



# **Behaviour for Learning Policy**

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Approved by the Governing Body	Autumn Term 2023
Date to Review	2024 - 2025

At Broughton High School, pupil behaviour is a high priority. This behaviour policy applies to all pupils, at all times, including online and offline. We expect the highest standards of behaviour both in school, travelling to and from school and whilst representing the school in a range of capacities, including activities such as sporting fixtures, musical events and on excursions to name but a few. The vision statement of the school is clear – **'Achieving Together'** – where...

- High Achievement
- Personal Support
- Feeling of Community
- Being part of a Team

.....underpins what makes this school unique. This policy is key in ensuring this vision is upheld, working in conjunction with other school policies.

## **Aims and principles of the policy**

At Broughton we have many shared beliefs and values which reflect our school culture. We are resolute in wanting the best for each and every child. We have high standards and high expectations for all, from all. Our aim is to create a supportive and challenging environment in which every individual can aspire, enjoy and achieve.

Within our school culture we believe that:

- Teaching and learning is our top priority.
- Mutual respect must prevail. We insist on the highest standards of behaviour.
- A broad, balanced and relevant curriculum is necessary.
- Extra-curricular activities are essential to the education of the whole child.
- Promotion of high standards and a work ethic is crucial.
- Success should be recognised and celebrated.
- Staff and pupils should always want to improve and make progress.
- Examination performance matters.
- There should be collaboration and teamwork at every level.
- Raising capability is the key to future success.

## **School aims which relate to behaviour and discipline**

### **Values and attitudes**

We believe that the school has a vital role to play in helping pupils to develop positive values and attitudes. As positive role models we aim:

- to maintain a disciplined, orderly and friendly atmosphere within which everyone treats each other with courtesy, trust, tolerance and respect
- to ensure that pupils feel safe, secure, valued and happy
- to develop a clear understanding of right and wrong
- to promote a sense of trust, tolerance and understanding
- to encourage a caring attitude and a respect for the rights of others
- to ensure that everyone is aware of their responsibilities both individually and collectively
- to encourage everyone to work co-operatively with others whilst providing opportunities for healthy competition

- to inspire pupils with confidence, self-esteem and a feeling of self-worth
- to allow pupils access to, and knowledge of, the business world and the values by which it operates
- to inspire pupils to enjoy and respect learning

## **Pastoral care and guidance**

It is important for pupils to feel safe, happy and valued within school. Our pastoral care system aims:

- to cater for the social, emotional and behavioural needs of all pupils
- to ensure that each pupil is well known by a form tutor who is the first point of contact for pupils and parents
- to promote a feeling of belonging and loyalty to a tutor group, year group and the whole school
- to be aware of any factors outside of school which may be affecting a pupil's performance in school
- to recognise and celebrate the achievements, talents and interests of all pupils
- to encourage pupils to become responsible and active citizens within the school and wider communities

The above aims and Mission Statement are achieved by the implementation of this policy in terms of procedures, (the school's policy on bullying, the referral system, Codes of Conduct), rewards and sanctions (including the school's policy on exclusions).

## **Rewards**

Pupils thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving and can inspire those who, from time to time, may be struggling. Finding ways to reward must be at the heart of our teaching and a prominent feature of school life. All pupils of all ability levels in all year groups should benefit from the rewards process. In addition to Awards Evening and the Reward System, we seek to reward pupils through a variety of different means.

- We must reward wherever possible: formally, informally, publicly or discreetly. Rewards must be regular, consistent and sincere.
- All pupils in Years 7 – 11 have the opportunity to receive positive behaviour points on Synergy from a member of staff in recognition of **excellent** effort, attitude, manners and contribution. Teachers should inform the pupils when they have received these points and ensure they are entered on the system accordingly. On a weekly basis, pupils can achieve points for 100% attendance, 100% punctuality, achieving 10/10 in the Learn it Challenge and for maintaining excellent planners. Teachers should continually monitor the amount of points they award in comparison to the whole staff, ensuring fairness and consistency in each lesson and department.
- In order to 'give something back', the school will turn each Synergy point awarded to the pupils into money. 1 point = 1p. At the end of Review point, a selection of pupils will then take a cheque to the local charity on behalf of the rest of the pupils.
- At the end of each half term, pupils will be involved in a 'House assembly' in recognition of their teams' collective approach. Prizes are offered to the highest scoring house and subsequent form groups. On a termly basis, we also conduct a 'Rewards assembly' to reflect the pupils' approach to their studies. Certificates are presented to pupils for both effort and achievement in subject areas, nominated by their classroom teacher. Those with 100% attendance for that term will also be recognised.

