



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 order 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.

OUR SCHOOL AIMS

- 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.
- 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 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 referral system.

BROUGHTON HALL'S CORE 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 crucial 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 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 to take responsibility to ensure their child behaves well, attends regularly and punctually, completes assessments and homework and causes no harm to other pupils.

- Ensuring teachers provide a classroom environment in which pupils feel secure and able to learn.

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

- Recognising merit through rewards.
- Displaying the expected standards in every classroom, **Respect, Relationships and Responsibility**.
- Monitoring pupils who are not achieving their full potential.
- Being aware and 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 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 community.
3. A whole school approach is preventative wherever possible: pro-action is more effective than reaction.
4. Self discipline should be the ultimate aim for all school members.
5. Behaviour patterns can be changed and indiscipline effectively countered only when behaviour is managed consistently.
6. Sanctions must be administered fairly and consistently and be appropriate to the breach of conduct.
7. Effective behaviour management avoids aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

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

- Mission Statement
- Anti Bullying Policy
- Attendance and Punctuality Policy
- Safeguarding
- ICT Policy
- Uniform Policy
- Code of Conduct
- Home School Agreement
- Homework Policy
- Mobile Phone Policy
- Marking Policy
- Special Educational Needs Policy

SUCCESS INDICATORS

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

EXPECTATIONS AND RESPONSIBILITIES OF PUPILS

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

We expect our parents 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.
- 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.

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 pupils arrive. All members of staff should expect and insist on the highest standards of behaviour.

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

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

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

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 Progress Manager / 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. All information on Class Charts is shared with parents. 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 to data protection laws.

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.

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 8.40am to 3.20pm and a 10 minute detention after school, 3.10-3.20 does not require notice to parents.

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 Progress Manager. 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 Assistant Head Teacher.

UNIFORM

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

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

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

REVIEW ROOM / ISOLATION

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

The review 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 Director of Subject 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 Progress Manager, Student Support Manager and Director of Year. The Progress Manager / Student Support Manager will liaise with the Director of Subject regarding the resolution of the issue and the reintegration into class.

Parents are to be contacted by the Classroom Teacher with the support of the Director of Subject if sent to review. If a pupil is sent a second time to review during the academic year, a Parental Meeting is to be arranged with the Progress / Support Manager and the Director of Subject if it is within the same subject area. Repeated referral to review room is to be escalated to the Director of Learning 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.

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

BULLYING

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

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

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

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

ALLEGATIONS AGAINST STAFF

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

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

LEGAL DUTIES

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

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

CONFISCATION OF INAPPROPRIATE ITEMS

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

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

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- E-cigarettes
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, such as mobile phones

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

MOBILE PHONES / ELECTRICAL EQUIPMENT

Mobile phones or electrical equipment are not permitted in school and will be confiscated by a member of staff, for a minimum of 24 hours, if seen in school. The device will then need to be collected by a parent or guardian at a mutually convenient time arranged with the Progress Manager or Student Support Manager. There is a procedure for handing mobile phones in during registration for those pupils who require a phone for safety reasons travelling to and from school. Please refer to the Mobile Phone Policy for further guidance.

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

POWER TO USE REASONABLE FORCE

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

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

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 Progress Tutors, Progress Managers and pastoral Support Staff
- evidence of effective pastoral records

- evidence of use of rewards
- evidence of use of sanctions

Through:

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

This policy will next be reviewed in July 2019 by the lead Governor, Head Teacher and Assistant Head Teacher with responsibility for Support.

HOME-SCHOOL AGREEMENT

The school will aim to:

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

The parents/guardians: I/We will:

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

The pupil: I shall try to:

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

Student Name (*please print name*) _____

SIGNED:-

Parent

.....

Student

.....

School



Broughton Hall Catholic High School

APPENDIX A

BEHAVIOUR FOR LEARNING POLICY (REWARDS & SANCTIONS)

GOOD DISCIPLINE IS THE RESPONSIBILITY OF ALL STAFF.

It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, punctuality and presentation of work and self.

REWARDS

Rewards, praise and encouragement are among the most powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships.

All teachers should aim to formally praise, where appropriate, as often as possible. Class Charts should be used to formally record good behaviour in form time, in class and around school.

