



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. We are committed to providing a caring, friendly and safe environment for all pupils to learn in a relaxed and secure atmosphere.

Broughton Hall Catholic High School is an average sized Catholic Girls Secondary School, drawing pupils from a wide area including some of considerable economic disadvantage. Most pupils are of White British background. 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 Gold Quality Mark for Attendance, the Healthy Schools Award and is a member of the West Derby Learning Network.

For pupils to make the most of school opportunities, we believe that good-behaviour in and outside of lessons is essential. Our expectations of pupils extend to their behaviour when representing the school at all outside events, trips, visits and sporting activities. Pupils who have less than 95% positive behaviour in school may not be allowed to attend outside activities.

OUR SCHOOL AIMS AS A MERCY SCHOOL

- 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 educating the whole person, enabling each to develop spiritually, aesthetically, vocationally, physically and academically.
- To foster a strong sense of community by generosity of spirit, sensitivity and tolerance, as well as forgiveness and compassion.
- Prayer and worship underpin the daily life of the school.

AIMS OF THE POLICY

We aim to:

- Provide a safe, secure learning environment, where all pupils may develop their full potential.
- Foster in each member of the school community, a sense of both self and corporate responsibility.
- Develop a moral code where pupils are able to distinguish right from wrong.
- Provide a clearly defined code of rewards and sanctions.
- Make each pupil aware of the consequences of his/her actions.
- Ensure all pupils are valued, recognising each has unique gifts and talents.
- Maintain the high standards of behaviour already in situation at Broughton Hall.
- 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 expect to be treated themselves.

OBJECTIVES OF THE POLICY

Our objectives are to ensure that:

- Rewards and sanctions are applied fairly and consistently by everyone.
- Positive behaviour and consideration for others are encouraged by good example, praise and reward.

Reviewed: Oct 2024

Next Review: Oct 2025

- The school's system of support, rewards and sanctions is understood by the school community.
- Positive relationships are built between all members of the school community.
- This policy applies to all members of our school community (teachers, support staff, governors, parents / carers and visitors) as well as our pupils.
- All pupils have the opportunity to achieve their potential in a safe and supportive learning community where a culture of praise and achievement is valued.
- All staff, students and parents / carers are aware of the aims and objectives of the school and Behaviour for Learning Policy.
- The environment, curriculum and other aspects of the school's work promote good behaviour and that all staff follow the school's Behaviour for Learning Policy.

BROUGHTON HALL'S CORE MERCY VALUES

We:

- Are an inclusive and diverse Christian community based on teaching and living the Gospel values.
- Expect all members of our school community **respect** one another.
- Expect each of us to take **responsibility** for our actions and choices.
- Know positive pupil / teacher **relationships** promote excellent teaching and learning.
- Focus on the positive to promote the best in every pupil.
- Believe all behaviour is learned: we are committed to modelling positive behaviour to create mutual respect.

STRATEGIES TO ACHIEVE OBJECTIVES

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.

Promote **responsibility** by:

- Encouraging pupils to reflect and to take responsibility for their actions.
- Raising awareness that with the right to learn goes the responsibility to build the environment in which this can take place.
- Encouraging parents / carers to take responsibility to ensure their child behaves well, attends regularly and punctually, completes assessments and homework and causes no harm to other pupils.
- Engaging parents / carers in communication with school through phone calls and meetings.
- Ensuring teachers provide a classroom environment in which pupils feel secure and able to learn.

Help pupils achieve their **full potential** by:

- Recognising achievement through recognition, praise and rewards.
- Displaying the expected standards in every classroom, **Respect, Relationships and Responsibility**.
- Monitoring pupils who are not achieving their full potential.
- Being aware and taking 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 a positive culture of behaviour management is to be successful:

1. An understanding and acceptance of the policy by every member of the school.
2. The Behaviour for Learning Policy is a partnership between all members of the school MERCY community.