- After each review (x3 per year) there is the opportunity to praise and reward pupils. Certificates are awarded to any pupil who has achieved an excellent attitude to learning score (in the top quartile of the year group), along with a letter home. Pupils who have made great strides with their application in class between reviews are also recognised. Finally, six pupils per review (one from each tutor group) are nominated by their Form Tutor to be invited to meet with the Headteacher.
- Pupils' application in class and around school will also be acknowledged through badges (silver 100 points, bronze 200 points, gold 300 points). These are challenging yet achievable targets to ensure they hold value for the pupils.
- Sending a postcard home with a message of congratulations or encouragement is a simple yet very effective method or reward. Parents and pupils appreciate the personalised comments and recognition. All teachers are required to send one postcard home per week, usually put in the staffroom box during Monday staff briefing. The impact of this is extremely positive. Form tutors are also encouraged to acknowledge a pupil who has experienced a positive week, thus providing further opportunities to those unassuming achievers.
- Our new (2022) '**Best of Broughton' Award** is designed to encompass many aspects of school life and encourage everyone to achieve in all areas. The aim of this award is to epitomize the qualities we expect of all pupils at Broughton, an inclusive award for all and an award that pupils should be proud to achieve. All staff will encourage all pupils to participate and work towards achieving all the challenges below:
  - Achieve at least a **bronze award** for your academic and pastoral achievement in school.
  - Have great **attendance**: This must be across a term.
  - Evidence of **reading** at least 3 extra-curricular **books from a set reading list**.
  - **Support** a parents' evening, open night or event that shows willingness and commitment.
  - Attend a **club or team activity** over a minimum of 4 sessions.
  - Support a **charity** by promoting or helping raise funds.
  - **Help out** in a chosen area of school in your own time.
  - Feature in the **school newsletter** or receive a **praise postcard**
- This Award will be celebrated at the end of each half term House assembly.
- Pupils are awarded Synergy points in recognition of the extensive involvement in the school community. This can be through sport, music or assisting at special events such as Open Evening.
- **House Structure** To further develop teamwork and working together all pupils will be part of our new House Structure.

- Our house names are tree species that are grown in the UK- these all typify the journey we make through school life. Growing in strength, developing a maturity and independence whilst creating a unique presence and individuality. Our new House structure epitomises the qualities we expect of all our community. These are, hard work, teamwork, resilience, a sense of belonging and an appreciation of our community and how we support each other. Our Houses are:
  - Birch, Cedar, Hawthorn, Nordmann, Rowan and Sycamore
  - Challenges throughout the year will allow all pupils the ability to contribute points towards their House. Houses will compete against each other for example in- attendance, reward points, charity work, sport and supporting our community.
  - Half termly vertical House assemblies will instil a level of competition between teams to further drive the standards in school.
- There are additional rewards for Year 11. The vast majority of Year 11 pupils are rewarded at the end of their school journey at Broughton with an invitation to the Leavers' Prom, held at Barton Grange, where they enjoy an evening of celebration with their peers and staff. This event is highly valued by staff, pupils and parents.

## **Summary of Rewards**

### **Achieving Together at Broughton High School- Rewards**

All **Reward** points on Synergy contribute towards your personal bronze, silver and gold Awards  
These are recognised in our half termly reward assemblies.



## **Sanctions**

Pupils will be given opportunities to modify their behaviour if they make a mistake at Broughton. We use a staged approach in lessons, outlined on the following page. Each stage has a clear value, with a full explanation of the stage being given to the pupil. All detentions are centralised, meaning pupils know exactly where, when and for how long their detention is for. Good behaviour in these sanctions is paramount; failure to meet expectations will result in an escalation of the sanction, as will missing a detention.

If a pupil at a Stage 4 continues to challenge the decision or shows a level of disrespect, the pupil will be issued with a 'Failed referral', meaning they will spend the remainder of that day and the following day in the Reflection Room.

