



Broughton Hall Catholic High School

Behaviour for Learning Policy

Behaviour for Learning Policy	
Policy Title	Behaviour for Learning Policy
Function	The information provides guidance about the management of Behaviour at Broughton Hall Catholic High School to inform all stakeholders
Status	Under Review
Statutory Guidance	Education and Inspection Act 2006 Equality Act 2010 DFE: Behaviour and Discipline in Schools (September 2022) DFE: Exclusions from Maintained School, Academies and student Referral Units (September 2023) DFE: Searching, Screening and Confiscation (July 2022) DFE: Use of Reasonable Force (July 2013) DFE: Preventing and Tackling Bullying (July 2017) DFE: Sexual violence and sexual harassment between children in schools and colleges (September 2021) DFE: Behaviour in Schools, Advice for Headteachers and school staff (Feb 2024)
Audience	Students, Parents, Staff, Governors, LA, Archdiocese, Public
Ownership	Governors, Head Teacher, Deputy Head
Last Reviewed	July 2025
Reviewed by	Staff, SLT, Governors
Next Review	May 2026

RATIONALE AND PURPOSE

Broughton Hall Catholic High School, founded by the sisters of Mercy, empowers our Catholic family to flourish through faith, hope and love.

Our Catholic family and school community refers to our students, staff, parents / carers and governors.

AIMS FOR OUR COMMUNITY

- To recognise, nurture and celebrate the potential of each individual
- To foster a caring, joyful and purposeful community in which all work hard whilst being accepting of others
- To achieve excellence through an education which: is concerned with the whole person; enables each person to develop spiritually, vocationally, physically, academically
- To foster a strong sense of community through our Mercy Values: Learning, Acceptance, Resilience Community, Environment, Generosity, Sincerity, Service, Forgiveness

PRINCIPLES

- 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
- All members of our Catholic family and Broughton community should be listened to and responded to
- All members of our Catholic family and Broughton community are entitled to work in a safe and secure environment

The following principles are to be adopted if a whole school approach to a positive culture of behaviour management is to be successful:

- An understanding and acceptance of the policy by every member of our Catholic family and school community
- The Behaviour for Learning Policy is a partnership between all members of our Catholic family and school community
- A whole school approach recognises and rewards positive behaviour and de-escalates issues wherever possible: pro-action is more effective than reaction
- Effective behaviour management avoids aggressive confrontation
- Good behaviour should always be encouraged and fair and consistent consequences should be applied for unacceptable behaviour
- Rewards, praise and recognition, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently
- Appropriate actions should be taken to reduce the risk of poor behaviour, especially vulnerable students
- High expectations of behaviour are expected for all pupils, including pupils with SEND. Reasonable adjustments can be made for students with SEND
- The Behaviour for Learning Policy includes online behaviour through digital platforms, cyberbullying and harassment
- Students should always be encouraged to learn from their mistakes and to reflect on how to avoid unacceptable behaviour through restorative practices
- Students should be expected to act as role models for Broughton Hall. This includes school trips, volunteering/work experience and travelling to and from school

Key school documents which relate to and support this policy:-

- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Safeguarding and Child Protection
- Home School Agreement
- Mobile Phone Policy
- Special Educational Needs Policy

(This list is not exhaustive and other policies may be relevant)

RIGHTS FOR OUR CATHOLIC COMMUNITY

- For all to flourish through Faith, Hope and Love
- To be treated with dignity and respect
- To work in a clean, resourced and cared for school
- To be secure from any threat to personal wellbeing
- To participate in learning activities without disruption

RESPONSIBILITIES OF STUDENTS

- Always show Faith, Hope and Love
- To demonstrate our Mercy Values within school
- To arrive to school and lessons on time
- To attend all lessons during the school day
- To move around the building calmly and orderly
- To always wear full uniform and have appropriate equipment (for example: pen, pencil, ruler)
- To bring PE Kit into school for when their PE lessons are timetabled. Not to wear PE kit for school, unless with permission for a specific activity
- To treat our school community with respect and kindness
- To work hard in lessons and allow others to learn
- To follow the rules and adhere to behaviour expectations
- To report any bullying, incident or accident that concerns them
- To look after our school equipment and school environment

RESPONSIBILITIES OF SCHOOL

- Always show Faith, Hope and Love
- To treat students with dignity
- To have high expectations of themselves and students
- To model good behaviour and explicitly teach expected behaviours
- To follow all safeguarding measures in school to ensure all students feel and are safe
- To ensure school provides a safe, clean environment to motivate students
- To follow the Behaviour for Learning Policy, applying rewards and consequences consistently and fairly
- To work with parents/carers, school staff, external agencies to ensure students' needs are met

