Broughton Hall Catholic High School

BEHAVIOUR FOR LEARNING POLICY
(INCLUDING HOME SCHOOL AGREEMENT)

INTRODUCTION

Founded by the Sisters of Mercy, Broughton Hall Catholic High School is committed to the teaching of Gospel values and respect for one another, which permeates the life of the school. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Broughton Hall Catholic High School is an average sized Catholic Girls Secondary School. It draws its pupils from a wide area including some of considerable economic disadvantage. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion with a Statement of Special educational need. The school has gained the Healthy Schools Award, and is a member of the West Derby Learning Network and has many international links.

For pupils to make the most of the opportunities available to them in school, we believe that good order within and outside of lessons are essential. Our expectations of pupils also extend to their behaviour when representing the school at all outside events, trips, visits and sporting activities.

OUR SCHOOL AIMS ARE

- To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- To develop a caring, joyful and friendly community in which all work hard and are happy
- To achieve excellence through an education which is concerned with the whole person and enables each person to develop spiritually, aesthetically, vocationally, physically, and academically
- To foster a strong sense of community by generosity of spirit, sensitivity and tolerance, and forgiveness and compassion
- That prayer and worship underpin the daily life of the school.

AIMS OF THE POLICY

- To provide a safe, secure learning environment, where all pupils may develop their full potential.
- To foster in each pupil a sense of both self and corporate responsibility.
- To develop a moral code where pupils are able to distinguish right from wrong.
- To provide a clearly defined code of rewards and sanctions.
- To make each pupil aware of the consequence of his/her actions.
- To ensure all pupils are valued and all have unique gifts and talents.
- To maintain the high standards of behaviour already in situation at Broughton Hall.

- To set the above in the framework of the school's Mission Statement.

We expect high standards of behaviour from all pupils. We expect all at Broughton Hall, staff and pupils to treat others as they would hope and expect to be treated themselves.

OBJECTIVES OF THE POLICY
- To ensure that rewards and sanctions are applied fairly and consistently by everyone.
- To encourage positive behaviour and consideration for others by good example, praise and reward.
- To ensure the school's system of rewards and sanctions and support is understood by the school community.
- To encourage the building of positive relationships between all members of the school community.
- To ensure that this policy applies to all members of our school community (teachers, support staff, governors, parents / carers and visitors) as well as our pupils.
- To ensure all pupils have the opportunity to achieve their potential in a safe and supportive learning community and where a culture of praise and achievement are valued.
- To ensure all staff, students and parents are aware of the aims and objectives of the school and Behaviour for Learning Policy.
- To ensure that the environment, curriculum and other aspects of the school's work promote good behavior and that all staff follow the school's referral system.

BROUGHTON HALL'S CORE VALUES
- We are an inclusive and diverse Christian community based on teaching and living the Gospel values.
- We expect that all members of our school community should **respect** one another.
- We expect that we all have to take **responsibility** for our actions and choices.
- We know that positive pupil / teacher **relationships** will promote excellent teaching and learning.
- We focus on the positive to promote the best in every pupil.
- We believe that all behaviour is learned behaviour and we are crucial to modelling positive behavior to create mutual respect.

STRATEGIES TO ACHIEVE OBJECTIVES
To achieve **consistency** by:
- An overriding professional approach to our shared vision
- A shared and mutual understanding of the policy at all times for example in classrooms, in corridors, in the dining room
- Agreed and published pupil expectations

To promote **responsibility** by**:**
- Encouraging pupils to take responsibility for their own actions.
- Encouraging pupils to be aware that with the right to learn goes the responsibility to build the environment in which this can take place
- Encouraging parents to take responsibility to ensure their child behaves well, attends regularly and punctually, completes controlled assessments, homework and coursework and causes no harm to other pupils
- Ensuring that teachers provide a classroom environment in which pupils feel secure and able to learn

To help pupils achieve their **full potential** by:
- Recognising merit through rewards
- Displaying the expected standards in every classroom, **Respect, Relationships and Responsibility**
- Monitoring pupils who are not achieving their full potential
- Being aware and take account of individual learning needs and the strategies required to deal with them

PRINCIPLES

Broughton Hall recognizes that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles are to be adopted if a whole school approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved.
2. The Behaviour for Learning Policy is a partnership between all members of the school community.
3. A whole school approach is intended to be preventative wherever possible. Pro-action is more effective than reaction.
4. Self discipline should be the ultimate aim for all members of the school.
5. Behaviour patterns can be changed and indiscipline managed effectively only when behavior (managed) is handled consistently.
6. Sanctions must be administered fairly and consistently and be appropriate to the breach of conduct.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

Other school documents which relate to and support this policy:-
- Mission Statement
- Anti Bullying Policy
- Attendance and Punctuality Policy
- Safeguarding
- ICT Policy
- Uniform Policy
- Code of Conduct
- Home School Agreement
- Homework Policy
- Mobile Phone Policy
- Marking Policy
- Special Educational Needs Policy

SUCCESS INDICATORS
- Classrooms are purposeful environments.
- Behaviour management is consistent among all staff.
- All pupils know and understand the standard of behaviour expected.
- There is a reduction in sanctions imposed.
- Pupils take a greater responsibility for the school environment.

- Parents are positively involved in their child's progress and behaviour.