Staff may use the 'on call' button when a pupil reaches Stage 4 or has a serious behavioural concern such as failing to comply.

All sanctions occur on a daily basis (break, lunch and afterschool) so that there is minimum time between the misdemeanour and the sanction, resulting in more impact. Whilst we are legally entitled to keep a pupil back in school for a same day detention, where possible, all sanctions (other than the morning lates, uniform and planners) will be issued for the following day. This provides notice for both the pupil, the parents, the Pastoral team and the teachers (if work is required). Pupils are reminded of the sanction time and location throughout the day by their form teacher and respective teachers through the Synergy platform.

### **Breakdown of detentions and locations**

<b>Sanction</b>	<b>Time</b>	<b>Location</b>	<b>Work to be completed</b>	<b>Staff lead</b>
<b>Break detention</b>	10 mins	BC1	Literacy spelling of key words & terms	Pastoral Manager/DHT
<b>Lunch detention</b>	20 mins	BC1	Literacy short tasks	HOY
<b>A/school detention</b>	1 hour	Reflection room	Independent school work	Reflection room manager

## Behaviour types and subsequent sanctions

Location/Issue	Examples	Sanction
<b>School rules</b>	Mobile phone, no helmet / not fastened, planner warning, uniform issues, late to school, persistent lack of equipment, chewing gum, fizzy drinks/big bags of sweets. (items not permitted will be confiscated)	<ul style="list-style-type: none"> <li>• Break detention</li> <li>• Afterschool detention if persistent</li> <li>• (Any uniform issue that may result in a period of time in the Reflection room)</li> </ul>
<b>In class behaviour (Stages 1-4)</b>	For example: losing focus, distracting others, lack of effort, lack of work produced, shouting out, entering & exiting in an inappropriate manner, rudeness to staff/peer.	<ul style="list-style-type: none"> <li>• Verbal warning (Stage 1)</li> <li>• Warning recorded (Stage 2)</li> <li>• Lunch detention (Stage 3)</li> <li>• Reflection Room for remainder of lesson &amp; A/school detention following night (Stage 4)</li> </ul>
<b>Missing homework/ below standard</b>	Missing homework / below standard	<ul style="list-style-type: none"> <li>• X1 Warning</li> <li>• X2 Lunch detention (ST)</li> <li>• X3 A/School detention (ST)</li> <li>• X4 Grounded break, lunch &amp; a/school to complete it.</li> </ul>
<b>Punctuality</b>	Late to school- not in line by 8:40 X2 lates in a week X3 lates to lesson per week	<ul style="list-style-type: none"> <li>• Break detention</li> <li>• Friday a/school detention</li> <li>• Friday a/school detention</li> </ul>
<b>Out of class behaviour</b>	Low level Moderate level (Any serious issues should be directed to HOY/SLT)	<ul style="list-style-type: none"> <li>• Break detention</li> <li>• Lunch detention</li> <li>• A/school detention</li> </ul>
<b>Serious behaviour incident</b>	For example: Stage 4 referral, failure to comply, child on child abuse (to include, but not exclusively, all aspects listed below), possession of a potentially dangerous item, bullying, sexual violence, sexual harassment, sharing of inappropriate images, serious IT/online behaviour issue, upskirting, truanting, fighting, smoking, vaping, selling in school, theft, online mis-use, derogatory language, swearing at a teacher, damage to school property,	<ul style="list-style-type: none"> <li>• Reflection room (08:40-16:00pm)</li> <li>• Suspension from school and permanent exclusion.</li> <li>• (Further steps may be taken)</li> </ul>

## In Class Behaviour Stages

### Stage 1

#### Reason:

- Teacher has to pause the lesson to you to remind you to focus and improve your behaviour.
- Examples may include shouting out, lack of focus, work avoidance, distracting others, entering or exiting inappropriately, talking when the teacher is talking and poor manners.

#### Sanction:

- Reminder and explanation of reason.

### Stage 2

#### Reason:

If you disagree with the stage 1 or have continued to disrupt the learning of others and have lost focus.

#### Sanction:

- Verbal warning, explanation of reason.
- Recorded on Synergy as 'warning given'.
- During or when exiting the lesson, your teacher will speak to you about your conduct in order to avoid a re-occurrence in future lessons.