RESPONSIBILITIES OF ALL PARENTS/CARERS

- To ensure students arrive to school, wearing correct uniform and with necessary equipment
- To ensure students attend school regularly and punctually and that their child's education is not disrupted by taking holidays in term time
- To support all consequences set by the teacher are completed e.g. detentions
- To treat all school staff, pupils and other families with respect
- To model good behaviour to their children, especially when on school site
- To attend all meetings relevant to their child
- To respect and support the school rules including behaviour, uniform, hair styles (including hair colour)
- To notify school of their child's needs as appropriate
- To work with school to ensure their child achieves the optimum from their education
- To adhere to the Home School Agreement

DEMONSTRATING MERCY VALUES

<p>We're called to live out the Mercy Values that lie at the heart of our community. These values embody the essence of our school motto and demonstrate what it is to</p> <p>'Be Broughton'</p> <p>'One Heart, One Mind through Faith, Hope and Love'</p>		
We show Faith by	We show Hope by	We show Love by
<p>Trying our best when learning</p> <p>Not giving up – Resilience</p> <p>Reporting bullying and serious incidents to keep our community safe</p> <p>Accepting guidance - follow instructions from staff</p> <p>Wearing full school uniform as a Broughton community</p>	<p>Arriving on time. Attend all lessons</p> <p>Having equipment to support learning</p> <p>Completing retrievals and learning tasks straight away</p> <p>Completing homework</p> <p>Showing forgiveness – A fresh start!</p> <p>Being a positive role model in our community</p>	<p>Being kind and generous</p> <p>Respecting everyone with sincerity</p> <p>Respecting our school environment</p> <p>Serving by helping others to learn</p> <p>Listening when others are speaking, not shouting out</p> <p>Accepting consequences to actions</p>
<p>Learning, Acceptance, Resilience Community, Environment, Generosity, Sincerity, Service, Forgiveness</p>		

HOW WE ACHIEVE OUR MERCY VALUES AS A SCHOOL COMMUNITY

EXPECTATIONS

Classroom Expectations

BE BROUGHTON

- **BE ON TIME** - attend all lessons and arrive promptly
- **BE READY** – bring equipment to lessons and wear correct uniform
- **BE RESPECTFUL** – listen when teachers and peers are speaking, use manners, keep the classroom tidy
- **BE RESPONSIBLE** – participate and actively engage in learning, work hard, learn from mistakes and make positive choices.
- **BE SAFE** – follow the rules and guidance of staff. Do not leave class without permission. Mobiles are banned in school*

*Students who are permitted movement/time out/sensory time will have passes issued by SEND. Students who are permitted to be out of class will have a note from the staff.

Minimum equipment required for school

Pen

Pencil

Ruler

Any reading or exercise books required for lessons

PE Kit (on PE lesson day)

Lunch Card and lanyard

Ideal extras

✓ Pencil case ✓ Highlighters ✓ Eraser ✓ Colouring pencils ✓ Compasses ✓ Protractor ✓ Scientific* calculator (recommended model: Casio FX-83GTX)

ROUTINES

Entry to class

- Teachers are visible at the door
- Students are welcomed into class – Good morning/Good afternoon
- Reminders as students enter the room – Be Broughton classroom expectations, uniform check, jewellery, coats off
- Students sit down in their designated seat – put equipment on the table
- Students begin retrieval task

Exit from Class

- Students stand behind chairs
- Thank or reflect upon student's work/efforts
- Formal end to the lesson – Good morning or Good afternoon Year XX
- Remind students to leave class and move around school quietly
- Teacher at the door - dismiss class row by row once class are quiet and ready to leave

Staff not teaching

- All Staff are on the corridors to support movement in between lessons
- Leaders' presence between lesson change overs

UNSTRUCTURED TIME

<p>Around School</p> <ul style="list-style-type: none">• Walk calmly and respectfully• Move when the bell goes• Follow the one-way system on the hub staircases• Walk on the left• Use manners• Put any litter in bins• Water bottles are to be filled up at break and lunch only – cups are not permitted• Students should not be out of class without a note from their teacher
<p>Break/Lunch</p> <ul style="list-style-type: none">• Year groups are to go to designated areas and toilets*• Not access 'out of bounds' areas*• Follow instructions from duty staff• Respect areas and tidy up after yourself <p>*See School Map (to follow)</p>
<p>Toilets</p> <ul style="list-style-type: none">• Toilets are open before school, break time, lunch time and after school• Toilets are to be used at break time and lunch time• Students are not to use toilets during lessons*• Toilets are staffed to ensure they are used appropriately and minimise anti-social behaviour <p>* Confirmed medical conditions requiring more regular toilet breaks should be allowed with a toilet pass (issued by pastoral/SEND teams) which can be requested via on call.</p>

STANDARDS

UNIFORM

We expect all students 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 students to be smart in appearance and always wear full uniform.