EXPECTATIONS AND RESPONSIBILITIES OF PUPILS
- To endeavor to maintain good **relationship**s with all members of our school community
- To **respect** themselves and all members of our school community
- To take **responsibility** for their own behaviour, progress and achievements

RESPONSIBLITIES OF STAFF TOWARDS PUPILS
- To follow the Behaviour for Learning Policy consistently and fairly.
- To create a safe, caring environment in which all pupils are treated fairly and with respect
- To provide positive role models for all pupils
- To provide a challenging and relevant curriculum for all pupils

EXPECTATIONS AND RESPONSIBILITIES OF ALL PARENTS
- To support the Behaviour Policy
- To ensure their child attends school regularly and punctually and that their child's education is not disrupted through taking holidays in term time
- To work with the school to ensure their child achieves the optimum from their education
- To adhere to the Home School Agreement

PRACTICE
Good behaviour will be promoted through the establishment of good relationships within the school community based upon mutual respect.

Assemblies play an important role in promoting the Gospel values and ethos of the school where courtesy, respect and good behaviour are the expected norm.

The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the PSHE programme, where issues such as tolerance, honesty, diversity, bullying, rights and responsibilities are addressed.
The provision of high quality teaching and learning with the use of a variety of teaching and learning styles and differentiation within lessons will support good behaviour and enable pupils to learn effectively.

The school has adopted a Reflective Behaviour strategy which forms the basis of behavior management. The pupil Code of Conduct is displayed around the school, on the school website and is emphasized in assemblies.

Behaviour in the classroom is the key to high standards of behaviour around the school. It also ensures an effective learning environment.

Whenever possible, staff should be in the room when the pupils arrive. All members of staff should expect and insist on the highest standards of behaviour.

Pupils who are experiencing behavioural and / or emotional difficulties will be supported through the school's pastoral system, counselling and multi-agency work as appropriate.

Pupil behaviour, both positive and negative, are logged on the school's information management system (SIMS) and via Class Charts. These logs are monitored, managed and analysed by Progress Tutors and Pastoral staff.

Each member of staff has responsibility for upholding standards of behavior in school, both within their classroom and around the school site. Staff are provided with INSET to help them develop behavior management skills.

Incidents of poor behaviour should be dealt with by the member of staff who initially encounters it. They should then make a decision as to whether they should report the incident to their respective Curriculum Leader or the respective Progress Manager. They must write an account of the incident and log it on SIMS, including the action they took. Each department has in place a system for dealing with incidences of indiscipline or for when homework/ coursework is not handed in on time.

The school's procedures in relation to behaviour must be followed at all times by all members of the school community.

TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS
The following groups of vulnerable pupils may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with additional and special educational needs
- Children who are looked after by the local authority
- Sick children
- Young carers
- Children from families under stress
- Any other pupils at risk of disaffection and exclusion

SUPPORT SYSTEMS AND STAFFING
- Progress Tutors
- Student Support Managers
- Progress Managers
- Directors of Year
- Head Teacher/Assistant Head Teacher
- Leadership Team
- Chaplain
- Counsellor
- Safer Schools Police Officer
- CAMHS support worker
- Family Support Worker

ROLES AND RESPONSIBILITIES
All staff are expected to:
- Take responsibility for the discipline of pupils in the classroom, corridors and around the school.
- Treat pupils fairly and consistently.
- Act as role models in their professional conduct.

- Expect high standards of work and behavior.
- Implement the school's system for rewards and behaviour.
- Enlist the support of other staff and parents / carers where appropriate and in accordance with the referral system.
- Participate in relevant professional development.
- Comply with the school's policy of restraint.
- Read, understand and follow all procedures connected with the Behaviour for Learning Policy.

In addition to the above, each staff role has a specific set of expectations as outlined in detail below:

Role of the Progress Tutor

Uniform
It is the Progress Tutor's responsibility to check uniform
- Every day in morning registration
- Whilst lining up to enter assembly

Most uniform issues can be dealt with immediately (e.g. removal of bracelets, earrings and other piercings, skirts not turned over etc) and should be resolved straight away in registration or before assembly.

Blazers must be worn as pupils enter and leave the classroom.

Major uniform issues such as: incorrect skirt, incorrect shoes, hair an unnatural colour etc, should be referred to the Progress manager straight away, regardless of parental authorisation. Progress Manager or Student Support Manager to contact home and arrange for the issue to be resolved. Pupils will be given the opportunity to wear school based uniform if appropriate. The issue must be resolved by the following day otherwise pupil will need to be placed in review room until the issue is resolved.

If there is a medical issue for a pupil wearing incorrect shoes or other non uniform items, this must be agreed with the Progress Manager in the first instance and a Green Card of authorization issued.

In exceptional circumstances, Progress Managers or SLT members may issue a Green Card to give a pupil permission to wear non uniform items for a short period of time whilst the situation is being resolved.

Nail Varnish
No pupils should arrive at period 1 wearing nail varnish as Tutors should have ensured this is removed during registration time. Please note: false nails and French manicure are not permitted.

Make up
Make up should not be worn to school. Make up which has obviously been applied must be removed during registration time.

Uniform Detention

Tutors should set a lunchtime detention for pupils who persistently wear nail varnish and make up to school. Contact should be made home and the issue referred to the Progress Manager if it continues to be an ongoing issue.