### Stage 3

#### Reason:

- Persistently losing focus in class or disrupting others, being disrespectful to the teacher or a peer or mis-use of school equipment.

#### Sanction:

- Final verbal warning.
- A change of seat in the classroom if possible and/or a change of task if necessary.
- Recorded on Synergy.
- Lunch detention for the next day (centralised HOY detention) issued by subject teacher.

#### What if

- Refusal to move seats = Immediate call for SLT, exclusion for remainder of lesson and a/school detention.
- Poor conduct in lunch detention = A/school detention
- Missed lunch detention = A/school detention
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### Stage 4

#### Reason:

- Persistently displayed elements of low-level disruption through the stages OR will have behaved in a serious single inappropriate way/failed to comply.

#### Sanction:

- Removed from class by SLT and will remain in the Reflection room for the remainder of that lesson.
- An afterschool detention in the Reflection room the following day.
- Recorded on Synergy.

#### What if:

- Missed A/school = Grounded following day (break & lunch detention in the Reflection Room & remain for A/school detention).
- If the pupil continues to cause a disturbance or argue = 'Failed referral': Remainder and next full day in the Reflection Room. Parent meeting and A/school detention.
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## Child-on Child abuse

This is defined as abuse between pupils. All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL (and respective Head of Year or Pastoral Manager) if they have any concerns about child-on-child abuse and will record their concerns on our CPOMS system.

The aim of this policy is to establish a climate where pupils who are victims of child-on-child abuse knows that;

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated thoroughly and dealt with sensitively and swiftly
- Together we will resolve the situation and provide ongoing support

Broughton High School has a zero-tolerance approach to any form of child-on-child abuse. All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:

- **Bullying**, including cyberbullying and prejudice-based discriminatory bullying.
- Abuse in **intimate personal relationships** between peers.
- **Physical abuse**- this may include an online element which facilitates, threatens and/or encourages physical abuse.
- **Sexual violence**- this may include an online element which facilitates, threatens and/or encourages sexual violence.
- **Sexual Harassment**, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in **sexual activity without consent**.
- The consensual and no-consensual **sharing of nude and semi-nude images** and/or videos.
- **Upskirting**
- **Initiation and hazing type violence and rituals**, which can include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.