Students are expected to wear the following

- Fitted blazer
- Gingham blouse
- Cotton blend jumper (optional)
- Knife pleat skirt or trousers
- Navy or white socks / navy or black tights
- Black shoes
- Coat (optional) plain black or navy
- School tote bag / rucksack or plain tote / rucksack
- Year group lanyards

Form Tutors will use morning form to ensure students are adhering to uniform standards.

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

Students are not permitted to wear their PE kit for or around school.*

Students not in school uniform may be given uniform by the school, particularly if not wearing correct footwear.

*Unless with written permission from school.

JEWELLERY

Students are allowed to wear one pair of studded earrings and a wristwatch.

No other jewellery should be worn at any time in school.

Facial and other piercings must be removed for school.

A student may be removed from lessons and placed in the reflection room or risks a suspension if there is a breach of these rules whereby the matter is not resolved.

HAIR

Extreme and unnatural colours are not permitted.

Long hair should be tied back for PE/Dance, Food, Design and Science or when requested for health and safety reasons.

Hair accessories are to be kept to blue / navy bobbles, ribbons or headbands.

MOBILE PHONES

Broughton is smartphone free school. This ensures a safe, distraction free environment where students can focus on their learning. Mobile phones are not permitted in school. Should students require a phone for on their way to/from school, students are provided with phone pouches. Phones must be locked in their pouches upon entry to school and unlocked as they leave.

Should a mobile phone be seen or heard, the student will be required to hand it over. The phone will be confiscated and the student will be required to go to the reflection room where they will complete work on phone safety.

Only Parents or Carers are allowed to collect confiscated phones from the school office between 3:15pm- 4:00pm. After 4pm, the safe will be locked for the evening and it will need to be collected the following day. (Headteachers can confiscate mobile phones and similar devices for the length of time they deem proportionate, according to the [DfE's guidance on mobile phones](#) in schools) Any refusal to co-operate with this could result in a further serious sanction such as a suspension. Please refer to the school mobile phone policy.

ATTENDANCE AND PUNCTUALITY

To gain the greatest benefit from their education it is vital that all students attend regularly and on time. Pupils should attend every day that the school is open. We set a target for all pupils to aim for 100% attendance with the expectation all pupils achieve at least 97%. As a school we define regular attendance as 97% or above.

Punctuality to school is also important. Welcoming our students into school and developing relationships with their Form Tutors helps ensure pupils are supported in the right way and receive relevant key messages to help them achieve their best.

Students are expected to be on site by 8:20am, ready to begin the school day at 8:30am. Students who arrive after 8:30am are marked as late and are required to complete a 30-minute detention on the same evening.

Students who are late (arriving to school after 8:30am) enter school via the black gate. They are required to hand their phone pouch in upon arrival and will collect it at 3:30pm once they have completed their 30-minute late detention.

MOVING AROUND SCHOOL

Students are expected to move around school safely and calmly. We encourage students to demonstrate Mercy Values, for example, holding doors open for others.

Students should walk on the left and use the one-way system on the hub stairs.

CANTEEN/BREAK/LUNCH AREAS

Students should line up in dining areas calmly and respectfully.

Students are expected to have their dinner passes on their lanyard. Students who do not have their dinner passes will be served after those who have theirs.

Food should be consumed in a calm and orderly way and students are expected to tidy up after themselves.

Food and drink are only to be consumed in the designated eating areas and no eating or drinking should take place in any other area of the school buildings.

Litter must not be dropped anywhere inside or outside the school building and all members of the school community should take care to keep the school clean and tidy.

Litter bins are provided for use and students should use appropriate recycling bins.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Students are representatives of school when they are in the community and show due regard for the school's community. Under section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline students for misbehaving outside the school premises. The behaviour policy applies to all out of school visits and activities and may apply outside school premises depending on the circumstances. In cases related to harassment of or violence towards staff, poor behaviour and bullying which occurs off the school premises, including online, which are reported to the school, the policy will apply upon full investigation of the incident.

The school reserves the right, to discipline a student for misbehaviour when:

- The student is taking part in any school related or organised activity
- The student is travelling to and from the school
- The student is wearing school uniform or can be identified as a student of the school
- Misbehaviour poses a threat to other students, staff or members of the public
- Misbehaviour adversely affects the reputation of the school
- The above includes any misbehaviour that may take place online.

BEHAVIOUR ONLINE

Online behaviour incidents with students that occur outside the school day and off the school premises are the responsibility of the parent. However, the school has the right to apply behaviour sanctions to pupils for online misbehaviour when,

- It poses a threat or causes harm to any member of the school community
- Has repercussions on the orderly running of the school day
- Adversely affects the reputation of school
- The pupil is identifiable as a member of the school

REWARDS

Staff should expect the highest standards of work, attitude and behaviour.

Recognising students for their good conduct promotes a positive environment that is conducive to learning, personal development and encourages students to behave responsibly and respectfully. Genuine and meaningful praise is the best reward! Praise and status matters to students.