Confiscation

Pupils should be asked to place non uniform items such as hoodies, rings, bracelets, charity bands etc, in their school locker during registration time, in the first instance. If the pupil continues to bring these non uniform items to school they should be:

- Confiscated and placed in an envelope clearly marked with the pupil name and form class
- Passed to the Progress Manager or Student Support Manager.
- It is the pupil's responsibility to inform their parent / carer who will need to arrange collection at a mutually convenient time with the Progress Manager or Student support Manager.

Refusal

If a pupil refuses to hand over an item, the Progress Manager or Student Support Manager should be contacted immediately.

Registration Procedures

- ✓ All tutors must make their way to registration at 8.40am to ensure a prompt start to registration at 8.45am
- ✓ All tutors and pupils to be in their form base by 8.45am.
- ✓ Pupils should stand behind their desks and be formally greeted by the tutor. This could be a simple greeting such as 'Good morning 8XX (tutor group name)' and the pupils should formally reply 'Good morning Mr Jones (tutor's name)'.
- ✓ Pupils should then remain standing for a class prayer / collective act of worship. The collective act of worship may take place at any point during registration if it is more appropriate to do so.
- ✓ Insist on a seating plan for registration.
- ✓ Insist the register is taken in SILENCE.
- ✓ Tutors are to deal with issues of both attendance and punctuality during registration time.
- ✓ All school gates will be locked at 8.45am and anyone arriving to registration after this time will be marked late on the register.
- ✓ If a pupil's lateness is for exceptional circumstances, no further action is required. If the lateness is not justified or is within the pupil's / family's control, an automatic same day lunchtime late detention is to be attended by the pupil.
- ✓ Issues of uniform are dealt with together with other focused activities as prescribed by the Progress Manager for that day.
- ✓ Tutors to check daily that all pupils have the correct equipment for the lessons including writing equipment, bags, pupil planners and the relevant books. Lunchtime detention should be issued for non compliance. Parents / carers should be contacted if there is persistent non compliance and the Progress Manager informed.
- ✓ At the end of registration the tutor group should be dismissed in the same format as they were greeted at the start of registration, ie, 'Good morning and thank you 8XX (tutor group name)' and the pupils should formally reply 'Good morning and thank you Mr Jones (tutor's name)'.

All tutors are expected to:

- Work with their tutor group to create a cohesive group and a positive ethos and environment

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Currently under full review.

- Follow guidelines on managing behaviour and contact home if there are any emerging concerns
- Any issues that are not resolved following contact home should be referred to the Progress manager
- Follow up referrals from classroom teachers and use information on SIMS to inform sanctions, rewards or interventions as appropriate
- Monitor that pupils are ready to learn:
    - Make sure pupils have equipment, bags, books and planners
    - Check and sign planners weekly
    - Check uniform and follow the policy if incorrect
    - Complete the class register on SIMS and follow the attendance and punctuality policy if a pupil is late or does not attend
- Implement sanctions and rewards:
    - Communicate regularly with parents /carers
    - Provide opportunities and encourage pupils to take responsibility and develop leadership skills
    - Where behaviour issues are apparent, place pupils on a Progress Tutor Report and liaise with parents to monitor progress on report. Inform Pastoral Manager of outcomes.
- Develop relationships and offer positive reinforcement and role modelling to all pupils in group
- Carry out strategies in line with pupil IEPs / PSPs
- Participate in target setting and intervention strategies

Role of the Class Teacher
In order to achieve the high levels of behaviour for learning that we expect, all teaching staff are expected to:
- Display school Behaviour for Learning expectations in all classrooms.
- Apply a range of classroom strategies consistently.
- Reward positive behaviour consistently and record all behaviour incidents on SIMS. This must include a note as to how the issue has been resolved. No incident should be left unresolved.
- Refer any concerns to your Director of Subject and onwards if required. The classroom teacher is expected to work with the Director of Subject to reach a resolution and develop strategies for managing classroom behaviour.
- If a pupil reaches the stage of having to be removed from a lesson, this should be dealt with within the department and the departmental inclusion system followed. A pupil can only be sent to review room with authorisation from the Director of Subject or their Assistant.
- Pupils must not be sent directly to their Progress Manager or Student Support Manager unless by prior arrangement.
- Pupils must not be allowed out of lessons except with a valid reason and then only with a pass. Pupils must not be allowed to accompany other pupils unless it is for safety reasons.
- Implement sanctions and rewards following the Behaviour for Learning Policy.
- Refer

Classroom Procedures for Teaching Staff
At the start of a lesson:
- ✓ Be on time (and ideally early) at the start of a lesson to meet and greet pupils as they enter the classroom and give positive messages to all pupils on the corridor as they pass the class base.

- ✓ Pupils to enter the classroom quietly.
- ✓ Greet the class formally at the start and end of the lesson in a similar manner to the greeting used at registration.
- ✓ Always use a seating plan supported by Class Charts.
- ✓ Ensure pupils are busy from the start – establish routines or starter activity
- ✓ When addressing the class insist on active listening, pens down and silence.
- ✓ No instructions should be given to the class unless the class is silent.
- ✓ Monitor pupils are ready to learn:
  - o Make sure pupils have equipment and planners on the desk at the start of the lesson
  - o Check uniform and follow the policy if incorrect
  - o Ensure all bags are hung up or alternatively are placed underneath desks
- ✓ Insist on silence when completing the register on SIMS.
- ✓ Deal with lateness during the lesson not at the start. Ensure pupils arriving late to lessons make up the time with you at break or lunch time.
- ✓ Have systems and routines in place to distribute books and resources
- ✓ Plan and deliver an engaging lesson of an appropriate level of challenge.

