



Broughton Hall Catholic High School

APPENDIX B

BEHAVIOUR FOR LEARNING POLICY (ROLES & RESPONSIBILITIES)

ROLES AND RESPONSIBILITIES

ROLE OF ALL STAFF (TEACHING & NON TEACHING)

- To be a presence around school, being at class room doors / on corridors at the change over of lessons, meeting and greeting pupils as they arrive or encouraging them to move along quickly to class
- Take responsibility for the discipline of pupils as they travel along the corridors and around school as well as in the classroom.
- 'Staff the corridor' as pupils and staff travel around school.
- Treat pupils fairly and consistently.
- Act as role models in their professional conduct.
- Expect high standards of work and behaviour.
- Challenge pupils who do not meet expectation, e.g. ask to put their blazer on, remove jewellery, etc.
- Implement the school's system for rewards and behaviour.
- Communicate with all relevant stakeholders e.g. staff/parents/carers/families by phone, email, Edulink or face to face meetings.
- 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 including BFL on a page.

In addition to the above, each staff role has a specific set of expectations outlined in detail here.

START OF DAY ROUTINES

Pupils:

- As pupils arrive on site, they may have a free breakfast from the dining room until 8.20am.
- At 8.20am, all pupils should be on the netball courts (Yrs 7 & 8) and the landscaped yard (Yrs 9, 10 & 11)
- Ready to learn checks are from 8.20am where the team checks for uniform/standards/equipment looking out for any children who may need support/regulate so that they are ready to learn
- At 8.30am all year groups should line up in their respective areas and wait for their form tutor and Head of Year to collect them.

Staff:

- All staff to attend their duty points between 8.20am and 8.30am

- Tutors to meet their form class at 8.30am ensuring their form is lined up in a calm and orderly manner ready to learn
- Uniform checks should be conducted before the pupils are escorted in a straight line into the school building by their tutor

Ready To Learn Checks:

- As pupils enter the school at 8.20am, ready to learn checks take place in the glass corridor, pupils are wished 'Good Morning' as they enter school and are supported with a positive start to the day by helping them to address any issues with uniform before the day begins

Role of the Form Tutor

All tutors:

- To meet their form class at 8.30am ensuring their form is lined up in a calm and orderly manner ready to learn
- Uniform checks should be conducted before the pupils are escorted into the school in a straight line
- Help their tutor groups to develop the attributes necessary to be good learners & citizens: e.g. organisation, personal responsibility, independence, respect for others.
- Develop positive relationships and are a role model to their group.
- Work to promote cohesion and a positive ethos/environment.
- Implement sanctions and rewards & follow up subject referrals, using Class Charts records to inform sanctions/ rewards/ interventions.
- Place pupils on Form Tutor Report if appropriate.
- Liaise with parents to monitor progress, informing Head of Year of outcomes.
- Refer unresolved issues to Head of Year.
- Carry out strategies in line with pupil Passport
- Participate in target setting and intervention strategies.

Registration Procedures	
8.25am	Tutors and attached staff to travel to their year area for lining up
8.30am	Tutors to meet their form class at 8.30am ensuring their form is lined up in a calm and orderly manner ready to learn
	When ready, escort pupils in an orderly manner into their form base
	In form, pupils take down chairs, sit in the correct seats & set out their equipment for the day.
	Staff 'move on' students who aren't yet in form.
	School gates locked.
8.30am	Arrival to form after this marked as late.
	Every form has a seating plan which is adhered to.
	Pupils stand behind chairs in full school uniform. Teacher greeting: 'Good morning 8XX (tutor group name)'. Pupils response: 'Good morning Mr Jones (tutor's name)'.
	Remain standing for the collective act of worship. <i>If appropriate, this may take place at any point during registration.</i>
	Register is taken in silence.
	Tutors address attendance & punctuality issues. In exceptional circumstances, no further action required. If lateness isn't justified or within pupil/family control, tutor arranges an automatic same-day lunchtime detention.
	Uniform & equipment check: <ul style="list-style-type: none"> ○ BHCHS bags only ○ Pen, pencil, ruler, green pen, rubber ○ Books for the day

	Focused activities, as prescribed by Head of Year (e.g. literacy, numeracy, attendance).
9.05am	Formal dismissal i.e. 'Good morning and thank you 8XX (tutor group name)' 'Good morning and thank you Mr Jones (tutor's name)'.

Standards of Presentation & Organisation

Please note: No pupil should arrive to period 1 with incorrect uniform, lack of equipment, make up, jewellery etc., as tutors should have addressed this during registration.

Tutors to use the following sanctions for any issues of uniform, equipment, or punctuality.