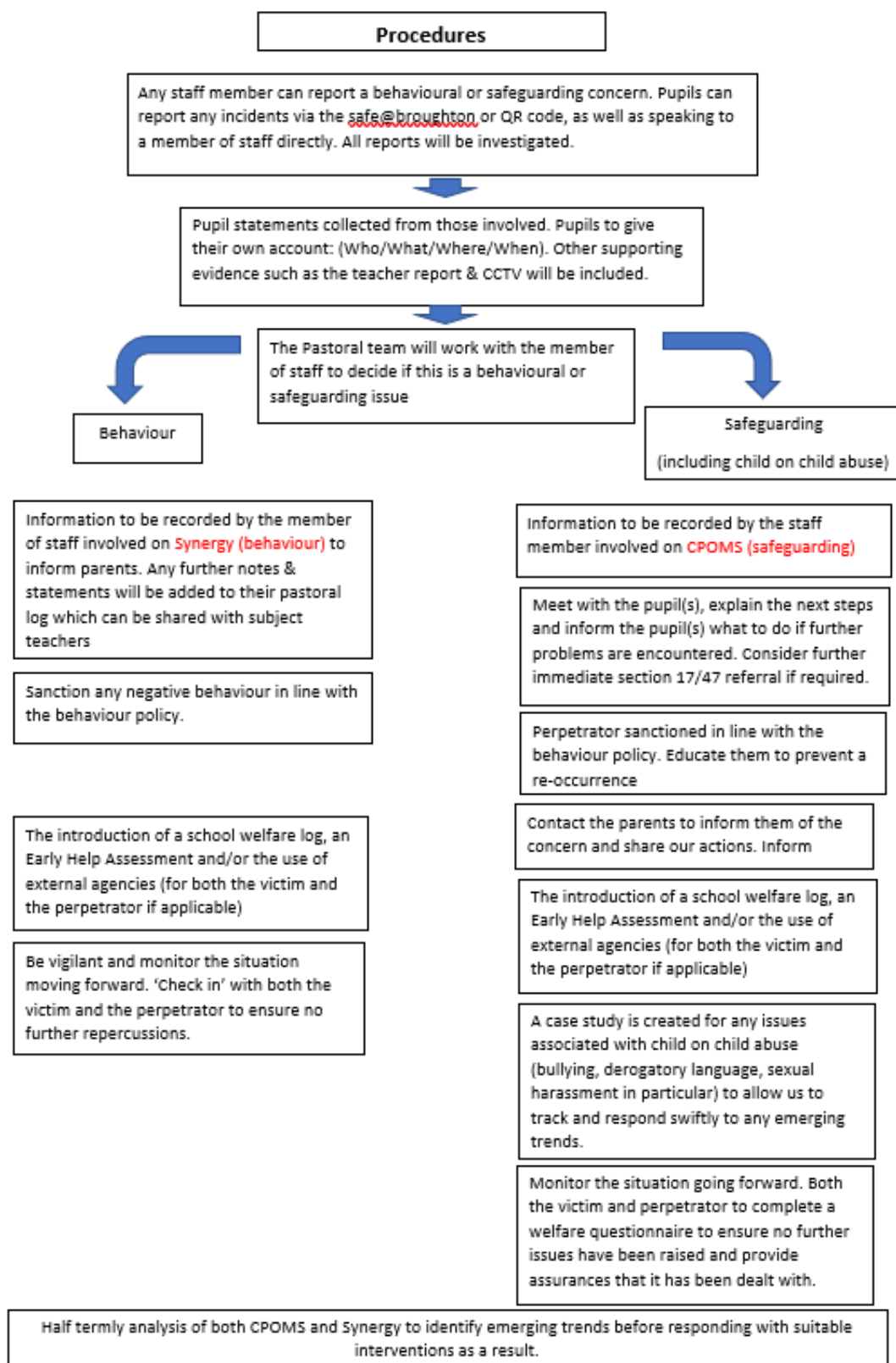
**Derogatory language**, including discrimination, sexist, genderist, racist, disablist, homophobic or transphobic in nature will not be tolerated at Broughton. Pupils using such terms will be challenged and educated about the inappropriateness of using them in both the school community and in today's society. This will include language directed at another pupil to cause harm and/or inappropriate language exchanged between peers.

## Sanctions

A range of sanctions will be used in response for the behaviours listed above, from detentions, the Reflection Room, placements at external exclusion units in neighbouring schools and Fixed Term Exclusions/Suspensions as appropriate. However, the pupil responsible will also receive education surrounding their actions, so they fully understand the impact of their behaviours, seeing it from the 'other side', to prevent the behaviour from occurring again. This may derive from the respective HOY, the Deputy Headteacher, Pastoral Managers, the Reflection Room manager or the school counsellor.

## Reporting of an incident

Sanctions and general behaviours will be recorded by the staff member on Synergy. A serious behavioural incident will always be referred to the Pastoral Team to show a consistency in approach. Any safeguarding related concerns, which includes bullying, sexual harassment and derogatory language, will be recorded by the staff member on CPOMS, then referred to the Pastoral Team.



## **Follow up support**

- Counselling/mentor
- Family support if they do not want support from school but school will continue to monitor.
- A pupil may be assigned to one of our pastoral mentors, which will include the opening of a welfare log to track the success of interventions.
- Classroom interventions - moving seats/forms/other side of the year group if required.
- If the incidents are of a bullying nature, the pupil may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required
- Risk assessment - this could apply to both the victim and perpetrator.
- Support with external agencies.
- Feedback interview- a week after an incident, the person causing harm and the person that has been harmed will have an open discussion to ensure there has been a resolution to the issue and no further repercussions have occurred.

## **Preventative measures**

- Access to staff: PSM, PM, HOY, DHT, DSL, Form Tutor
- Easy method of reporting (QR code / safe@broughton)
- Staff are trained and have access to use CPOMS/clear procedures too for support staff
- Early Help Assessment to provide external agency support
- Monitoring cards for behaviour
- Support information on services on the school website, displayed on the website and provided before summer breaks to all pupils.
- Information in the school newsletter, the half termly safeguarding newsletter (to staff and parents)
- Assemblies, including a focus on National Anti-bullying week & Online safety, followed up in form discussions in form.
- Information provided through discussions/content in CPSHE on key themes
- Access to our school counsellor
- Access to our school nurse
- Staff Safeguarding training on identifying, reporting and recording child-on-child abuse, as well as training on the behaviour policy.
- Daily, weekly and half termly tracking of behaviours using our Synergy platform
- Code of conduct- visible on classroom doors, in classrooms and in planners

## **Behaviour Outside the Classroom**

It is essential that staff are present in corridors between lessons to ensure the orderly movement of pupils between classrooms. Duty teams should assume their allotted positions promptly at the start of morning/break/lunch/afterschool. Staff should make efforts to ensure all pupils return to class promptly on the warning bell and be ready to start the lesson by the second bell.