Reviewed: Oct 2024

Next Review: Oct 2025

3. A whole school approach recognizes positive behaviour and de-escalates issues wherever possible: pro-action is more effective than reaction.
4. Self discipline should be the ultimate aim for all school members.
5. Fairly and consistently and be appropriate to the breach of conduct.
6. Effective behaviour management avoids aggressive confrontation.
7. Rewards , praise and recognition, 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
- Drug Education Policy
- Home School Agreement
- Homework Policy
- Mobile Phone Policy
- Marking Policy
- Special Educational Needs Policy

Please note: This is not an exhaustive list as other policies may also be relevant

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 / carers are positively involved in their child's progress and behaviour.
- Pupils are happy and feel like they belong

EXPECTATIONS AND RESPONSIBILITIES OF PUPILS

We expect our pupils to:

- Endeavor to maintain good **relationships** with all members of our school community.
- **Respect** themselves and all members of our school community.
- Take **responsibility** for their own behaviour, progress and achievements.

RESPONSIBILITIES OF STAFF TOWARDS PUPILS

We expect our staff to:

- Follow the Behaviour for Learning Policy consistently and fairly.
- Create a safe, caring environment in which all pupils are treated fairly and with respect.
- Provide positive role models and a challenging and relevant curriculum for all pupils.

EXPECTATIONS AND RESPONSIBILITIES OF ALL PARENTS / CARERS

We expect our parents / carers to:

- Support the Behaviour Policy.
- Ensure their child attends school regularly and punctually and that their child's education is not disrupted through taking holidays in term time.
- Support school and ensure that sanctions set by the teacher are completed e.g. detention
- Work with us to ensure their child achieves the optimum from their education.
- 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, including a variety of teaching and learning styles and differentiation, 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.

Positive behaviour for learning 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 at the classroom door to welcome the students in. 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 behaviour management system (Class Charts). These logs are monitored, managed and analysed by Form Tutors and Pastoral staff.

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

Incidents of poor behaviour should be dealt with by the member of staff who initially encounters it. They should then decide whether to report the incident to their respective Curriculum Leader or the respective Head of Year. They must write an account of the incident and log it on Class Charts, including the action they took. Each department has a system to manage incidents of indiscipline or for when homework/coursework is not handed in on time.

SEND

The Equality Act 2010 requires schools to ensure SEND pupils are not treated unfavourably as a consequence of their Special Educational Need or Disability, which includes a blanket discipline behaviour policy in which a pupils needs are not taken into account. In accordance with this documentation, staff at Broughton Hall Catholic High School are aware that the needs of SEND pupils with behaviour problems may not be solved through the standard behaviour and discipline frameworks operated by school. This means children with some of the most challenging behavioural issues are managed by the SEND department. This intervention from the SEND department can help assess whether there are underlying causes of the behaviour and may reflect additional barriers to learning that have previously been unknown. This does not mean that students with SEND will never be disciplined.

CELEBRATION OF GOOD BEHAVIOUR INCLUDING REWARDS AND SANCTIONS

Please refer to APPENDIX A

ROLES AND RESPONSIBILITIES

Please refer to APPENDIX B

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 poor behaviour 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, 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.

RECORDING INFORMATION ON CLASS CHARTS

When recording information on Class Charts, every incident should be resolved through the normal school procedure and nothing should be placed on Class Charts that remains unresolved. If the issue is not referred to the Head of Year / Student Support, they will understand that the issue has been resolved within the department and that the log is for information only.

Staff should be as accurate and objective as possible in recording information and subjective comments should not be used. When recording on Class Charts a reference to another pupil should only be made by using their initials and year group. This is in accordance with data protection laws. Parents / Carers will be given access to Class Charts and will be able to understand the reasons for the awarding of both positive and negative points.

MLT will receive a weekly breakdown of the usage of Class Charts in their subject area. This will be forwarded by Admin. MLT are to ensure BfL and Class Charts are closely monitored and is a point for discussion at every Departmental Meeting.

RESOLUTION / DETENTIONS

Detentions should be used as an aid to resolve issues. 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 endeavour to provide 24 hours' notice where possible. Communication with parents / carers regarding detentions will be via Class Charts.

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

Please note: School hours are 8.25am to 3.00pm. A 10 minute detention after school, 3.00-3.10 does not require notice to parents / carers.