Our students make a positive contribution to Broughton Hall and should be recognised for this.

A system of rewards should be used to recognise our Mercy Values which allow all to flourish through Faith, Hope and Love.

At Broughton Hall Catholic High School, we are called to live out the Mercy Values that lie at the heart of our community.

These values embody the essence of our school motto:
'One Heart, One Mind through Faith, Hope and Love.'

Learning, Acceptance, Resilience, Community, Environment, Generosity, Sincerity, Service, Forgiveness.

Mercy Points are awarded for each of the Nine Mercy Values

All staff are expected to participate in the rewards system and should actively seek opportunities to praise and compliment students, for example, by sharing successes with parents, showing work to other members of staff to celebrate

Staff should issue at least 1 Mercy Point per student, each lesson (unless exceptional performance warrants more)

Reward Points	<i>Examples</i>
M1 = 1 Point	Demonstrating Mercy Values and excellent learning. Staff should issue at least 1 M1 per student each lesson.
M2 = 2 Points	Rewarding students who exceed expectations
M3 = 3 Points	Star of the week / 100% attendance / 100% punctuality / 0 negative points obtained over the week
M4 = 5 Points	Sustained effort every half term
M5 = 10 Points	Sustained effort across several subjects over a year

These rewards are implemented across Key Stages Three, Four and Five

M Points lead to the following rewards

Bronze Award- Certificate in Celebration of the Word

Silver Award- Certificate and in school reward

Gold Award- Certificate and prize or out of school reward

Platinum Award- Certificate, prize and reward

See Appendix 1 for further information on rewards

BEHAVIOUR MANAGEMENT

- Behaviour management strategies promote high standards and ensure Broughton Hall is a place our Catholic family can flourish through Faith, Hope and Love
- Poor behaviours in lessons or around school are not tolerated as all students have a right to an education
- Desired behaviours should be explicitly taught through all aspects of school
- Consequences are part of behaviour strategies used and should be logged, applied fairly and followed up consistently, in conjunction with positive strategies
- Understanding expectations and probable consequences is important in helping students make the right decision and is intended on promoting good behaviour
- Lessons should be well planned and inclusive
- Students who use technology such as the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with seriously
- Where a student has misbehaved, the matter will be investigated and, if considered appropriate, a consequence will be imposed
- Praise should be a celebration of achievement - to promote good behaviour
- Students should always be encouraged to learn from their mistakes and to reflect on how to avoid unacceptable behaviour through restorative practices
- School is committed to working with other agencies to support students to bring about improvements to their behaviour

Managing in class behaviour ensures classrooms are environments our students can thrive. Consequential measures are in place and pupils will move to the next stage if behaviour does not improve.

DEFINITIONS OF BEHAVIOUR

Misbehaviour is defined as:

- Disruption/misbehaviour in lessons, in corridors between lessons, at break, lunchtimes
- Behaviour that disrupts learning
- Eating and drinking in lessons, including chewing gum
- Disrespect or belligerent behaviour
- Defiance
- Failure to follow instructions, including not adhering to seating plans etc
- Non-completion of classwork, coursework or homework
- Incorrect uniform, including jewellery
- Arriving late
- Interrupting the learning of others, including talking over others and calling out
- Truancy – refusal to attend a lesson
- Not being prepared to learn including missing kit, book or equipment
- Accessing an area of school out of bounds
- Inappropriate language or tone

Serious misbehaviour is defined as:

- Consistent and continued misbehaviour as listed above
- Repeated breaches of the school rules or persistent low-level disruption that affects learning
- Verbal abuse towards any member of Broughton Hall community

- Intimidatory behaviour towards any member of Broughton Hall community
- Misuse of the school's IT systems
- Repeated internal truancy
- Inciteful behaviour
- Any form of bullying
- Anti-social behaviour
- Any act which poses as a Health and Safety Risk
- Misuse of social media/online activity to cause harm or upset to others
- Sexual violence
- Sexual harassment
- Vandalism, damage or theft
- Fighting, threatening or exploiting other people
- Smoking, vaping or drinking alcohol on site or in the community whilst wearing school uniform
- Selling items not permitted in school such as fizzy drinks, sweets, cigarettes
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

*Definitions are not exhaustive but give examples of unacceptable behaviour in school.

CONSEQUENCES

Consequence Points	Examples
C1 Chance Logged on CC	Misbehaviour observed; reminder given of <i>Be Broughton</i> expectations
C2 Change -1 Point on CC	Misbehaviour observed again despite the chance given. Final reminder given. Student maybe required to move seat.
C3 Consequence -2 points on CC	Repeated misbehaviour despite warnings and C1 and C2 given. Student is removed from class to another class within the department (buddy) Student to complete a 30-minute same day detention.
C4 Reflection Room -3 points on CC	Repeating C1-C3 despite intervention (leaving the classroom. Student collected from department and taken to reflection room by on call. Student to stay in reflection room until ready for reintegration and complete a same day 30-minute detention.
C5 SLT Urgent Assistance Serious Misbehaviour -5 points on CC	If there is an incident of serious misbehaviour that may compromise the safety of others a C5 will be issued for SLT urgent assistance. Consequences for this may range from SLT detention, extended period in reflection, suspension or permanent exclusion.