If staff observe poor behaviour on the corridors or on the yard they must take action. Poor behaviour must not be ignored.

The action may be:

- Asking the pupil to stay with them for a set period of time
- Talking to the pupil about the potential risks to others and him/herself that his/her actions may cause.
- Recording of the behaviour under 'negative out of class behaviour' and issuing a break or lunchtime detention as a result for the following day.

## **The Reflection Room**

In the majority of cases, any pupil entering the Reflection Room will go in the following day of an incident. This allows parents to be notified and work to be collated. The only person(s) responsible for placing a pupil in the Reflection Room, other than a Stage 4 referral, will be the Deputy Headteacher leading on the BfL policy or the Headteacher.

The Reflection Room will be used (in some capacity) for the following reasons:

- Afterschool detention = 3-4pm
- Stage 4 removal from lesson = remainder of lesson & a/school detention the following day
- Failed referral at Stage 4 = remainder and next full day until 4pm
- Missed afterschool detentions = Grounded break, lunch & a/school detention
- Persistent issues with uniform out of choice eg fake tan/extreme hair cut = 8:30-4pm in the Reflection Room (24 hours grace will have been allocated prior to this allowing the pupil an opportunity to correct the issue).
- Disrespectful to staff
- Truancy
- Smoking/Vaping
- Serious behaviour incident (which may include further steps)

Pupils will work in silence, unless asked to work 1-1 with the Reflection Room manager. Pupils will complete work arranged by their class teachers, based on the lessons they will miss to ensure they do not fall behind. Supplementary work can be completed through revision guides and the online platform Seneca. If a child does not conduct themselves in an appropriate manner in Reflection Room, parents will be contacted and they will serve another full day up to 4pm. Pupils will not be permitted to return to classes until they have completed their time in the Reflection Room to a required standard.

Pupils will be allowed to order and eat lunch in the Reflection Room and take rest periods in line with the school day break/lunch times and will have access to a toilet when required.

## **Fixed Term Exclusions (Suspensions)**

Incidents of a serious nature, for example physical violence, bullying of another pupil, sexual harassment, racial abuse, drug use in school, malicious allegations about members of staff, inappropriate use of I.T./social media or theft may result in the pupil having to serve an internal exclusion (Reflection room) or a Fixed Term Exclusion (suspension). The decisions for all exclusions are at the discretion of the Headteacher and Deputy Headteacher.

Support is provided for all pupils who are suspended from school. Please note that this list is not exhaustive:

- Return to school meeting involving parents
- Use of a behaviour card to track and reward pupils for improved behaviour

- Restorative work in the Reflection Room
- Counselling
- Mentoring (use of welfare logs and 1-1 support)
- Pastoral Support Interventions eg work with external services
- 1-1 support with the Pastoral Mentor in school
- Managed Move

Following a period of repeated suspension or an extremely serious incident and a failure of the other systems to rectify behaviour, the Headteacher reserves the right to permanently exclude a pupil from the school. The Headteacher may decide that an incident warrants a pupil 'jumping' stages in the process because it is deemed to be of a more serious nature. In certain, extreme circumstances a pupil may be permanently excluded without all the previous stages being applied.

It is recognised that excluding a pupil from the school is a serious step and is a decision which is not taken lightly. We will endeavour to give every pupil the opportunity to amend their behaviour through a variety of strategies and interventions before taking this course of action using the procedures outlined previously. Pupils will not return to class after an exclusion without a reintegration meeting with either a Head of Year, the Deputy Headteacher or the Headteacher.