- Ideally, teachers will award at least 80:20 ratio of positive to negative points.
- Ideally, students will achieve at least 90% positive points.

Rewards should be given for all of the reasons stated in Class Charts.

During class time, students should be awarded positive behaviour points on Class Charts, possibly up to 3 times per lesson. Progress tutors may also award positive points during registration.

Additional types of rewards may include:

- Texts / Telephone calls home
- Commendation letters / postcards home / Star of the Week award
- SLT/MLT Class Charts points
- Rewards for the best/most improved form (on Class Charts)

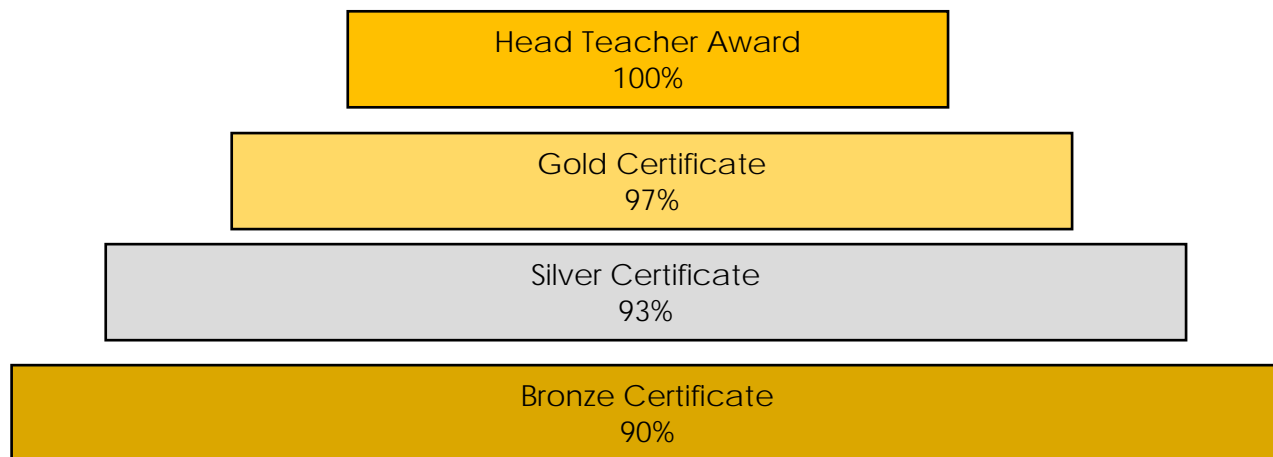
Random Reward Week

In a similar way to attendance awards, there will be a week-long focus on good behaviour at various points across the year. These will have specific measures e.g. most improved students, PP students, best overall (all based on Class Charts ratios). Students will not know the measure but rewards will be given at the end of the week to students who fulfil the criteria.

Rewards may include:

- Passes to an early lunch (10 mins before normal lunchtime);
- KS3 passes to use the canteen at break time;
- Cinema afternoon;
- Restaurant visit;
- Pizza lunch.

In addition to these, ratios of positive to negative points will be rewarded at the end of each term according to the percentages below.



CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on **positive aspects of behaviour**.

Set the scene and move through the process

- Describe the student's misdemeanour (e.g. eating, drinking, a lack of equipment or uniform infringement).
- Remind them of the rule and consequence ONCE.
- Apply the consequence.

Use this sequence in ALL lessons. Be consistent!

- Ensure you do not miss a step unless there is significant concern.
- Only use this approach. Students must perceive this as a predictable and reliable pattern.
- State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "why are you talking?" Rather, "I've asked you not to talk, C1".
- Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

Questions to ask yourself

Have I....?

- Taken control of the class on entry, during the lesson and at dismissal?
- Arrived in time for the start of lesson bell?
- Greeted students at the door?
- Made my high expectations / 'reasonable requests' clear?

- Checked my seating plan is correct?
- Planned my lesson appropriately and shared my learning outcomes with students?
- Set challenging and engaging work to support students in learning?
- Made resources appropriate and readily available so that pace is maintained?
- Praised and rewarded those who behave?

