not permitted.
- The possession, misuse, sale, purchase or distribution of controlled drugs as classified in the Misuse of Drugs Act 1971 is strictly forbidden.
- Disciplinary action will be taken if students are knowingly under the influence of alcohol or controlled drugs and where necessary, there will be Police involvement.
- Students must not accompany any individuals who do not attend CHS onto school premises.
- Students should not behave in a way that brings Congleton High School into disrepute

Rewards and Sanctions

Rewards:

The successful management of behaviour and rewards is central to Congleton Sixth Form College's ethos of providing an environment within which students and adults can develop good relationships and show care, respect and consideration for each other within the Sixth Form and the wider community. Our rewards system encourages and rewards students who apply themselves and behave in a commendable way to support students embracing our wider school values of Curiosity, Courage and Ambition, demonstrating the ethos of the Sixth Form as role models and striving to develop their own potential. Rewards may include some of the following:

- E-mails and / or Postcards home
- Positions of responsibility e.g. being appointed onto the Student Leadership Team
- End of term trips
- Certificates of achievement



- Reward vouchers
- Access to enrichment opportunities
- Recognition in assembly and formal awards ceremony
- Verbal praise.

Sanctions:

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break Congleton Sixth Form College's rules or fail to follow a reasonable instruction. This authority also applies to all paid staff with responsibility for students. Teachers can discipline students whose conduct falls below the standard which could be reasonably expected of them. This means that if a student misbehaves, breaks a Sixth Form rule or fails to follow a reasonable instruction the teacher can impose a sanction. Students can be disciplined at any time in the Sixth Form or elsewhere under the charge of a member of staff e.g. around the school site or on Sixth Form trips/visits.

All sanctions must be fair, reasonable, proportionate and not in breach of any legislation such as the Equality Act 2010 and the Human Rights Act 1998;

Poor behaviour must be addressed, and all staff have a professional obligation to highlight and help students improve their behaviour. Discipline is administered using a calm approach and applied thoughtfully and consistently with a distinction being drawn between the unacceptable behaviour and the individual.

The Sixth Form have a number of sanctions at their disposal these include:

- Verbal reprimand and a reminder of expectations of behaviour
- Temporary exclusion from class
- Setting of written task, such as an account or witness statement of unacceptable behaviour
- Confiscation of prohibited/misused item
- Parental contact
- Removal from lessons
- Loss of privileges e.g., positions of responsibility and/or access to enrichment opportunities
- Refusing to provide a UCAS/Employer reference/revoking a UCAS and/or employer reference if deemed necessary.
- Suspension
- Permanent Exclusion

Sixth Form Disciplinary Procedure

If a student contravenes the Sixth Form Code of Conduct, the Sixth Form Disciplinary Procedure will be implemented.

Principles behind the policy:

- Anything that an individual student and we as a Sixth Form Team do should not be detrimental to a student's own or anyone else's education.
- Anything that an individual student or the Sixth Form Team do should take a student's own and others' health and safety into consideration.



- We all work in a community and need to ensure that we respect every member of that community and that they respect us.
- We have to remember that in our community there are lots of younger children who follow the example of our Sixth Form students.
- We want to treat all students fairly.

There are five stages to the Sixth Form Disciplinary Procedure which may be implemented to address a one off serious incident or more usually to address patterns of inappropriate behaviour with the aim of initiating change and encouraging appropriate conduct that facilitates success.

Below are the behaviours that could lead to the Sixth Form Disciplinary Procedure being implemented (please note that the list of behaviours for each stage are not exclusive and each case will be dealt with on an individual basis):

SFD1:

The first identified instances of:

Poor attendance or punctuality

Late or non-submission of work/assignments

Disrupting the learning of others

Lack of commitment to academic work, such as producing poor quality work.

Low level disrespectful behaviour to other students, staff or visitors

Misuse of the internet/IT equipment

Unauthorised use of personal music players or mobile phones when in class

Unauthorised phone use outside of the Sixth Form building

Not wearing a lanyard

SFD2:

Repetition of a Stage 1 disciplinary incident

Breach of health and safety regulations (e.g. Football in common room)

Smoking or vaping near school premises

Caught with someone vaping on school site

SFD3:

Failure to comply with a Stage 2 action plan

Repetition of a Stage 2 disciplinary incident

Stage 2 incidents occurring in more than one subject

Moderate cases of academic misconduct

SFD4:

Failure to comply with a Stage 3 action plan

Repetition of a Stage 3 disciplinary incident

Serious cases of academic misconduct, such as plagiarism

Demonstration of aggressive behaviour/ discrimination/ harassment/bullying

Misuse of CHS resources

Interference with CHS property

SFD5:

Failure to comply with a Stage 4 action plan



Repetition of a Stage 4 disciplinary incident

Threats to health and safety such as the misuse of fire alarms and fire extinguishers

Any criminal offence including:

- Being in possession of illegal substances or alcohol
- Endangering or causing injury to others
- Possession of an offensive weapon
- Theft or fraud
- Wilful damage to CHS property
- Being under the influence of alcohol or controlled drugs on CHS premises or whilst engaged in any CHS related activities
- Bringing CHS into disrepute

Sixth Form Disciplinary Procedure –Staff only to issue SFCs for any concerns except attendance which the Sixth Form Progress Leader will pick up and record – Sixth Form Team to triage concerns which, depending on the issue, may result in the following actions being taken (as directed by Assistant Leader of Sixth Form)