### **Permanent Exclusions**

Pupils who have persistently disrupted the day to day running of the school and/or undermine the rules laid out in the behaviour policy OR are responsible for a single incident related to aggression, violence, knife crime, drugs or inappropriate use of I.T./social media are likely to be permanently excluded from school. Guidance for permanent exclusions can be found on the government website.

### **SEND pupils at Broughton**

In order to support our SEND pupils at Broughton, teachers will ensure they follow the guidance outlined on the pupil's individual passport. Teachers know their pupils well and work hard to forge positive relationships in class. Teachers will ensure a consistent approach with the stages for all but will take account of any specific needs which are out of the control of the SEND pupil. Furthermore, teachers will speak directly to a pupil with SEND at stage 2 in an attempt to add clarity about the concerns raised and prevent further stages occurring.

## **Roles & responsibilities**

At Broughton, we all play a part in creating an excellent climate for learning. The list, although not exclusive, provides an insight of how we work as a collective team:

### **Pupils**

- Follow the code of conduct for pupils displayed on classroom doors and in the planners.
- Treat each other and the teachers with respect at all times
- Comply to all reasonable requests made by staff
- Pupils should always endeavour to be the best version of themselves that they can be
- Report any evidence of negativity towards a pupil to the Broughton staff

- Wear uniform (as per the policy) with pride
- Bring the correct books and stationery each day
- Be punctual to school (in the line for 8:40am) and to each lesson.
- Line up outside the classroom (where possible) and enter the classroom in a sensible manner.
- Remain stood behind desks, with equipment and books placed on the table until granted permission to be seated
- Record homework in planners and submit to a good standard on time.
- Walk down corridors on the left in a calm, sensible manner.
- Remembering that energy drinks, chewing gum, large bags of sweets, aerosols and bottles are forbidden in school and face sanction/confiscation if found
- Coats to be removed when entering the school building
- Turning mobile phones off and out of sight when on the school grounds

## **Form Tutor**

- Be the first point of contact for the pupil and parent in school
- Monitor the general day to day welfare of the child and highlight any concerns to the Head of Year
- Hold regular discussions with pupils surrounding issues involving behaviour, their general application, homework, punctuality or attendance, through a supportive approach
- Greet the pupils in their form line on the yard each morning at 8:40am
- Address any issues relating to uniform and/or equipment in form to avoid an escalation of sanctions throughout the day
- Share the progress of the form each week in regards to Synergy points and attendance
- Ensure pupils enter assemblies in silence
- Check planners are signed and are being used effectively each week
- Award positive points for continued excellence surrounding a pupil's planner, planner and learn it Challenge responses. Further points will be automatically added for pupils who achieve 100% attendance and 100% punctuality each week.
- Model private reading on a Friday

## **Subject teacher**

- Build a relationship and rapport with the class.
- Use Synergy to understand the needs of the pupils in the class and be familiar with their 'pupil passport', if applicable.
- Use a seating plan that facilitates a positive learning environment
- Greet pupils at the door to the classroom and dismiss pupils in an orderly fashion.
- Check on the standard of uniform and respond accordingly as per the policy
- Know the pupils well and use their names through cold calling/range of questioning
- Lead structured, well-paced lessons that incorporate differentiation so all can achieve and remain engaged.
- Use the arm raised signal to request silence
- Model good behaviour at all times. Speak to pupils with 'deliberate calm' to encourage a similar response from the pupils.
- Reinforce evidence of good behaviour to prevent the onset of poor behaviour.
- Use the Behaviour for Learning system effectively and consistently (displayed on the walls of the classroom).
- Give clear explanations of each stage and encourage the pupil to make the desired choice moving forward/providing an opportunity for the pupil to rectify their behaviour.
- Liaise with Heads of year to implement a strategy for pupils who misbehave and accommodate any intervention strategies for that particular pupil.

- Ensure a pupil's review matches their Synergy profile
- Pupils must never be left unsupervised in a classroom.
- Record any misbehaviour through Synergy and if necessary, inform the Head of Year, as well as any correspondence on Synergy's behaviour log.
- Record any pupils late to lesson using the 'L' code.
- Request a pupil's planner and note any visits to the toilets.
- Be prompt for duties out of the lesson, wear hi-visibility jackets and use the opportunity to build a rapport with the pupils.