- Step 1: 10 minute detention
- Step 2: 30 minute detention
- Step 3: Contact home
- Step 4: Refer to Head of Year if issue remains ongoing

Daily Uniform Check

- Check uniform in registration & when lining up for assembly.
- Resolve any issues immediately (e.g. remove bracelets/earrings/piercings, skirts not turned over, etc.).
- Blazers **must** be worn at all times, as pupils walk to and from school as well as when pupils travel around school and enter and leave your classroom. Blazers may only be taken off when permission to do so is given by the classroom teacher while in their lesson or, in the case of very hot weather, when the Head Teacher permits pupils to not wear their blazers.
- Makeup which has obviously been applied must be removed **during registration**.
- Nail varnish, false nails and French manicure are not permitted.
- Regardless of parental authorization, refer major/unresolved issues to Head of Year or Student Support Manager, who will contact home. Pupils will be given opportunity to wear school-based uniform if appropriate.
- In **exceptional circumstances**, Head of Years/SLT may issue a **Green Card** for a pupil to wear non-uniform items for a short period while situation is being resolved.
- Medical issues, e.g. where a pupil needs to wear incorrect shoes or other non-uniform items, must be agreed by Head of Year in the first instance and a Green Card issued.
- Examples of major issues:
 - incorrect skirt/shoes
 - hair an unnatural colour

All issues must be resolved by the following day or in exceptional circumstances, the start of the new school week. Sanctions for non-conformance will be applied. If the issue persists, the pupil may be placed in the Review Room until the issue is addressed.

Confiscation

Non-uniform items (e.g. rings, bracelets, charity bands, etc) during registration:

- Confiscate the items, place in an envelope clearly marked with the pupil name/form
- Pass to Main Office
- The Main Office will inform parents / carers that an item has been confiscated and will be given back to the pupil at the end of the day at 3.15pm.
- If the pupil is unable to collect at this time, they may collect the item from their Year Office at the end of the day, the following school day.

Refusal

If a pupil refuses to co-operate or hand over an item, the Head of Year or Student Support Manager should be contacted immediately.

Role of the Class Teacher

In order to achieve the high levels of behaviour we expect, all teaching staff are required to:

Strategies	Apply a range of classroom strategies consistently.
Class Charts	Use appropriately to award positive and negative points to students during lessons.
Class Charts	Record all serious behaviour incidents on Class Charts – a resolution MUST be included.
Head of Department	Refer any concerns to the Head of Department and work with them to develop the strategies applied to reach a resolution.
On Call	On Call can be used by the HOD. The purpose of the on call is to identify strategies to de-escalate the situation and allow the pupil time to regulate their behaviours so that they may return to the class room.
Isolation	If a pupil reaches the stage of having to be removed from a lesson, follow the departmental inclusion system. A pupil can only be sent to the Reflection Room with the On Call Staff, Head of Department (or their Assistant's) authorisation.
Leaving Lessons	Not allow pupils out of lessons except with a valid reason, and then only with a pass.
Sanctions & Rewards	Implement sanctions and rewards following the Behaviour for Learning Policy.

Classroom Procedures for Teaching Staff

Strategies	Apply a range of classroom strategies consistently.
At the start of a lesson	<p>Be on time to meet and greet pupils as they enter the classroom.</p> <p>Pupils to enter the classroom quietly.</p> <p>Greet the class formally at the start and end of the lesson in a similar manner to the greeting used at registration.</p> <p>Always use a seating plan, supported by Class Charts.</p> <p>Ensure pupils are busy from the start – establish routines and use retrievals</p> <p>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.</p> <p>Monitor pupils are ready to learn:</p> <ul style="list-style-type: none">✓ Equipment on the desk at the start of the lesson;✓ Check uniform;✓ Bags hung up or placed underneath desks. <p>Insist on silence when completing the SIMS register.</p> <p>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.</p> <p>Plan and deliver an engaging lesson of an appropriate level of challenge.</p>
At the end of the lesson	<p>Pupils pack away quietly; pupils and teacher ensure the room is clean and tidy.</p> <p>Pupils put chairs under tables and stand quietly behind chairs.</p> <p>Teacher formally dismisses the class, similar to during registration.</p> <p>Pupils leave classroom row by row.</p> <p>Staff 'staff the corridor' between lessons.</p>

Teaching Assistants and Support Staff

Support and praise	<p>Assist in maintaining a positive and well managed environment.</p> <p>Be fair and consistent when dealing with pupils.</p> <p>Praise and reward pupils for helpful behaviour and challenge inappropriate behaviour.</p>
Refer	Refer pupils whose behaviour gives cause for concern to their Line Manager, Head of Department or Head of Year.

Head of Department

Ethos	Take responsibility for the positive ethos and climate within their departmental area. Deal with day to day incidents within their department.
Monitor	Monitor and track behaviour incidents across the department, supporting teachers within their team to maintain discipline and follow up on incidents. Ensure that all staff, new teachers, supply staff, ECT's 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. 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, Head of Years, Student Support Managers and Parents / Carers.
Support and praise	Ensure that teachers have the opportunity in departmental meetings to <ul style="list-style-type: none">• discuss 'pupils causing concern';• celebrate the positive behaviour successes;• arrange rewards as appropriate. Place pupils on a subject report for their curriculum area. Contact home to inform of consistent positive behaviour. Contact or meet with parents when necessary, updating the Head of Year of contact made. Organise departmental detentions. Provide classroom management support and training for all staff within department.
Refer	Refer pupils who continue to cause concern to Head of Years, along with notes about the actions that have already been taken and the outcomes of these actions. Use On Call and the Review Room only as a last resort, when all other measures have failed or the incident is seen as significantly serious. For Reflection referrals, set appropriate work. The incident must be logged on Class charts together with the resolution. Parents to be contacted by the classroom teacher with the support of the Middle Leader. Persistent issues and further use of the review room to be referred to the Head of Year for further support.