At the end of the lesson:
- ✓ Pupils to ensure homework is noted in planners.
- ✓ Pupils to pack away quietly and pupils and teacher to ensure the room is clean and tidy.
- ✓ Pupils put chairs under tables and stand quietly behind chairs.
- ✓ Teacher formally dismisses the class, similar to during registration.
- ✓ Pupils leave classroom row by row and teacher escorts class out in an orderly manner.
- ✓ Staff 'staff the corridor' between lessons.

Teaching Assistants and Support Staff
- Assist in maintaining a positive and well managed environment.
- Be fair and consistent when dealing with pupils.
- Praise and reward pupils for helpful behaviour and challenge inappropriate behaviour.
- Refer pupils whose behaviour gives cause for concern to their Line Manager, Director of Subject or Progress Manager.

Directors of Subject
- Take responsibility for the ethos and climate within their departmental area.
- Deal with day to day incidents within their department
- Monitor and track behaviour incidents across the department, supporting teachers within their team to maintain discipline and follow up on incidents, including reporting on SIMS and how the issue has been resolved.
- Ensure that teachers have the opportunity to discuss 'pupils causing concern' in departmental meetings.
- Place pupils on a subject report for their curriculum area.
- Contact or meet with parents when necessary, updating the progress Manager of contact made.
- Organise departmental detentions.
- Refer pupils who continue to cause concern to Progress Managers along with notes about the actions that have already been taken and the outcomes of these actions.
- Use the review room only as a last resort and when all other measures have failed to modify a pupil's behaviour.

- When sending a pupil to the review room, a referral form needs to be completed and appropriate work given to the pupil before the pupil leaves the class. The incident must be logged on SIMS together with the resolution.
- Ensure that all staff, new teachers, supply staff, NQTs and visiting teachers are familiar with the Behaviour for Learning Policy, with regard to both rewards and sanctions and roles and responsibilities.
- Ensure that class teachers maintain ownership of issues in their class room while being supported to achieve a resolution.
- Provide classroom management support and training for all staff within department.
- Review the curriculum and pedagogy of delivery to ensure that strategies are in place to meet the needs of all pupils.
- Monitor behaviour and ensure that pupils who are struggling are helped to succeed in partnership with SEND, Progress Managers, Student Support Managers and Parents/ Carers.

Progress Managers
- Ensure that all tutors are following the correct procedures.
- Monitor the quality of registration time, providing consistent and appropriate support to tutors.
- Monitor and support tutors within their team to maintain discipline and follow up incidents.
- Celebrate achievements of pupils within year group.
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Directors of Subject and Director of Year to devise intervention programmes for groups and individuals.
- Monitor equipment, use of planners, uniform, attendance and punctuality within their year group.
- Maintain accurate and up to date pastoral files.
- Follow up referrals from tutors and Directors of Subject on pupils causing concern and inform them of actions and outcomes following a referral.
- Monitor attendance and punctuality of pupils and refer concerns to the Student Support Manager and / or school Attendance Officer.
- Visit tutor groups daily wherever possible.
- Implement a variety of behaviour management strategies and place pupils on Progress Manager report as appropriate.
- Contact parents / carers by letter or telephone
- Arrange meetings with pupils and / or parents / carers.
- Manage reintegration meetings following review room referral or a fixed term exclusion.
- Liaise with Directors of Subject and SEND to ensure strategies are in place for supporting pupils with specific learning, emotional and / or behavioural needs.
- Make referrals to other agencies e.g. Student Support Centre.
- Introduce a pastoral support programme for pupils whose behaviour gives serious cause for concern.
- Ensure that all behaviour and incident logs are kept up to date.
- Use SIMS to monitor, analyse and manage pupil behaviour.
- Inform SLT with regard to behaviour data and trends.
- Place pupils in the review room when there has been a serious breach of the school's code of conduct.
- Refer pupils to Director of Year when a range of interventions have failed to modify pupil behavior and to the Assistant Head teacher for serious or persistent incidents.

- Attend line management meetings with Director of Year and Assistant Head Teacher and lead on strategies for effective behaviour management.
- Ensure that all new tutors including supply staff and NQTs are familiar with the Behaviour for Learning Policy.

Student Support Manager
- Monitor SIMS data for all pupils to look at behaviour logs, attendance and punctuality data, with a particular focus on more vulnerable pupils, e.g. FSM, CLA, PP.
- Respond appropriately to this data ensuring that additional support is in place if needed.
- Monitor the use of sanctions for misbehaviour including detentions, exclusions and permanent exclusions.
- Attend line management meetings with Assistant Head Teacher
- Collect referrals from Directors of Subject on pupils causing concern, inform Progress Manager of actions taken following the referral.
- Liaise with Assistant Head Teacher regarding serious and persistent issues.
- Liaise with outside agencies with regard to vulnerable or high profile pupils.
- Manage the reintegration meetings of pupils who have been referred for support.
- Plan and supervise the reintegration of pupils into mainstream lessons.
- Liaise with parents, and when appropriate, outside agencies and providers.
- Respond appropriately to potentially disruptive incidents, apply sanctions, contact home, etc.
- Identify pupils who would benefit from an alternative curriculum and to work with outside agencies to ensure a smooth transition.
- Arrange, in conjunction with other pastoral staff, alternative provision for pupils whose needs cannot be met in school.
- Oversee on site and off site alternative provisions, including carrying out visits.

