



Broughton Hall High School

BEHAVIOUR FOR LEARNING POLICY

INTRODUCTION

Broughton Hall is an average sized Catholic Girls Secondary School. It has had specialist schools status since 1998. It draws its pupils from a wide area including some of considerable economic disadvantage. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion with a Statement of Special educational need. The school has gained a number of awards including the International Schools Award, SportsMark, ArtsMark Gold, Eco Schools and Healthy Schools Awards. It is the lead school in the West Derby Learning Network, is a member of the Liverpool East post -16 collaborative partnership, and has many international links.

Founded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school

OUR SCHOOL AIMS ARE

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

AIMS OF THE POLICY

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

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

OBJECTIVES OF THE POLICY

- To ensure that rewards and sanctions are applied consistently by everyone
- To ensure the school's system of rewards and sanctions and support is understood by the school community
- To encourage the building of positive relationships between all members of the school community
- To ensure all pupils have the opportunity to achieve their potential in a culture where praise and achievement are valued
- To ensure parents share concerns about their child's education and behaviours in school and support the Behaviour for Learning Policy
- To ensure all staff follow the school's referral system

STRATEGIES TO ACHIEVE OBJECTIVES

To achieve **consistency** by:

- An overriding professional approach to our shared vision
- A shared and mutual understanding of the policy at all times for example in classrooms, in corridors, in the dining room
- Agreed and published pupil expectations

To promote **responsibility** by:

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

To help pupils achieve their **full potential** by:

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

SUCCESS INDICATORS

- Classrooms are purposeful environments
- Behaviour management is consistent among all staff
- All pupils know and understand the standard of behaviour expected
- There is a reduction in sanctions imposed
- Pupils take a greater responsibility for the school environment
- Parents are positively involved in their child's progress and behaviour

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 reward system
- evidence of use of school sanctions
- pupil progress and achievement

Through year group reviews and analysis of:

- evidence of improved attendance and punctuality
- evidence of good and sustained relationships with Progress Tutors, Progress Managers and pastoral Support Staff
- evidence of effective pastoral records
- evidence of use of rewards system
- evidence of use of sanctions

Through:

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

EXPECTATIONS AND RESPONSIBILITIES OF PUPILS

- To endeavor to maintain good **relationships** with all members of our school community
- To **respect** themselves and all members of our school community
- To take **responsibility** for their own behaviour, progress and achievements

RESPONSIBILITIES OF STAFF TOWARDS PUPILS

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

EXPECTATIONS AND RESPONSIBILITIES OF ALL PARENTS

- To support the Behaviour Policy
- To ensure their child attends school regularly and punctually and that their child's education is not disrupted through taking holidays in term time
- To work with the school to ensure their child achieves the optimum from their education

GUIDELINES

The use of a variety of teaching and learning styles and differentiation within lessons will enable pupils to learn effectively.

A member of the Senior Leadership Team leads a duty team every day. Duties begin at 8.35 am. This facilitates the school assembling safely and allows orderly access to form bases and ensures a safe environment for the pupils and staff.

Wherever possible, teaching staff, including members of the Leadership Team, are present on the corridors at the change of lessons. This ensures safe and sensible behaviour in the corridors and an orderly start to the next session.

At 3.10 pm a member of the Senior Leadership Team and members of staff are on duty at the school gate to ensure a safe and orderly exit for all pupils.

Progress Tutors should be proactive in ensuring pupils go to their lessons fully equipped.

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

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

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

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

This policy will next be reviewed in March 2012 by the lead Governor, Head Teacher and Deputy Head Teacher with responsibility for Support.