SANCTIONS

Often, discussion with the pupil and/or negative points on Class Charts will be sanction enough. However, there may be times when a more formal sanction may be appropriate. This could range from detention, to contacting home, to discussion with the Progress Tutor etc.

When a consequence is given it is never cancelled. N.B. On occasion, staff may have to move to C4 for a serious concern/gross disobedience/deception. Please record any consequences given during a lesson as soon as practicable on Class Charts and any C4 disruptive behaviour immediately.

Remember: All pupils are to be awarded a positive point during the lesson if they are meeting expectations (this can be at any point during the lesson including at the end of the lesson if more appropriate).

Sanction	Strategy	Staff who deal with issue
VERBAL WARNING/ RULE REMINDER	No further action	Class Teacher
C1 (Chance)	First negative behaviour Complete on Class Charts	Class Teacher
C2 (Change)	Second negative behaviour Complete on Class Charts	Class Teacher
C3 (Consequence)	Third negative behaviour Complete on Class Charts Appropriate sanction given e.g. break time detention / moved seats	Class Teacher
C4	Fourth negative behaviour - Student removed from class & taken to MLT - MLT to log on Class Charts as C4 incident & 'refer' to Progress Manager & Student Support Manager - Restorative work - Detention issued by class teacher & logged on Class Charts - Reintegration into class - Detention issued by Director of Subject & logged on Class Charts - MLT may decide to send student to review room	Class Teacher Director of Subject
C5	Ongoing negative behaviour - Subject / Pastoral report	Director of Subject Progress Manager

	<ul style="list-style-type: none"> - MLT to decide if further support is needed through pastoral team - Progress Manager intervention - DoL intervention - MLT / SLT to log outcomes on Class Charts 	Student Support Manager Director of Learning
C6	SLT Intervention – log on Class Charts <ul style="list-style-type: none"> - SLT Line Manager - Assistant Head Teacher - Behaviour panel - Head Teacher (NT, temporary/permanent exclusion)	SLT Line Manager Assistant Headteacher Headteacher

Out of Class Sanctions

Out of Class Behaviour: Sanction	Out of Class Behaviour: Strategy	Staff who deal with issue
VERBAL WARNING/ RULE REMINDER	No further action Discuss with pupil	Staff member who encounters behaviour
C1 (Chance)	First negative behaviour for non compliance Complete on Class Charts	Staff member who encounters behaviour
C2 (Change)	Second negative behaviour for non compliance Complete on Class Charts	Staff member who encounters behaviour
C3 (Consequence)	Third negative behaviour for non compliance Complete on Class Charts Appropriate sanction given e.g. break time detention	Staff member who encounters behaviour
C4	Fourth negative behaviour <ul style="list-style-type: none"> - Student taken to Progress Manager / Student Support Manager if practicable - Log on Class Charts as C4 incident & 'refer' to Progress Tutor, Progress Manager and Student Support manager - Restorative work - Detention issued by Progress Tutor / Progress Manager / Student Support Manager & logged on Class Charts - Progress Manager may decide to isolate student 	Staff member who encounters behaviour Progress Tutor Progress Manager Student Support Manager
C5	Ongoing negative behaviour <ul style="list-style-type: none"> - Pastoral report - Progress Manager intervention e.g. Parental Meeting, Isolation - Outcomes logged on Class Charts 	Progress Manager Student Support Manager Director of Learning

	- DoL intervention	
C6	SLT Intervention – log on Class Charts - Director of Learning - Assistant Head Tteacher - Behaviour panel - Head Teacher (NT, Temporary/Permanent exclusion)	Director of Learning Assistant Headteacher Headteacher

If there has been more than 2 or more incidents of negative out of class behaviour logged in one week, the Progress Manager / Student Support Manager is to contact parents.

If there are 5 incidents or more in one week this is to escalate to a meeting with parents.