The example sanctions are for guidance purposes.

School will utilise a range of sanctions to address consequences within school and to support the student in understanding and addressing the behaviour. These could include the student writing a written account of an incident for reflective and restorative purposes, the use of reports, the use of school-based community service such as tidying a classroom in addition to those already stated.

The Headteacher has the right to determine appropriate sanctions and if a sanction should be escalated regardless of the level of behaviour, based on the impact on individuals and/or the school community.

See Appendix 2 for further information regarding consequences.

LIST OF PROHIBITED ITEMS

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary consequence, if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil with their permission to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them (in Broughton Hall Catholic High School the Headteacher has conferred this authority to SLT) have the power to search a pupil without the pupil's consent if they suspect they are in possession of prohibited items.

Prohibited items that can be searched for without consent include:

- Knives or weapons
- Fizzy Drinks
- Alcohol
- Illegal drugs
- "Legal highs"
- Stolen items
- Vapes, cigarettes, cigarette papers, matches and lighters
- Laser Pens
- Anything that resembles a gun, for example a water gun
- Anything with a blade
- Paint
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

DETENTIONS

Detentions at Broughton Hall are centralised and are made in the following way

1. Inform the student that they have been issued a detention, the reason why and when and where the detention is.
2. Put on Class Charts, ensuring the reason is logged and parents notified.
3. Broughton Hall uses a centralised detention system

Level	Restore and Repair Detention	Location
Late – Arrive after 8:30am	Same day 30 minutes (afterschool)	McAuley Monday–Friday 3:00-3:30pm
C3	Same day 30 minutes (afterschool)	McAuley Monday–Friday 3:00-3:30pm
C5	SLT Friday detention 1 hour	B3 3:00-4:00pm
If a student does not attend their 30-minute detention, they will attend SLT detention on a Friday Failure to attend repeated detentions will result in further consequence escalation that can include Reflection Room/Suspension		

Parental consent is not required for detentions, however if a detention is to exceed 30 minutes, 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. Phone calls home occur if further information is necessary.

If a student misses a detention without good reason the matter will be escalated and further consequences issued.

The times outside of normal school hours when detention can be given include:

- a. Any school day where the student 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: With regards to students, school hours are 8.00am from when gates are open to 3.30pm. A 30-minute detention after school, 3.00-3.30pm does not require notice to parents/carers.

REPORTS

Students who demonstrate periods of misbehaviour in subject areas or across school can be placed on a department or pastoral report. These provide a consistent and measurable record of student conduct, enabling intervention and support. Daily reports can be issued by Class Teachers, Heads of Department, Form Tutors, Heads of Year and SLT.

REFLECTION ROOM

The use of the reflection room is a very serious consequence, 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 one lesson through to a number of days. When students are in the reflection room for one day or more, parents/carers will be contacted and an opportunity given to meet, to discuss the behaviour issues further.

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

The reflection room is supervised by our Behaviour and Inclusion Manager.

SUSPENSION AND EXCLUSION

Whilst school does not wish to suspend any student from our school, sometimes this is necessary. 'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education'.

The Government supports Headteachers in using suspension as a sanction where it is warranted. Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England September 2022. All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious.

Where a student receives an internal suspension, they must report to main school office at 8:30am and will remain in the reflection room, working under supervision until 3pm.

An internal suspension or Fixed term suspension, (usually 1-5 days but could be longer), 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.

It is expected that most exclusions will be of a fixed-term nature. During a suspension the school will set work for the student. This work is set on Class Charts unless a parent requests paper copies of work. A fixed period suspension may be extended or converted to a permanent exclusion if additional evidence warrants it.

REINTEGRATION

Students who have been suspended are required to attend a meeting with parents and SLT as part of their reintegration and return to school.

Students who have been suspended may face a period of hybrid or reintegration into main school dependent upon the reasons for the suspension. The number of lessons in reflection and duration of this will vary depending on the nature of behaviours and will be monitored by the Behaviour Inclusion Manager and Pastoral Staff.

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 students who seriously breach this behaviour policy.

PERMANENT EXCLUSIONS

The Head Teacher has the authority to permanently exclude students. A decision to exclude a student should only be taken 'In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school'.