When allocating a detention, staff are to refer to Staff Pages where they will find further information on the individual needs of pupils.

WALKING AWAY FROM STAFF

If a pupil has walked away from a member of staff the issue should be addressed by following the out class sanctions. However, if the issue has not been resolved, this is to be followed up by referring the incident to the Head of Year. The pupil is to resolve the issue with 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 Deputy 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.

REFLECTION ROOM / ISOLATION

The use of the reflection 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 reflection 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 reflection room for 1 day or more, parents / carers will be contacted and an opportunity given to meet, to discuss the behaviour issues further.

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

It is the responsibility of the Head of Department sending the pupil to the review room to log the issue and resolution on Class Charts and to send the pupils with suitable work. The member of staff in the review room will then be able to access the reason for the pupil being sent to review. The log on Class Charts should then be referred to the Head of Year, Student Support Manager and Head of Year. The Head of Year/ Student Support Manager will liaise with the Head of Department regarding the resolution of the issue and the reintegration into class.

If a pupil is sent a second time to review during the academic year, a Parental Meeting is to be arranged with the Head of Year / Support Manager and the Head of Department if it is within the same subject area. Repeated referral to review room is to be escalated to the Assistant Head Teacher who can extend the length of the time spent in review if appropriate. The decision to extend the length of time a pupil remains in review can only be authorized by a member of the Senior Leadership Team.

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.

Exclusions, whether fixed-term (usually 1-5 days but could be longer), or permanent, may be used where a student has displayed unacceptable conduct or if there is an immediate threat to the safety of others in the school.

FIXED TERM EXCLUSIONS

It is expected that most exclusions will be of a fixed-term nature. During an exclusion the school will set work for the pupil and arrange for it to be marked. A fixed period exclusion may be extended or converted to a permanent exclusion.

PERMANENT EXCLUSIONS

The Head Teacher has the authority to permanently exclude pupils for continuous poor behaviour or a serious breach of the school's behaviour policy. Examples of these include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour. In all cases, the incident will be investigated before the exclusion begins.

PERMANENT EXCLUSIONS PROCESS

Parents / carers will be informed in writing and asked to attend a meeting with the Head Teacher and a member of the Senior Leadership Team. Pupils will have the opportunity to meet with the Head Teacher and respond to the allegations. Procedures for appealing against the exclusion will be explained to the parents / carers. A letter will be sent to parents / carers confirming the permanent exclusion, including reasons for exclusion. The Governors will be notified of the Head Teacher's decision and a meeting will be convened, where parents / carers are invited to discuss the case. If the decision is upheld, a formal letter will be sent to parents / carers and the Local Authority

OFF SITE DIRECTION

The school endorses and works with the guidance contained within the Liverpool Social Inclusion system for Off Site Direction. 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 Deputy Head Teacher must be informed of all bullying incidents which will be logged electronically on CPOMS.

PEER ON PEER ABUSE, SEXUAL HARASSMENT AND SEXUAL VIOLENCE

All incidents of sexual harassment, online sexual abuse, sexual violence and any form of derogatory and / or sexualised language or behaviour will be thoroughly investigated and where appropriate, the Safer Schools Police Officer will be informed. Victims of these incidents will be reassured that they are being taken seriously and that they will be supported and kept safe.

As with bullying, all allegations 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 Deputy Head Teacher must be informed of all bullying incidents which will be logged electronically on CPOMS.

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 / carers 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 / carers / 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 Catholic High School acknowledge our duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities (SEND).

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, 2022)

The school has the **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- drugs (including controlled 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 a member of staff, if seen or heard in school. The device will then need to be collected from the dining from 3.15pm on the day the phone was confiscated. If a pupil fails to collect the phone it may be collected at the end of the following day from the pupil's year team office. 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.

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

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 Form Tutors, Head of Years 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 SENDCO, Head of Years and Support Managers
- Reports to Senior Leadership Team
- Reports to Governors Pastoral and Curriculum Committee

This policy will next be reviewed in October 2024 by the lead Governor, Head Teacher and Deputy Head Teacher with responsibility for Support.