SENCO
- Oversee the provision for all pupils with emotional and behavioural needs in line with the SEND Code of Practice, including language needs.
- Ensure the SEND team provides relevant information to staff on pupils' needs and provision made.
- Liaise with Progress Managers on a regular basis to discuss Code of Practice referrals.
- Encourage and appropriate range of interventions and strategies are mapped and used to support pupils across each Key Stage.

Directors of Year
- Provide strategic leadership on all aspects of inclusion e.g. removing barriers to pupil achievement.
- Lead on creative approaches to inclusion and reducing exclusions.
- Support their pastoral teams and lead on home–school links.
- Support departments and pastoral teams and when a range of interventions have failed to modify pupil behaviour refer to the Assistant Head Teacher for serious or persistent incidents.
- Celebrate achievements of pupils within year group.
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Directors of Subject to devise intervention programmes for groups and individuals.

Assistant Head Teacher
- Communicate regularly with staff and pupils about the Behaviour for Learning Policy.

- Organise training on behaviour for teaching staff.
- Oversee behaviour management systems within the school including behaviour panels.
- Oversee the pastoral and inclusion work of the SEND department, Progress Managers, Student Support Managers, Directors of Year and all outside agencies working with the school, including counsellors, safer schools officer and social services.
- Place pupils on Assistant Head Teacher Report having liaised with the Progress Manager.
- Place pupils in the Review Room where there has been a serious breach of the school's Code of Conduct.
- Discuss with the Head Teacher a Fixed Term Exclusion for the more serious breaches of school conduct.
- Support Progress Managers with the reintegration meetings after fixed term exclusions.

Responsibility for the school's behavioural policies and practice is that of the Assistant Head Teacher.

SLT
- Promote a school ethos where good behaviour is celebrated and poor behaviour is not tolerated.
- Ensure the departments they line manage fulfil their roles and responsibilities and follow the Behaviour for Learning Policy.
- Support Directors of Subject and Progress Managers to maintain discipline and follow up on incidents.
- Provide support to deal with serious incidents during lessons.

Governors
Governors are asked to:
- Annually review the school's Behaviour for Learning Policy.
- Monitor exclusions regularly and provide a Panel / Pupil Discipline Committee to consider exclusions and permanent exclusions.
- Support the school regarding pupils causing concern.

CELEBRATION OF GOOD BEHAVIOUR AND ACHIEVEMENT
Rewards, praise and encouragement are among the most powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships.

It is the teacher's responsibility to praise pupils whenever possible. This may be during lessons, when marking exercise books / other assessments or around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 4:1 for both learning and behaviour.

Rewards should be given for all of the following:
- An excellent piece of work
- Excellent effort
- Good progress
- Demonstration of resilience
- A positive contribution to the lesson
- Excellent presentation of work
- Courtesy and consideration of others
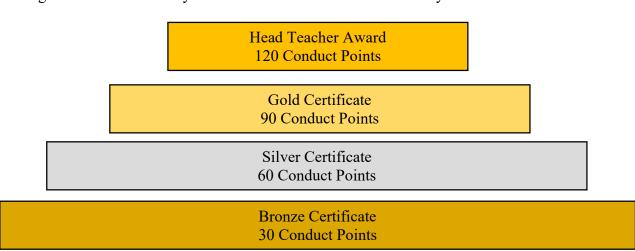- Contribution to the wider community

In addition, Progress Tutors could award achievement points for each of the following:
- Consistently excellent uniform
- Consistently excellent organization (e.g. signed planner, equipment, etc)
- Consistently excellent attendance and punctuality
- Emails from other staff about the pupil's achievements
- Regular attendance and participation in an after school club
- Taking a post of responsibility (e.g. a guide on Open Evening)
- Individual acts of helpfulness

Types of rewards may include:
- Verbal praise
- Inform Progress Tutor who can also give verbal praise
- Written praise in books or planners
- Display of work
- Achievement points awarded on SIMS or Class Charts
- Texts / Telephone calls home
- Commendation letters / Postcards home
- Recognition in assemblies
- 'Shout outs' in assembly
- Exceptional work, visit to Director of Year
- Certificate of Achievement

In addition to these, conduct points will be accrued (conduct points = achievement points minus behaviour points) and the following structure is in place, dependent on the number of conduct points gained each academic year. Certificates will be awarded termly.

Head Teacher Award
120 Conduct Points

Gold Certificate
90 Conduct Points

Silver Certificate
60 Conduct Points

Bronze Certificate
30 Conduct Points

Good discipline is the responsibility of all staff. It is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality.

SCHOOL SANCTIONS
- Deal with issues yourself, don't just pass them on.
- Log information with clear, appropriate and timely follow up.
- Be tenacious. Chase issues up. Pupils will soon realize that they are not going to get away with it!
- It is not the severity of the sanction but the certainty it will happen.

- Pupils learn very quickly which members of staff are determined enough to impose sanctions themselves and those who don't.

Remember, for some pupils there may be reasons for exhibiting certain types of behaviour. Appendix A outlines some scenarios where this may be the case and the imposition of sanctions would therefore be inappropriate.