The following list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The Headteacher may permanently exclude a student for:-

- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

The following offences are considered so serious that a student may be permanently excluded for a first- or one-off offence:

- Possession of a knife, irrespective of length, constitutes an offense appropriate to permanently exclude a child for a first or 'one-off' offence.
- Serious actual or threatened physical assault against another student or a member of staff;
- Sexual abuse or assault;
- Possession of an illegal drug; possession of an illegal drug with intent to supply; intent to use an illegal drug;
- Carrying an offensive weapon, or items judged by the school to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.

Examples of these include but are not limited to: physical assault against a student, 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. Students 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.

CCTV

CCTV is an established part of everyday life and a proven tool in the fight against bullying, vandalism, graffiti and theft. CCTV is often used for surveillance in schools to prevent misbehaviour and crime. Often, cameras are positioned to protect school premises and the general fabric of the building. Use of CCTV will be used to review behaviour incidents in school and this complies with The Human Rights Act 1998 and compliant with the Data Protection Act

Please refer to the CCTV policy.

POWER TO USE REASONABLE FORCE

Under government guidelines, Section 93 of the Education and Inspections Act 2006 enables all members of staff have the power to use reasonable force.

All members of staff have a duty to use reasonable force, in the following circumstances to prevent a student from

- Committing an offence
- Causing disorder
- Injuring themselves or others
- Damaging property, and to maintain good order and discipline in the classroom.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

RECORDING INFORMATION ON CLASS CHARTS

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 student 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.

SEND

The Equality Act 2010 requires schools to ensure SEND students are not treated unfavourably as a consequence of their Special Educational Need or Disability, which includes a blanket discipline behaviour policy in which a student's needs are not taken into account.

Children with some of the most challenging behavioural issues can receive interventions from the SEND department to help assess whether there are underlying causes of the behaviour and may reflect additional barriers to learning that have previously been unknown.

Students with an Educational Health Care Plan or with identified educational needs are expected to follow the school's Behaviour Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted, and every reasonable step will be made to ensure the needs of the student are being supported and that 'reasonable adjustments' are set in place to support the student's needs. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

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 have 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 student's welfare and well-being.

Allegations of bullying will be rigorously investigated and should they prove to be founded then the full range of consequences 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 following the safeguarding policy. Where necessary, 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. Risk assessments will be carried out and measures put in place while investigations into any reports continue.

As with bullying, all allegations will be rigorously investigated and should they prove to be founded then the full range of consequences 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 students. Should a student make malicious allegations against a member of the school, that once investigated are found to be unfounded, then the full range of consequences available to the school could be employed, including internal/external suspension and fixed term or permanent exclusion with involvement of the school-based Police Officer.

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 students 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.

COMPLAINTS

If a parent has a complaint about a disciplinary matter, he/she should follow the procedures laid down in the school's Complaints Policy.

APPENDIX 1

Rewards - Mercy Points – what to reward students for

Mercy Point (M Point)	What this could look like
Classwork Homework Effort Engaged Attitude to Learning Class participation Improvement Progress 100% Punctuality 100% Attendance	Completing a high standard of work / homework Has tried their best in lesson Working well in lesson, listening to instructions, on task Has a positive mindset to learning, willing to learn Reading out loud / answering questions in class Has showed improved attitude to learning Demonstrating an improvement in your learning Arriving on time to school, all week (half term, term, year) Attending school each day, all week (half term, term, year)
Acceptance	Listened and responded to advice / instruction Worked well with others / participated in group work Acknowledged your actions and consequences
Resilience	Not giving up Responding to feedback / having another attempt / trying again Working as hard as you can
Community	Contributing to raising money for school / charities Working well / positively / getting along with others Wearing full uniform / Showcase your work
Environment	Treating equipment with care / tidying up after yourself / others Reduce, reuse, recycle and cut down on what we throw away Following the one-way system, walking quietly, lining up, ensuring a peaceful and conducive learning environment
Generosity	Holding doors open, using manners Helping your partner in class Doing a job for a staff member Giving up your time for a good cause / helping someone else
Sincerity	Telling the truth Be kind and understanding of others views Addressing an issue, understanding the impact of your actions
Service	Attend lunch / afterschool extra curricular clubs/ revision Giving your time to improve school community, for example. litter pick Contributing towards collective worship in form or during celebration of the word
Forgiveness	Don't dwell or be resentful. Can move on from a situation Showing understanding to others views / feelings Ability to start again / renew / responded well to a second chance