Formal Detentions (after school 30 mins +)			Staff who deal with issue
Time	Procedure	Next Steps	
30 mins	Notify parents Message home Log on Class Charts	Failure to attend = double to 1 hour	Staff member who encounters behaviour
1 hour	Notify parents Message home Log on Class Charts Inform DoS/Progress Manager if appropriate – arrange for pick up if possible	Failure to attend = DoS informed. DoS to support class teacher in ensuring the detention is completed.	Staff member who encounters behaviour with support of: Director of Subject or Progress Manager if behaviour outside of class
1 hour MLT (DoS)	Notify parents Message home Log on Class Charts Inform DoS/ Progress Manager if appropriate – arrange for pick up if possible	Failure to attend = Progress Manager intervention	Director of Subject Progress Manager
1 hour MLT (Progress Manager)	Notify parents Message home Log on Class Charts Inform DoL if appropriate – arrange for pick up if possible	Failure to attend = Director of Learning intervention	Progress Manager Director of Learning
1 hour SLT (DoL)	Notify parents Message home Log on Class Charts Inform AHT if appropriate – arrange for pick up if possible	Failure to attend = Assistant Headteacher intervention	Director of Learning
1 hour SLT (AHT)	Notify parents Message home Log on Class Charts Inform HT if appropriate – arrange for pick up if possible	Failure to attend = Headteacher intervention	Assistant Headteacher

TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

The following groups of vulnerable pupils may at some point require adults in school to take account of their individual needs and circumstances when applying the behaviour policy:

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

SUPPORT SYSTEMS AND STAFFING

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

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

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

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

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

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

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

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

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

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

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

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

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

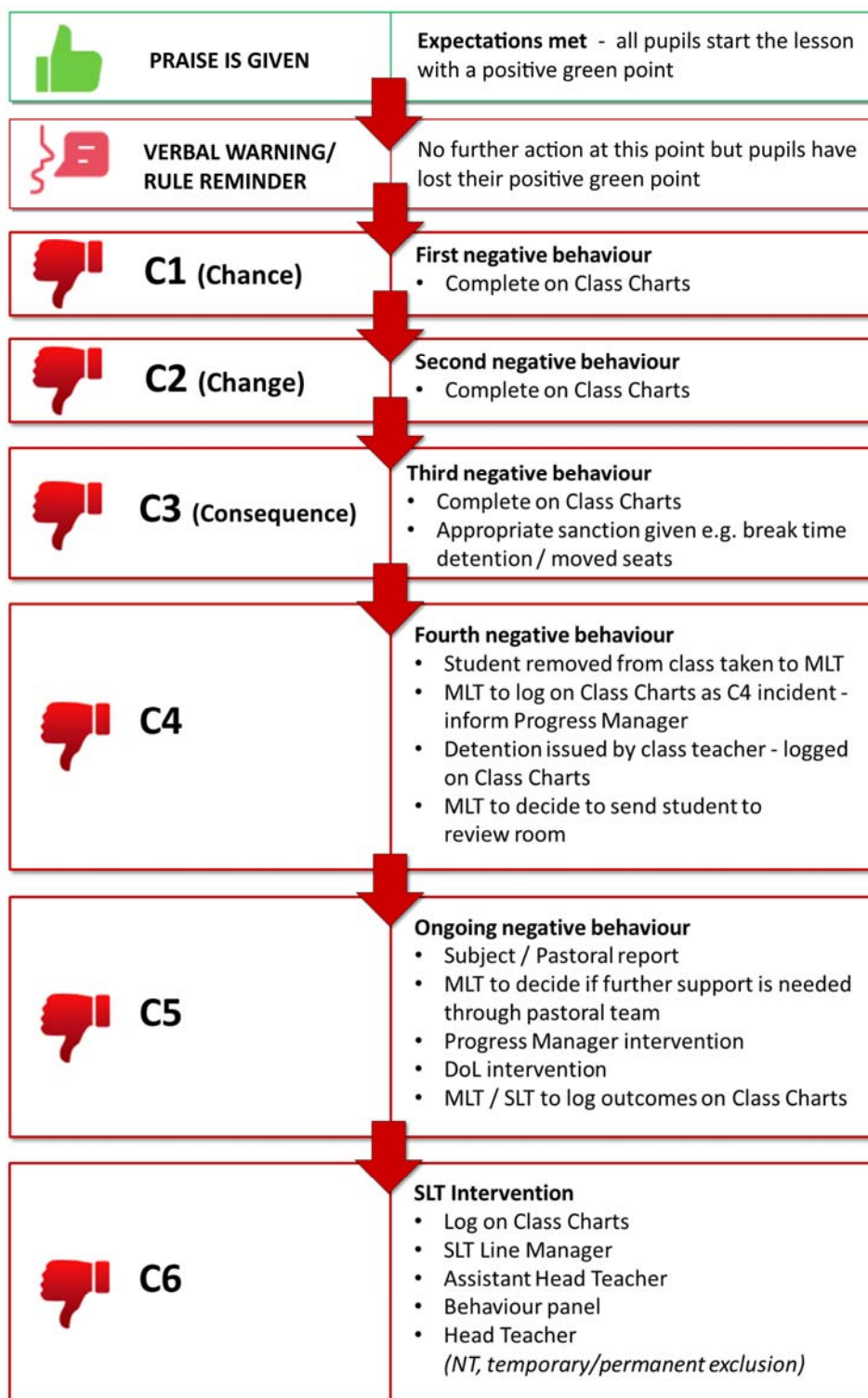
- ❖ A Traveller pupil is put on report for speaking in a seemingly over familiar way to a teacher when they had not previous had expectations made clear to them, had no intention of being rude but was simply using the language considered appropriate in their culture.