Possible sanctions include:
- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges
- Missing break time.
- Detention including during lunch-time and after school
- School based community service or imposition of a task
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Removal from class and the setting of supervised work in the Review Room
- In more extreme cases the school may use temporary or permanent exclusion

When poor behaviour is identified, sanctions will be applied consistently and fairly. The following examples of sanctions are intended to be hierarchal and range from Level 1 to Level 8.

Behaviour Level	Action	Strategies / Sanctions	Evidence trail	Who
Level 1 For example: Homework Lateness Uniform Off task Uncooperative Low level disruption Moving out of seat Interrupting the teacher	Verbal Warnings. Classroom teacher will tell pupil what they are doing wrong and how to correct it. Behaviour management strategies should attempt to diffuse the situation.	Discussions with pupil making expectations clear. Explicit warnings. Limited time out (no more than 5 minutes) Catch up / extra work sessions Detention e.g. break or lunch time. Engaging the learner actively in the lesson e.g. through direct questioning. Dialogue with parents/carers through planner or call home. Reward good behaviour.	Logged on SIMS together with how resolved. Notes in pupil planner. At least 2 verbal warnings should be given before the issue can be referred to the next level. Inform Progress Tutor.	Class teacher
Level 2 2 verbal warnings have been issued at Level 1	Class teacher to explain 2 verbal warnings had now been given. This is the last stage before removal from class to the Director of Subject.	Move seat in class where there are fewer distractions. Progress Tutor Report	Log on SIMS. Inform Progress Tutor.	Class teacher

Level 3 Continued failure to follow instructions from a member of staff Continued failure to complete classwork Continued poor behaviour	Director of Subject to be informed. Behaviour management strategies should attempt to diffuse the situation.	Discussion / warning by DoS and return to class. Subject report. Progress Manager report. Removal to timetabled colleagues lesson. Departmental detention. Phone call home. Meeting with parents.	Logged on SIMS. Recording of actions in pupil planner. Progress Manager informed.	Director of Subject Progress Manager
Level 4 Behaviour which prevents the teacher from being able to deliver the lesson: Repeated refusal to work Refusal to accept the discipline of the school Persistent defiance	Director of Subject to be informed.	Subject report. Removal to timetabled colleagues lesson. Departmental detention. Behaviour contract. Phone call home. Meeting with parents. Removal from class for an agreed period of time. Review room referral (a referral form and work must be sent with the pupil). Progress Manager to analyse behaviour across all subject areas and to monitor pupil.	Logged on SIMS. Progress Manager informed.	Director of Subject Progress Manager
Level 5 Persistent low level disruption and poor behaviour across a number of subject areas.	Progress Manager and Student Support Manager to monitor.	Parental meetings. Progress Manager Report. Detention. Contracts of behaviour. Pastoral Support Plan. Review room (a referral form and work must be sent with the pupil). . Outside agency involvement.	Logged on SIMS. Progress Manager report. Letters on SIMS. Pastoral Support Programme. Director of Year informed.	Progress Manager Student Support Manager
Level 6 Continuation of poor behaviour despite a number of support strategies being utilized.	Referral to Director of Year	Discussions with pupil. Communications with parents including meeting with parents and pupil. Internal exclusion. Progress Report. Mentoring. Behaviour panel referral.	Written log of discussions and strategies employed.	Director of Year
Level 7 Continuation of poor behaviour. Serious breaches of code of conduct.	Referral to Assistant Head Teacher.	Removal from timetabled lessons. Assistant Head Teacher Report. Meeting with parents and pupil. Liaise with SENCO – possible EHAT. Team Around the Family meeting. Apply for Student Support Centre (KS3). Negotiated transfer considered. Multi agency support.	Progress Manager to prepare a behaviour log.	Assistant Head Teacher
Level 8 Despite numerous attempts to support pupil, behaviour issues continue to escalate.	Referral to Head Teacher.	Governors Disciplinary Panel Fixed Term Exclusion. Final warning. New Protocol. Permanent exclusion.	Actions noted on pupil behavior log where appropriate.	Head Teacher

These examples are not exhaustive but are intended as a guide. Staff are to respond to individual incidents as most appropriate in their professional judgement in the context of this and other school policies.

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Reviewed: Dec 2017
Currently under full review.

The following behaviour diagrams are for guidance only. Discretion is to be used if any behaviour incidents do not appear in the diagram and the appropriate sanctions should be used.

Level 8 – Governors Discipline Panel
New Protocol – Permanent Exclusion –
Head Teacher
& Assistant Head Teacher

Level 7 – Strategies to prevent exclusion–
Assistant Head Teacher
& Assistant Head Teacher

Level 6 – SLT Monitoring – Director of Year

We know that the vast majority of pupils will choose to spend their time operating within the rewards framework. It is also expected that, of the pupils whose behaviour is deemed unsatisfactory, only a small minority will move beyond level 5.

Level 5 – Persistent behaviour issues – Progress Manager
& Student Support Manager

Level 4 – Removal from Class – Director of Subject

Level 3 – Formal Warning – Director of Subject

Level 2 – Move within classroom – Class teacher

Level 1 – Verbal Warnings – Class teacher

Progress tutors and Progress managers must check every half term, the number of behaviour points that a pupil has and ensure that the following responses are carried out in addition to any other sanctions that have been put in place.