Mercy Point	Explanation of value	When and who to award	How it is recognised
M1 – 1 point	Rewarding the Mercy Values each lesson	<p>Each lesson- Awarded by class or form tutor to each student each lesson when deserved for specific mercy value. More than one can be awarded per student.</p> <p>Can also be awarded for positive out of class behaviour/ homework/ extra-curricular etc. Suggested target for teachers e.g. aim for around 2/3 per pupil per lesson.</p>	<p>Class charts will be updated for parents.</p> <p>Form tutors to monitor and praise each week as appropriate.</p>
M2 – 2 points	Rewarding those going above expectations with Mercy Values	<p>Each lesson- Awarded by class or form tutor each lesson for pupils who have already achieved M1 points but have also exceeded expectations further e.g. outstanding effort, completing all challenge tasks.</p> <p>Can also be out of class/ homework related e.g. exceptional effort with homework/ completing independent research or practice</p>	<p>Class charts will be updated for parents.</p> <p>Form tutors to monitor and praise each week as appropriate.</p>
M3- 3 points	Rewarding consistently going above expectations, excellent attendance, punctuality and behaviour.	<p>Weekly- Pastorally- Awarded by Form Tutor each week for 100% punctuality, 100% attendance and zero negatives.</p> <p>Subject based- Head of Department – Star of the Week selects one student from each year as star of the week and awards the points. This can be based on class teacher input or class charts analysis.</p>	<p>CC notifies parents.</p> <p>Star of the week message or post card home from Head of Department.</p>
M4- 5 points	Rewarding maintaining consistent high standards across a half term.	<p>End of Half term- Pastorally- Awarded by Head of Year. One M4 awarded for each- 100% attendance 100% punctuality Zero negatives.</p>	<p>CC notifies parents.</p> <p>Certificates Raffle / prizes Invited to rewards / trips</p>
M5- 10 points	Rewarding the success of the most dedicated students over the year.	<p>End of term- Awarded by Head Teacher, SLT, Head of Year Head of Year Award, Head Teacher Award, Subject Awards, Mercy Values Awards</p>	<p>Awards Evening Certificates Raffle/ prizes</p>

APPENDIX 2

Consequences Table

Stages of behaviour should be communicated with the student in real time. Where on call is required, this needs to be logged immediately so that support can be provided. Further details should be recorded on the C5 Incident Report

Behaviour Stage	Examples of Behaviour	Management strategies	Consequence
Universal Behaviour / Teaching & Learning strategies used to engage all learners			
C1	Any forms of misbehaviour as defined.	<p>Reminder of Be Broughton Classroom Expectations</p> <p>Staff will tell the student what they are doing wrong and issue a C1 – CHANCE.</p> <p>This term must be used by staff for individual students.</p> <p>**</p>	<p>CHANCE</p> <p>Logged on Class Charts</p> <p>Communicated in real time</p> <p>Student receives a reminder of expectations and chance</p>
C2	Misbehaviour displayed again after chance given	<p>The teacher will tell the student what they are doing wrong and issue the C2- CHANGE, this term must be used by staff for individual students in real time.</p> <p>A quiet word with the student at an appropriate time should advise them that the next stage will be a C3 Consequence without causing chastisement.</p> <p>**</p>	<p>CHANGE</p> <p>Logged on Class Charts -1 negative point received</p> <p>Communicated in real time</p> <p>Move student in classroom / change seat / Line / change partners</p> <p>Restorative conversation at end of lesson</p> <p>Potential contact home</p>
C3	Repeated misbehaviour despite warnings given.	<p>Teacher Use C3 Consequence button</p> <p>Student informed they have reached a C3 and a required to work in another area of the department.</p> <p>**</p>	<p>CONSEQUENCE</p> <p>Logged on Class Charts –2 points received.</p> <p>Communicated and logged in real time.</p> <p>Removal from lesson within the department (Buddy / Buffer)</p> <p>30-minute same day Detention set by class</p>

			<p>teacher who issued the C3 Consequence</p> <p>Restorative conversation takes place during the detention</p> <p>Parental contact to be made by class teacher</p>
C4	<p>Repeating C1-C3 despite intervention (leaving the classroom)</p>	<p>Avoid further antagonisation and any confrontation with the student</p> <p>The teacher should use the C4 Reflection Room button on class charts to request 'ON CALL Required' who will come to the classroom / area of school to remove the student to the reflection room</p>	<p>REFLECTION ROOM</p> <p>Student collected from department and taken to reflection room by on call. Student to stay in reflection room until ready for reintegration.</p> <p>Student completes 30-minute detention the same night.</p> <p>Restorative conversation to help repair and reintegrate</p> <p>Parental contact must be made to me made by teacher who made the C4 On Call referral, unless otherwise agreed by SLT</p>
C5	<p>If there is an incident of serious misbehaviour that may compromise the safety of others a C5 will be issued for SLT urgent assistance.</p>	<p>Avoid any antagonisation or confrontation with the student.</p>	<p>C5 SLT URGENT ASSISTANCE</p> <p>Consequences include, dependent on the behaviour which can include</p> <ul style="list-style-type: none"> • SLT 1 Hour Detention • Reflection Room (Internal suspension) • One or more days in reflection room (internal suspension)

			<ul style="list-style-type: none"> • Suspension • Permanent Exclusion <p>Parental contact made by behaviour and inclusion manager</p> <p>Restorative work to be completed to repair and restore</p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

** When applying the following consequences, staff must ensure that students are given time to respond and make the right choice.

