



BROUGHTON

HIGH SCHOOL

Behaviour for Learning Policy

Approved by the Governors' Access and Support Committee on 2 May 2018

This policy may be conducted in accordance with other policies such as Anti-Bullying, Safeguarding, Child Protection, Attendance, ICT and Single Equalities policy.

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 progress 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).

ROLES AND RESPONSIBILITIES

1. In consultation with the Headteacher, staff and parents, the Governing Body will establish a policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
2. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Supporting staff faced with challenging behaviour is also an important responsibility of the Headteacher.
3. Staff including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
4. The Governing Body, Headteacher and staff 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.
5. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. 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.
6. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

CODE OF CONDUCT

The Code of Conduct is to help pupils understand what is expected of them. Our School Community will be happier and more successful if we all follow our code of conduct.

We should work to the best of our ability in all aspects of school life and allow and encourage others to achieve their best by:

- Moving around the school in a responsible and sensible way.
- Behaving in a sensible and courteous manner at all times. (raising your hand and waiting to be invited to speak)
- Bringing appropriate equipment to all lessons.
- Respecting other people's right to learn and express their opinions.
- Always completing and handing in homework promptly
- Following instructions given by teachers, learning support assistants, other adults in school and senior pupils on duty.
- Working quietly in class unless directed otherwise by a teacher.

We should show care and consideration towards other people and their property by:

- Remaining polite and courteous to everyone in our school community.
- Knowing how to behave in a fire drill and when the alarm sounds leaving the building sensibly and quietly as instructed.
- Remembering that glass bottles and cans are not allowed in school.
- Not leaving coats and bags in corridors when queuing for lunch.
- Not wearing coats in school.
- Not leaving money and other valuables unattended.
- Remembering that aerosols should not be brought into school.
- Remembering that chewing gum is banned.
- Leaving valuable items at home.
- Remembering that mobile phones may be brought into school but must be switched off whilst on school site. Any mobile phone used in school will be confiscated, initially for one day and for a further occurrence for another day. Parents will be required to collect a phone from school for repeated mis-use of mobile phones.
- The use of any picture/video taking facility is forbidden in school or on school related activity unless authorised by a member of staff
- School related information/videos/pictures should not be posted on the internet without authorisation from school.

We should enhance our own reputation and that of the school by:

- Wearing full uniform correctly at all times.
- Only wearing a watch and a single pair of plain ear studs as a maximum amount of jewellery. Any other facial or body piercing is not allowed.
- Not wearing make-up, fake tan and nail varnish or false nails.
- Putting litter in the bin.
- Keeping the front entrances for our visitors. Do not congregate near the front entrance.
- Accepting responsibility for our own behaviour at all times in and out of class and on visits out of school.
- Ensuring hair colouring is natural and discreet. Extreme hairstyles, cuts and adornments are inappropriate for school.

We should observe the principles of courtesy and common sense by:

- Using the school buildings appropriately at all times
- Staying away from all the "out of bounds" areas, including every car park, the pond area, the field and other games areas, except when allowed in the summer.
- Behaving sensibly in entrances using the doorways closest to where we are going.
- Not leaving the school premises without permission.
- Signing in and out as appropriate via the school office

At times some pupils behave in an inappropriate way which affects others in the school community. This includes within school and travelling to/from school. The following section describes a range of behaviour which the school feels is inconsistent with the code of conduct.

Inappropriate low level behaviour	
<ul style="list-style-type: none"> • Interrupting teacher • Teasing other pupils • Name calling • Attention seeking • Avoiding work • Wasting time • Pushing in queues • Uncooperative / rude • Poor punctuality • Lack of homework 	<ul style="list-style-type: none"> • Eating in class • Poor uniform /appearance • Lack of equipment • Using ICT without permission • Hindering other pupils • Defacing work • Chewing gum
Examples of more serious misbehaviour	
<ul style="list-style-type: none"> • Being rude to a teacher • Graffiti • Lying • Repeated low level behaviour • Spitting • Swearing at a pupil • Giving out cigarettes • Leaving School Premises • Arguing with staff/defiance 	<ul style="list-style-type: none"> • Truancy • Aggression • Failure to attend detentions • Talking in internal exam • Leaving classroom without permission • Inappropriate websites • Persistent lack of homework • Selling/Distributing goods e.g.sweets • Rude in front of visitors
Examples of extremely serious misbehaviour - High Level	
<ul style="list-style-type: none"> • Hitting another pupil • Vandalism • Arson • Swearing at a member of staff • Theft • Using/possession of drugs • Physical abuse of staff • Racist language • Homophobic language • Disablist language • Disruption in an external exam • Radicalisation - Prevent agenda 	<ul style="list-style-type: none"> • Pornography • Inappropriate sexual comments/aggression • Setting off fire alarm • Misuse of ICT facilities • Cyberbullying • Refusing staff instructions • Smoking • Misconduct on trip • Continual lying • Fighting/Physical Aggression

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

“Bullying is behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special needs
- Bullying related to appearance or health conditions
- Bullying related to home circumstances
- Bullying related to sexual orientation
- Sexist or sexual bullying

- Bullying related to ability/disability

Behaviour

Rationale

All pupils at Broughton have the right to learn in a safe, happy and positive learning environment. There is a code of conduct to help pupils understand what is expected of them. Broughton will be a happier and more successful school if this code of conduct is consistently followed by all pupils and staff. Mutual respect should prevail at Broughton and this leads to good behaviour.