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

THE CONSEQUENCES SEQUENCE

All pupils are to be awarded a positive point during the lesson if they are meeting expectations (this can be at any point during the lesson including at the end of the lesson if more appropriate).

When a consequence is given it is never cancelled.



N.B. There may be occasions when members of staff have to move to C4 if there is a serious concern/gross disobedience/deceptive behaviour. Please record any consequences given during the lesson as soon as practicable on Class Charts and any C4 disruptive behaviour immediately.



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, eg ask to put their blazer on, remove jewellery, etc.
- Implement the school's system for rewards and behaviour.
- Enlist the support of other staff and parents / carers where appropriate and in accordance with the referral system.
- Participate in relevant professional development.
- Comply with the school's policy of restraint.
- Read, understand and follow all procedures connected with the Behaviour for Learning Policy.

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

Role of the Progress Tutor

All tutors:

- To be moving to their form base at 8.35am and to be on their year corridor / hub by 8.40am.
- To be in form base before 8.45am to meet and greet pupils ready for a prompt start to registration.
- 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 SIMS records to inform sanctions/ rewards/ interventions.
- Place pupils on Progress Tutor Report if appropriate.
- Liaise with parents to monitor progress, informing Pastoral Manager of outcomes.
- Refer unresolved issues to Progress Manager.
- Check and sign planners weekly, ensuring parents have signed them also.
- Carry out strategies in line with pupil LSPs / PSPs.
- Participate in target setting and intervention strategies.

Registration Procedures	
8.35am	Tutors and attached staff travel to year bases / registration
8.40am	Tutors on year corridor / hub ready to go to form base.
	Pupils have been to lockers & travel to form bases.
	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.
8.45am	School gates locked. 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, planner, green pen, rubber ○ Books for the day
	Focused activities, as prescribed by Progress Manager (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 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 Progress Manager 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 Progress Manager or Student Support Manager, who will contact home. Pupils will be given opportunity to wear school-based uniform if appropriate.
- In **exceptional circumstances**, Progress Managers/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 Progress Manager in the first instance and a Green Card issued.
- E.g's of major issues:
 - incorrect skirt/shoes
 - hair an unnatural colour

All issues must be resolved by the following day. 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

In the first instance, ask pupils to place non-uniform items (e.g. hoodies, rings, bracelets, charity bands, etc) in locker during registration.

If the issue reoccurs:

- Confiscate the items, place in an envelope clearly marked with the pupil name/form;
- Pass to Progress Manager or Student Support Manager;
- Advise the pupil it is their responsibility to inform their parent / carer, who will need to arrange a collection time with the Progress Manager/Student Support Manager.

Refusal

If a pupil refuses to co-operate or hand over an item, the Progress Manager 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.
Director of Subject	Refer any concerns to the Director of Subject and work with them to develop the strategies applied to reach a resolution.
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 Review Room with the Director of Subject (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 or starter activity.</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 and planners 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 note homework in planners.</p> <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	Assist in maintaining a positive and well managed environment. Be fair and consistent when dealing with pupils. Praise and reward pupils for helpful behaviour and challenge inappropriate behaviour.
Refer	Refer pupils whose behaviour gives cause for concern to their Line Manager, Director of Subject or Progress Manager.