Head of Years

For their year group, Head of Years will:

Monitor	Ensure all tutors follow the correct procedures. Monitor the quality of registration time, providing consistent and appropriate support to tutors. Monitor and support tutors to maintain discipline and follow up incidents. Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Heads of Department and Assistant Head Teacher to devise intervention programmes for groups and individuals. Monitor equipment, use of Class Charts, uniform, attendance and punctuality. Maintain accurate and up to date pastoral files. Follow up referrals from tutors and Heads of Department on pupils causing concern and inform them of subsequent actions and outcomes. Monitor pupil attendance and punctuality and refer concerns to the Student Support Manager and / or School Attendance Officer. Ensure that all new tutors, including supply staff and ECTs, are familiar with the Behaviour for Learning Policy.
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Support and praise	<p>Celebrate achievements of pupils.</p> <p>Deliver assemblies which make a positive contribution to the Catholic ethos of the school and promote high expectations of behaviour to reflect our moral values.</p> <p>Arrange opportunities as appropriate to celebrate positive behaviour.</p> <p>Visit tutor groups daily wherever possible to motivate and promote a positive attitude to learning for the day.</p>
Strategies	<p>Implement a variety of behaviour management strategies and place pupils on Head of Year report as appropriate.</p> <p>Contact parents / carers by letter or telephone.</p> <p>Arrange meetings with pupils and / or parents / carers.</p> <p>Manage reintegration meetings following Review Room referral or a fixed term exclusion.</p> <p>Liaise with Heads of Department and SEND to ensure strategies are in place for supporting pupils with specific learning, emotional and / or behavioural needs.</p> <p>Make referrals to other agencies e.g. Student Support Centre.</p> <p>Introduce a pastoral support programme for pupils whose behaviour gives serious cause for concern.</p> <p>Ensure that all behaviour and incident logs are kept up to date.</p> <p>Use Class Charts to monitor, analyse and manage pupil behaviour.</p>
Refer	<p>Inform SLT with regard to behaviour data and trends.</p> <p>Place pupils in the Review Room when there has been a serious breach of the school's code of conduct.</p> <p>Refer pupils to:</p> <ul style="list-style-type: none"> ○ the Assistant Head Teacher when a range of interventions have failed to modify pupil behavior ○ the Deputy Head Teacher for serious or persistent incidents. <p>Attend line management meetings with the Assistant Head Teacher and Deputy Head Teacher and lead on strategies for effective behaviour management.</p>

Student Support Managers

For their year group, Student Support Managers will:

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

	Update year base notice boards on a regular basis to provide relevant information regarding positive behaviour.
Refer	Attend line management meetings with the Assistant Head Teacher and Deputy Head Teacher. Liaise with the Deputy Head Teacher regarding serious and persistent issues.

SENDCO

Responsibility	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.
Monitor	Monitor provision within the classroom for SEND pupils. Monitor progress of SEND pupils and minimize barriers to learning. Liaise with Head of Years on a regular basis to discuss Code of Practice referrals.
Support and praise	Liaise with Subject Staff and Head of Years on a regular basis to discuss Code of Practice referrals. Encourage and ensure an appropriate range of interventions and strategies are mapped and used to support pupils across each Key Stage.

Assistant Head Teachers

For their year group, Assistant Head Teachers will:

- Line manage their allocated year group(s)
- Provide strategic leadership on all aspects of inclusion e.g. removing barriers to pupil achievement.
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Heads of Department to devise intervention programmes for groups and individuals.
- Lead on creative approaches to inclusion and reducing exclusions.
- Meet with parents / carers for a post exclusion meeting following a fixed term exclusion
- Reintegrate pupils with long term absence or post exclusion
- Implement and support the graduated approach to behaviour
- Support the year team when SLT intervention is required for behavior for learning
- Support departments and pastoral teams and, where a range of interventions have failed to modify pupil behaviour, refer to the Deputy Head Teacher for serious or persistent incidents.
- Celebrate achievements of pupils.

Deputy Head Teacher

The Deputy Head Teacher will:

- 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, Head of Years, Student Support Managers, Assistant Head Teachers and all outside agencies working with the school, including counsellors, the safer schools officer and social services.
- Place pupils on Deputy Head Teacher Report, having liaised with the Head of Year.
- Place pupils in the Reflection 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 Head of Years with the reintegration meetings after fixed term exclusions.

The Senior Leadership Team

The SLT will:

- 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 Heads of Department and Head of Years 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.