Our school behaviour policy clearly identifies high expectations in terms of behaviour for all, from all. Doing the simple things routinely makes a significant difference with behaviour. If there is good behaviour in and out of classrooms, then this will ensure there is good progress and high achievement. It is the responsibility of all teachers to provide an orderly and structured environment, with a positive ethos, where all pupils can feel safe.

Guidelines to Teachers

Classroom

1. Know the names of pupils and refer to them regularly.
2. Meet and greet pupils as they arrive to your teaching area. Check on uniform.
3. Always use a seating plan.
4. Have a strategy for any pupils likely to misbehave.
5. Differentiate any activities according to a pupil's special/learning needs.
6. Display classroom rules and ensure all staff/pupils know what they are.
7. Pupils must never be left unsupervised in a classroom.
8. Punctuality to lessons is very important and sanctions used if any lateness.
9. Every pupil must routinely bring the correct stationery to every lesson: pens, pencil, ruler, eraser, calculator and sharpener.
10. Whole School referral system to be consistently used by all staff.
11. Build a relationship and rapport with class. Use humour as appropriate, but stay focused on learning.
12. Behaviour is likely to be at least good if lessons have pace, challenge and allow all children to feel they have progressed.
13. It is the role of all staff to model good behaviour. We all remember the way we are spoken to.

Teaching

1. Good teaching, good lessons, involves detailed preparation. A well-organised, carefully planned lesson is more likely to result in good behaviour. The opposite is likely to be true.
2. Praise pupils doing the right thing. Praise the behaviour you want to see.
3. Have clear routines for transitions and stopping the class. Use the quiet signal (hand up).
4. Interesting, varied, relevant and challenging learning activities are likely to result in high engagement and good behaviour.
5. Stay calm and seek support of colleague if you experience frustration or difficulties.

Parents

1. Give feedback to parents about a pupil's behaviour. Use email. Make them aware of good aspects, as well as bad. Use ClassCharts and send praise postcards.

5 STAGE REFERRAL SYSTEM

In the case of emergencies and/or very serious incidents which necessitate immediate action, a member of the SLT should be contacted.

1. Initial poor behaviour

Action: At this stage it is essential that the classroom teacher deals with the behaviour. Clear warnings should be given and actions should be followed through. Possible sanctions include; class charts record, red writing, keeping the student back 5 minutes at break or lunch/detention.

2. Repeated poor behaviour (following action pupil has failed to remedy behaviour)

Action: Personal or subject detention only. Inform HOD and Progress Tutor. Parental contact – phone/letter/planner must take place. **Incident must be recorded on Student Behaviour Management Log (Class Charts)** including how parents have been informed. This can be done directly on Class Charts.

3. Persistent or sustained poor behaviour (Behaviour hampers learning in the classroom or is in open defiance of member of staff)

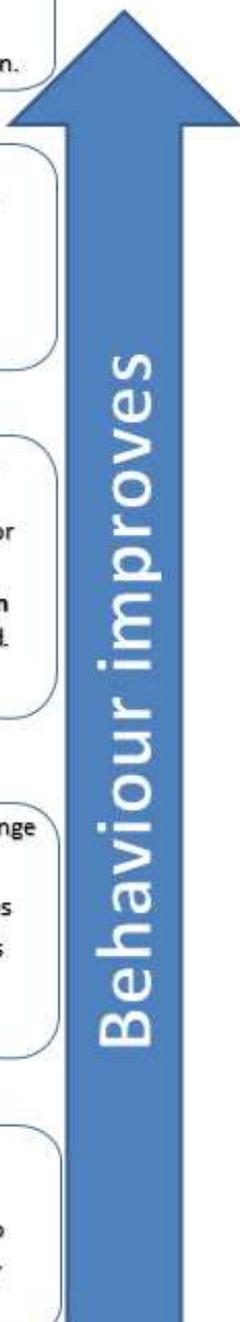
Action: Dialogue between HOD/Subject Teacher, Progress Leader/Progress Tutor. Progress Tutor informed. HOD/Progress Tutor contact parents by phone/letter.
Sanction possibly HOD/Progress Tutor monitoring/Target Card. Incident must be recorded on Student Behaviour Management Log (Class Charts) including how parents have been informed. This can be done directly on Class Charts.