Staff are encouraged to reprimand privately, using behaviour management strategies to reset, remind, and positively reinforce expectations, alongside communicating the behaviour stage.

Expected behaviour should always be explicitly taught and clearly communicated to the class by the teacher, with regular reminders of the Be Broughton Classroom Expectations and Mercy Values.

Appendix 3 Incident Report Form

Name of students involved			
Date		Time	
Location			
Description of the incident / behaviour			
Witnesses			
Signature			
Actions taken			
Follow - up			
Support required for school community members involved as a result			



Broughton Hall Catholic High School

Home School Agreement

Approved by:	Name: Full Governing Body	Date: May 2025
Last reviewed on:	Date: May 2025	
Next review due by:	Date: As and when relevant changes are required to be made	

Mission Statement

Broughton Hall Catholic High School, founded by the sisters of Mercy, empowers our Catholic family to flourish through faith, hope and love.

Aims for our community

To recognise, nurture and celebrate the potential of each individual. To foster a caring, joyful and purposeful community in which all work hard whilst being accepting of others.

To achieve excellence through an education which: is concerned with the whole person; enables each person to develop spiritually, vocationally, physically, academically

To foster a strong sense of community through our Mercy Values:

*Learning, Acceptance, Resilience
Community, Environment, Generosity
Sincerity, Service, Forgiveness*

Objectives

To ensure that school policies and documents are rooted in these aims and reflect our Mercy Values

To provide a curriculum and teaching strategies which ensure pupils of differing needs can learn to their full potential

To promote a welcoming, safe, attractive environment

To promote an awareness of equal opportunities, social justice, peace and global issues and apply their Mercy Values to these

To strengthen the partnership of staff and pupils with parents, governors, parishes and local community, united in a common purpose.

School and parents have to work closely together in partnership so that all our students achieve at the highest possible level and leave school as well-rounded young adults.

HOME-SCHOOL AGREEMENT

The school will aim to:

- provide a safe, happy and caring environment which reflects the Catholic ethos of the school through high expectations and consistent application of the school rules.
- treat all students with fairness and consistency; offering support, guidance and care.
- offer opportunities for prayer, worship, and service within the school and wider 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, ensuring lessons are appropriately engaging and challenging so that all students make as much progress as possible.
- build effective relationships which promote good behaviour and a sense of responsibility and belonging across the school community.
- take pride in and celebrate all students' efforts and achievements, encouraging all to aim high and have aspiration.
- communicate with parents/carers and keep them informed of their child's progress.
- let parents/carers know of any concerns or problems that affect their child's progress or behaviour.
- offer opportunities for parents/carers to become involved in the daily life of the school.

As a parent/carer, I/we will:

- support the Catholic ethos, mission, and Mercy values of the school.
- ensure that my/our child attends school regularly, arrives no later than 8.30am, and understands that the minimum target for attendance is 97%
- maintain high expectations for my/our child's behaviour, dress, and effort in line with school policies.
- guarantee that my/our child attends school in full school uniform, with the correct equipment (pen, pencil, ruler, glue, highlighter, and PE kit etc).
- support the school rules outlined in the behaviour policy, which have been set for the benefit of all students, including adhering to our mobile phone policy.
- take an active interest in my/our child's education, homework, and wider school life.
- encourage my/our child to be ambitious and to work as hard as they can, both in school and at home.
- attend parents' evenings, meetings, and other events to engage with my/our child's education.
- communicate promptly with the school regarding any issues affecting my/our child.
- show respect and civility in any verbal or written communication with the school.
- promote and model respectful attitudes towards staff, students, and the wider school community.

As a Broughton Hall student, I will:

- act at all times in a way that reflects our Catholic ethos and Mercy values of Learning, Acceptance, Resilience, Community, Environment, Generosity, Sincerity, Service and Forgiveness.

- strive for excellence in all aspects of school life.
- attend school every day, arrive on by 8:30am, and be punctual for lessons.
- attend school in full school uniform, with the correct equipment (pen, pencil, ruler, glue, highlighter, and PE kit etc)
- complete all work and homework on time and to the best of my ability.
- participate fully in school life, including worship, service opportunities, and enrichment activities.
- be ambitious; work hard and take pride in everything I do so that I fully utilise my God-given talents.
- value all members of the school community, treating everyone with respect and kindness.
- take responsibility for my own behaviour and learning.
- follow the school rules outlined in the behaviour policy, which have been set for the benefit of all, including adhering to the mobile phone policy.
- accept the consequences or sanctions issued when I do not adhere the school rules.

As a part of the Broughton Hall Catholic High School community, we agree to uphold this Home-School Agreement.

Signed (School): _____ **Date:**

Parent/Carer: _____ **Date:**

Student: _____ **Date:**