Number of Behaviour Points	Minimum Response
0	Praise letter to be sent home to parents (termly)
30	Progress tutor to contact parents and discuss issues
50	Progress Tutor to place pupil on Progress Tutor Report for 1 week Parents to be informed and to sign report daily
70	Progress Manager / Student Support Manager to place pupil on Pastoral Report for 1 week Parents to be informed and to sign report daily
90	Progress Manager to arrange meeting with parents and discuss appropriate actions
110	Progress Manager and Director of Year to arrange meeting with parents and discuss appropriate actions and next stages
120	Independent study with a member of SLT (minimum of 1 day)
140	Parents to attend a Behaviour Panel chaired by the Head Teacher

Please note: The above is for guidance only and sanctions may vary depending upon the speed of accruing points as well as taking into consideration previous records.

PLEASE SEE APPENDIX B – The Escalation Process

PUPIL CONDUCT BEYOND THE SCHOOL GATES
Broughton Hall expects all pupils to show a high standard of behaviour beyond the school gates, such as:
- Work experience placements
- Behaviour on the way to and from school
- Behaviour when wearing uniform in a public place or representing the school
- An organized school trip
- The behaviour of pupils when using electronic media and social networking sites

A high standard of uniform is a part of this commitment. We expect respect and courtesy to be shown to members of the public.

If a pupil is involved in non criminal bad behavior or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, the school will investigate and impose sanctions as appropriate, as outlined in this document. In addition to normal sanctions a fixed term exclusion may be imposed at the Head Teacher's discretion.

DISCIPLINE IN SCHOOLS – TEACHER'S POWERS
As stated in Behaviour and Discipline in Schools (DfE, 2014):

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable,

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who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- This power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

REVIEW ROOM

The use of the review room is a very serious sanction and in some cases, it may provide an alternative to a fixed term exclusion. The period spent in the review room is dependent upon the reason for being sent and can vary from 1 lesson through to a number of days. When pupils are in the review room for 1 day or more, parents will be contacted and an opportunity to meet to discuss the behavior issues further.

The review room provides pupils with the opportunity to reflect upon their behavior as well as ensuring the pupil can continue to learn during the sanction as work will be provided.

It is the responsibility of the member of staff sending the pupil to the review room to log the issue and resolution on SIMS and to send the pupils with suitable work and a review referral slip. Any pupil arriving in the review room without the referral slip and / or appropriate work will be sent back to the teacher.

RECORDING INFORMATION ON SIMS

When recording information on SIMS, every incident should be resolved through the normal school procedure and nothing should be placed on SIMS that remains unresolved.

Staff should be as accurate and objective as possible in recording information and subjective comments should not be used. All information on SIMS can be and is on occasion shared with parents. When recording on SIMS a reference to another pupil should only be made by using their initials and year group. This is in accordance to data protection laws.

DETENTIONS

Detentions may be issued to students during break or lunch times or before or after school. Detentions will be up to one hour in length, depending upon the reason for the detention. Although parental consent is not required for detentions, if a detention is to take place after school, the teacher issuing the detention will endeavor to provide 24 hours notice where possible.

The times outside of normal school hours when detention can be given include:
    a. Any school day where the pupil does not have permission to be absent
    b. Weekends – except the weekend preceding or following the half term break
    c. Non – teaching days – usually referred to as INSET or training days

WALKING AWAY FROM STAFF

If a pupil has walked away from a member of staff, this is to be followed up by referring the incident to the Progress Manager. An apology is to be arranged to the member of staff involved by the end of the day and a break or lunchtime detention given. Depending upon the

circumstances of the incident, further sanctions may be imposed following consultation with the Assistant Head teacher.

UNIFORM
We expect all pupils to wear their uniform with pride, whether they are in school or outside in the community as they travel to and from school. We expect pupils to be smart in appearance and wear full uniform at all times, as outlined in the school's uniform list.

Blazers must be worn as pupils enter and leave the classroom and around the school site.

Pupils not in school uniform may be given uniform by the school, particularly if not wearing correct footwear. Where there is a breach of rules regarding uniform, hairstyle or jewellery a pupil may be removed from lessons and placed in the review room until the matter is resolved.

EXCLUSION
Whilst we do not wish to exclude any child from our school, sometimes this may be necessary in terms of fixed term or in exceptional circumstances, permanent exclusion.

The school endorses and works with the guidance contained within the Liverpool Social Inclusion system for New Protocol and Negotiated Transfer. These protocols may be used as an alternative to fixed term and permanent exclusion from school for those pupils who seriously breach this behaviour policy.

BULLYING
Broughton Hall will not tolerate bullying in any way, shape or form and will deal with incidents of bullying towards any member of the school community very seriously.

Homophobic bullying and language has no place in school and will not be tolerated. This includes bullying on the school premises and bullying which occurs anywhere off the school premises which is witnessed by a member of staff or reported to the school. This includes cyber-bullying such as through mobile phones and social networking sites that have a direct impact on a pupil's welfare and well being.

Allegations of bullying will be rigorously investigated and should they prove to be founded then the full range of sanctions available to school could be employed including isolation and in extreme and sustained instances involvement of the police and / or permanent exclusion.

The Assistant Head Teacher must be informed of all bullying incidents which will be logged in a Bullying Incidents Record Book.

ALLEGATIONS AGAINST STAFF
We will not tolerate malicious allegations against staff or pupils. Should a pupil make malicious allegations against a member of the school, that once investigated are found to be unfounded, then the full range of sanctions available to the school could be employed, including involvement of the school based Police Officer, Isolation and fixed term or permanent exclusion.

Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents / members of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

LEGAL DUTIES

The Governors and Staff of Broughton Hall High School acknowledge our duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

CONFISCATION OF INAPPROPRIATE ITEMS

A member of staff is entitled by law to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Confiscation of items will be implemented in line with the DfE guidance for "Screening, Searching and Confiscation – advice for schools" (DfE, 2014)

The school has the **Power to search without consent** for "prohibited items" including:
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- E-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, such as mobile phones

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

MOBILE PHONES / ELECTRICAL EQUIPMENT

Mobile phones or electrical equipment are not permitted in school and will be confiscated by staff if seen in school. There is a procedure for handing mobile phones in during registration for those pupils who require a phone for safety reasons travelling to and from school. Please refer to the Mobile Phone Policy for further guidance.

Please note, if it is considered that a device contains inappropriate material, staff (usually the Lead Safeguarding Officer or Head Teacher) can search the device. If inappropriate material is found on the device, they will then decide whether to delete the material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such a seriousness that it requires the involvement of the police.

POWER TO USE REASONABLE FORCE

Under government guidelines all members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

At Broughton Hall we work hard at putting support structures in place to help create a calm, orderly and supportive environment. As a result instances of physical restraint are exceptionally rare.

MONITORING AND EVALUATING THE POLICY

The effectiveness of the policy will be monitored and evaluated in the following ways:-

Through departmental reviews and analysis of:
- evidence of good relationship between pupils and staff
- evidence of good classroom behaviour
- evidence of use of school rewards
- evidence of use of school sanctions
- pupil progress and achievement

Through year group reviews and analysis of:
- evidence of improved attendance and punctuality
- evidence of good and sustained relationships with Progress Tutors, Progress Managers and pastoral Support Staff
- evidence of effective pastoral records
- evidence of use of rewards
- evidence of use of sanctions

Through:
- Reports at support meetings from the SENCO, Progress and Support Managers
- Reports to Senior Leadership Team
- Reports to Governors Pastoral and Curriculum Committee

This policy will next be reviewed in October 2018 by the lead Governor, Head Teacher and Assistant Head Teacher with responsibility for Support.

Reviewed: Dec 2017
Currently under full review.

HOME-SCHOOL AGREEMENT

The school will aim to:
- provide a safe, happy and caring environment which reflects the Catholic ethos of the school.
- value each student as a member of the school community.
- develop the full potential of all students spiritually, morally, culturally and socially.
- provide a curriculum that not only meets the statutory requirements but also considers the individual needs of the student.
- expect and maintain high standards for both teaching and learning.
- build effective relationships which promote good behaviour and a sense of responsibility across the school community.
- inform parents regularly of their daughter's progress and attainment.
- let parents know of any concerns or problems that affect their daughter's work or behaviour.
- set, mark and monitor homework and provide facilities for students to study outside of school hours.
- offer opportunities for parents/guardians to become involved in the daily life of the school.

The parents/guardians: I/We will:
- ensure that my daughter attends school regularly, arrives before 8.40am and has the necessary books and equipment with her.
- check planner at least once a week.
- inform the school of any concerns which may affect my daughter's work or behaviour.
- support the school's policies and guidelines for behaviour and uniform.
- encourage and support my daughter in her home study.
- attend parents' meetings and any discussions about the progress of my daughter.
- encourage my daughter to get involved in the wider life of the school.

The pupil: I shall try to:
- attend school regularly, arrive before 8.40am and bring the necessary equipment with me.
- conduct myself in a way that will command the respect of others in my school community
- wear the correct school uniform and observe rules concerning make-up and jewellery.
- complete my class work and homework to the best of my ability
- contribute to the wider life of the school and uphold its values - use my talents to the full
- take pride in and protect the school environment

Student Name (*please print name*) _____

SIGNED:- …………………….. …………………………. ………………………………
        Parent   Student   School

APPENDIX A

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

The following are examples of situations which schools should avoid. They illustrate the importance of sensitivity to individual needs.

- ❖ A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties and can not process complex language.

  A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.

- ❖ A pupil is put in detention because they would not look at the teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in the pupil's culture it is considered disrespectful to look an adult in the eye.

  A more appropriate response would be to understand that the pupil was attempting to show respect.

- ❖ A looked after pupil is sent out of class after an emotional outburst. This happens despite the staff member being aware that the pupil has been told recently that her foster family could no longer keep her and that she would shortly be moving to another family and school.

  A more appropriate response would be to use a pre-arranged strategy for the pupil to take herself to a place where she could calm down and if necessary talk to a sympathetic listener.

- ❖ A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.

  A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the pupil's key worker or SENCO but not to apply a sanction.

- ❖ A refugee pupil dives under the desk at a sudden noise that reminds her of a terrifying event in her past. Other pupils laugh and the teacher, thinking she is playing the clown, requires her to miss the first 10 minutes of break time.

  A more appropriate response would be to let the class know there are special circumstances and offer the pupil reassurance and support.

- ❖ A Traveller pupil is put on report for speaking in a seemingly over familiar way to a teacher when they had not previous had expectations made clear to them, had no intention of being rude but was simply using the language considered appropriate in their culture.

  A more appropriate response would have been to explain and demonstrate to the pupil what is expected in school and consider involving the Traveller Education Service to support.