4. Failure to address poor behaviour (continual and deliberate poor behaviour and a refusal to change behaviour)

Action: HOD/Progress Leader/SENCO invite parents into school to discuss. Agreed consequences (possible isolation/behaviour contract) and review date agreed. Follow up letter sent to parents (linked to **Student Behaviour Management Log (Class Charts)**). Incident recorded on **Student Behaviour Management Log (Class Charts)**.

5. Total refusal to meet our expectations of good behaviour after repeated intervention.

Action: Parents invited in to meet with the HOS member of SLT (responsible for year) Outside agencies if appropriate, possible exclusion. Review date agreed. Follow up letter sent to parents (linked to Student Behaviour Management log) Incident recorded on **Student Behaviour Management Log (Class Charts)**.



Behaviour improves

IT IS VITAL THAT ALL INCIDENTS ARE RECORDED AND PARENTS ARE INFORMED. STUDENT BEHAVIOUR MANAGEMENT LOGS (CLASS CHARTS) TO BE MONITORED AND COMPLETED BY APPROPRIATE STAFF.

CLASSCHARTS

Rationale

Class Charts is a piece of software that enables colleagues to reward our pupils for the good work they do in and around school. It is an integral part of our behaviour management system. Routine use of class charts will provide colleagues with timely insights into developing patterns of behaviour and keep parents informed as to their child's conduct at school.

Guidelines

1. At **whole school level**, Class Charts will be used to produce seating plans, record achievements of pupils and also to record any negative behaviour. This may inform further interventions such as commendations, star of the month, parental meetings, isolation, or in extreme cases exclusion. It is vital that all colleagues record behaviour to give an accurate picture.
2. **Progress Leaders** will closely monitor the behaviour and progress of all pupils. Action to be taken if any signs of deteriorating behaviour. Class Charts data should be shared with progress tutors during the weekly briefing. Class Charts should also be discussed with parents who are invited in to discuss progress or behaviour. It is also the responsibility of the progress leader to ensure parents have been encouraged to sign up to the class charts website.
3. **Progress tutors** should share Class Charts data with pupils at least fortnightly. They may have more in depth conversations with key pupils. The tone should be positive e.g. "look at all your ClassCharts points".
4. At **Department level**, it is the responsibility of the **Head of Department** to use Class Charts to ensure all staff are using seating plans and regularly recording behaviour. Class Charts analytics should be used to inform the review process and spot any signs of poor behaviour.
5. All **subject teachers** have a responsibility to use Class Charts with all classes. They should all have produced seating plans and should be recording behaviours and also recording notes of conversations with any parents.
6. **Reviews** are sent home 4 times a year. Class Charts comments should closely map those in the review e.g. if a pupil has comments on Class Charts pertaining to a persistent lack of homework, then they must score a 3 on the review. It is the responsibility of all colleagues to make sure our monitoring and behaviour systems are clearly aligned.

DETENTIONS

Rationale

The use of detentions as a sanction can take a number of forms, including detentions for being continually late to school, poor behaviour and lack of homework. Staff should use departmental sanctions before placing a pupil in after-school detention. Whilst it is good practice to contact parents the day before an after-school detention, we are not legally obliged to and can, if required, keep a pupil after school on the day of an incident.

Guidelines

1. Every member of staff should be familiar with the school Detention Policy.
2. If a pupil is to be detained at break or lunchtime (for a department detention due to lack of homework, low level disruption or lack of courtesy), then the teacher must ensure it is recorded on that pupil's ClassCharts.
3. If a pupil is not wearing any aspect of their uniform correctly then a member of staff should note this in their planner using a red pen. A pupil will be placed in a break detention on the next day.
4. If a pupil warrants being put into an after school detention, then this too should be logged on ClassCharts, written in the pupil's planner in red writing, and parents and Progress Leaders/Pastoral Support Mentors informed immediately.
5. There will be separate detentions for a pupil being late and a pupil misbehaving/refusing staff directions/no homework etc.
6. Failure to attend an after-school detention will result in the pupil being isolated the next day they are in school and serve their missed detention that afternoon under the direction of Progress Leaders.
7. Attendance at detentions is tracked throughout the academic year. Regular attendance will result in further interventions and possible exclusion from school.
8. After school detentions take place on Wednesdays at 3.05pm to 4.05pm in Ma4/5.
9. Late detentions take place each day in Ma5 at 11.00am.
10. If a pupil is put into an official detention this should be entered on ClassCharts directly by the teacher giving the detention or by filling in a detention slip and handing it into the school office. These slips are available in the staff room.

LATES

Rationale

Being punctual to school is both necessary and important in order to begin the working day in an organised and well-informed fashion. Pupils who are regularly late for morning registration miss the opportunity to catch up on school and individual notices, as well as Progress Group activities. Staff at Broughton need to work together to ensure a whole school approach to good punctuality.