Directors of Subject

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, NQTs and visiting teachers are familiar with the Behaviour for Learning Policy, with regard to both rewards and sanctions and roles and responsibilities. Ensure that class teachers maintain ownership of issues in their class room while being supported to achieve a resolution. Review the curriculum and pedagogy of delivery to ensure that strategies are in place to meet the needs of all pupils. Monitor behaviour and ensure that pupils who are struggling are helped to succeed in partnership with SEND, Progress Managers, Student Support Managers and Parents / Carers.
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 Progress Manager 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 Progress Managers, along with notes about the actions that have already been taken and the outcomes of these actions. Use the Review Room only as a last resort, when all other measures have failed or the incident is seen as significantly serious. For Review Room 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 Progress Manager for further support.

Progress Managers

For their year group, Progress Managers will:

Monitor	<p>Ensure all tutors follow the correct procedures.</p> <p>Monitor the quality of registration time, providing consistent and appropriate support to tutors.</p> <p>Monitor and support tutors to maintain discipline and follow up incidents.</p> <p>Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Directors of Subject and Director of Learning to devise intervention programmes for groups and individuals.</p> <p>Monitor equipment, use of planners, uniform, attendance and punctuality.</p> <p>Maintain accurate and up to date pastoral files.</p> <p>Follow up referrals from tutors and Directors of Subject on pupils causing concern and inform them of subsequent actions and outcomes.</p> <p>Monitor pupil attendance and punctuality and refer concerns to the Student Support Manager and / or school Attendance Officer.</p> <p>Ensure that all new tutors, including supply staff and NQTs, are familiar with the Behaviour for Learning Policy.</p>
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 Progress Manager 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 Directors of Subject 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 eg 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 Director of Learning when a range of interventions have failed to modify pupil behavior ○ the Assistant Headteacher for serious or persistent incidents. <p>Attend line management meetings with the Director of Learning and Assistant Headteacher 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 Directors of Subject on pupils causing concern and inform the Progress Manager 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> <p>Update year base notice boards on a regular basis to provide relevant information regarding positive behaviour.</p>
Refer	<p>Attend line management meetings with the Director of Learning and Assistant Headteacher.</p> <p>Liaise with the Assistant Headteacher regarding serious and persistent issues.</p>

SENCO

Responsibility	<p>Oversee the provision for all pupils with emotional and behavioural needs in line with the SEND Code of Practice, including language needs.</p> <p>Ensure the SEND team provides relevant information to staff on pupils' needs and provision made.</p>
Monitor	<p>Monitor provision within the classroom for SEND pupils .</p> <p>Monitor progress of SEND pupils and minimize barriers to learning.</p> <p>Liaise with Progress Managers on a regular basis to discuss Code of Practice referrals.</p>
Support and praise	<p>Liaise with Subject Staff and Progress Managers on a regular basis to discuss Code of Practice referrals.</p> <p>Encourage and ensure an appropriate range of interventions and strategies are mapped and used to support pupils across each Key Stage.</p>

Directors of Learning

For their year group, Directors of Learning will:

- 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 Directors of Subject to devise intervention programmes for groups and individuals.
- Lead on creative approaches to inclusion and reducing exclusions.
- Support departments and pastoral teams and, where a range of interventions have failed to modify pupil behaviour, refer to the Assistant Headteacher for serious or persistent incidents.
- Celebrate achievements of pupils.

Assistant Head Teacher

The Assistant 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, Progress Managers, Student Support Managers, Directors of Year and all outside agencies working with the school, including counsellors, the safer schools officer and social services.
- Place pupils on Assistant Head Teacher Report, having liaised with the Progress Manager.
- Place pupils in the Review Room where there has been a serious breach of the school's Code of Conduct.
- Discuss with the Head Teacher a Fixed Term Exclusion for the more serious breaches of school conduct.
- Support Progress Managers with the reintegration meetings after fixed term exclusions.

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 Directors of Subject and Progress Managers to maintain discipline and follow up on incidents.
- Provide support to deal with serious incidents during lessons.

Governors

Governors are asked to:

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