## **Heads of Department**

- Ensure all staff within the department are using the Behaviour for Learning policy consistently and fairly.
- Monitor the number of positive and negative points given by different subject teachers within the department
- Praise and recognise the pupils that are working well in class
- Monitor homework patterns and the standard of work submitted across the department through work scrutiny
- Be available to lead a HOD homework detention as per the behaviour policy

## **Pastoral Mentor**

- To provide direct 1-1 support for pupils who have experienced emotional, social or behavioural issues.
- Monitor the pupil's work
- Shadow the pupils in 'hot spot' lessons
- Hold regular meetings with pupils outside of the lesson
- Seek opportunities to encourage the pupils to gain a greater sense of belonging in school
- Establish a close working relationship with the parents of the pupil
- To provide afterschool homework sessions for all year groups.
- Commence a welfare log detailing the support offered to the pupil being monitored.

## **Reflection Room Manager**

- Operate the day to day running of the Reflection Room
- Provide a calm yet disciplined environment where pupils work productively for the time they are in there.
- Inform parents of any afterschool detentions or periods in the Reflection Room, as well as the teaching staff to request work for the pupil(s).
- Track and monitor the positive and negative points on Synergy on a daily and weekly basis, sharing trends with HOY, PSM and SLT.
- Be proactive rather than reactive by contacting pupils' Form tutors, highlighting the risk of being issued with a sanction
- Spend time with each pupil in the Reflection Room to provide a period of reflection, to discourage a repeat of the behaviour they are in for

## **Heads of Year**

- Manage behaviours which occur in their specific year group
- To monitor the Synergy log of behaviours on a weekly basis to monitor trends
- To implement appropriate interventions and identify pupils who require further support
- To mentor pupils on the intervention pathway and oversee any pupil-mentor link in their designated year group

- Lead a team of Form tutors and share weekly updates surrounding behaviours (positive & negative) and attendances in their specific year group
- Lead assemblies to promote a positive climate within their year group and respond to any 'Year group' concerns
- Contact parents at the earliest opportunity (phone/email/in person) if the behaviour of a pupil is a cause for concern.
- Lead the lunchtime centralised detention for 20 minutes.
- Complete a Year group SEF looking at ways in which we can continue to evolve and improve.

## **Pastoral Managers**

- Work alongside the Head of year, Pastoral Mentor and SLT in responding to behaviour and the development of interventions and in particular safeguarding.
- Be the gatekeepers for both break and lunch detentions
- Responsible for driving rewards in school along with the AHT, both in terms of staff consistency, the allocation of badges and the subsequent reward trips
- Lead on the day to day concerns associated with the safeguarding of our pupils
- Lead on pupil voice, allowing us to respond to the needs of the pupils.

## **SLT: Deputy Headteacher (behaviour & safeguarding)/in conjunction with Assistant Headteacher (rewards)**

- Provide training and ongoing support to staff with all aspects of the Behaviour for Learning policy
- Praise and recognise pupils who are behaving well each day and are receiving rewards
- Be available for 'on call' Stage 4's when required
- Be the gatekeeper for the Reflection room to ensure consistency of sanctions
- Ensure new staff and external cover teachers are provided with the BfL policy
- Show a presence around school, in lessons and at break/lunch
- Lead the Pastoral team, including the PM, HOY, PSM, Reflection room manager & Attendance officer.
- Hold weekly Pastoral team meetings with a set agenda surrounding pupil welfare, behaviour, safeguarding and attendance
- Oversee the behavioural concerns of pupils, establishing trends and patterns and deciding (with the relevant team member) the appropriate sanction and intervention
- Oversee and have a presence at the break, lunch and after school detentions and regularly visit the exclusion room
- Meet with parents in an attempt to address and improve the behaviour of selected pupils
- Lead on pupils who are required to go/come in on managed moves
- Evaluate and review the policy in line with staff and pupil feedback

## **Governors**

- The Governing Body review the behaviour policy and will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.



## **Parents/Carers**

- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school.
- Check their child's application in school on a regular basis through the Synergy platform
- Ensure their child's uniform conforms to the school policy
- They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

## **Scope of this Policy**

This policy applies to all pupils when in or near school, travelling to and from school and on educational visits.

Staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

## **Review of Policy**

The policy will be reviewed at least on an annual basis through extended leadership meetings and any amendments/actions will be reported to the Governors.

Date last reviewed: September 2023

Next Review due: September 2024