Guidelines

1. A daily lates patrol occurs between 8.40-9.00am. Any pupil arriving to school late will be issued with a same day lates detention at break.
2. Any pupil arriving after 8.40am will be recorded as 'late' by one of the three SLT/PL on duty.
3. To ensure Progress Tutors are consistent in the marking of registers, they are asked to begin calling the register on arrival in the Tutor Room once the bell has sounded at 8.40am. Once the last name on the register has been called any pupil then arriving in registration is deemed late and the minutes late should be recorded along with the code 'L'.
4. Any pupil arriving after 9.00am should sign in at the i-Centre reception.
5. Any pupil arriving after 9.30am will be coded as 'late after registers close' and marked by the Attendance Officer with a 'u'. This will negatively affect their attendance level.
6. Registration lates are followed up by the Attendance Assistant and appropriate sanctions are recorded. Parents are made aware of punctuality issues via ClassCharts in accordance with school policy. This is done by the Administrative Assistant on a weekly basis.
7. Sanctions for lates are:
 - » 1 late - same day break detention, logged on ClassCharts.
 - » 2 lates in one week - an after school detention on Friday. Detention logged on ClassCharts by Administrative Assistant. Text message and email sent home to notify parents, message added to notices to notify pupil(s) - all by Administrative Assistant.

SCHOOL POLICY ON THE USE OF MONITORING/TARGET CARDS

Pupils may be placed on a monitoring/target card to improve behaviour, attainment or both.

To ensure the value and effectiveness of the system it is important that our system is structured and pupils regularly reviewed.

Pupils should be placed on a target/monitoring card for up to a three week period. At the end of the three weeks an evaluation/review should take place.

If the pupil is being monitored, parents/carers should be requested to attend and be involved in the progress/review meeting.

Tiers:

1 – Progress Tutor / Subject Teacher

2 – Progress Leader / Head of Department/SENCO

If a pupil fails to respond to the above then a managed move to another school will be considered.

SCHOOL POLICY ON ISOLATION

Rationale

Whilst the cornerstone of effective behaviour management is outstanding teaching and learning, there are some pupils who, despite experiencing sanctions from a subject teacher, Head of Department or Progress Leader, require time-out in the school's isolation room. In addition to poor behaviour, isolation can be used as punishment for refusing to attend official after-school detentions and persistent disruption both inside and outside of classrooms. Isolation should be seen as a last resort in deterring the continually poor behaviour of some of our pupils.

Guidelines

1. Subject teachers should first ensure that they have expressed clearly defined sanctions which are in line with the school Behaviour for Learning policy including the seeking of support from their Head of Department and Progress Leader of that particular year group.
2. Referral to Isolation should only be made by SLT, Subject Heads, Progress Leaders and Pastoral Mentors. No pupil should be sent to isolation without the presence of one of these staff listed.
3. The need for referral to Isolation needs to be given in writing to the staff on duty in the isolation room. A referral form will be available from the both the staff and isolation room. This information will be entered onto the pupil's SIMS record by the staff on duty.
4. It is the duty of the staff who have referred a pupil to isolation to contact home to discuss the issues that have led to this action being taken.
5. The maximum number of pupils in isolation at any time will be four. On the rare occasion that this could be exceeded, discussions need to be held with the member of SLT responsible for isolation. Alternative provisions will then be considered.
6. Should a pupil require isolating, then the member of staff on duty will ensure that classwork for all the pupils isolated is collected during tutor time. If work is not available then it is the subject teacher's responsibility to send appropriate work to the isolation room before the lesson starts.
7. The behaviour and work of all pupils who attend Isolation will be monitored by the staff on duty and all work, interventions and their outcomes will be recorded in the Learning Support Isolation log.
8. Pupils will be detained in Isolation from 8.40am – 3.05pm.
9. Should a pupil miss two after-school detentions in one half term and have no valid reasons, a day in isolation will be given.
10. Pupils will not socialise during their time in isolation.
11. Pupils will not have a break. Lunch will be taken with a member of the isolation staff, pupils separate from other pupils. Sandwiches will be ordered early in the morning.
12. A pupil who misbehaves during isolation runs the risk of exclusion from school.
13. The Inclusion Manager/Lead TA will ensure relevant staff are aware of a pupil in isolation.
14. Repeated referrals will lead to further strategies depending on the needs of the individual pupil and in consultation with parents/agencies and the pastoral team.
15. If pupil continues to seriously misbehave then they may be isolated at another Preston School.

REWARDS

Rationale

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.

Guidelines

1. We must reward wherever possible: formally, informally, publicly or discreetly. Rewards must be regular, consistent and sincere.
2. All pupils in Years 7 – 11 have the opportunity to receive positive behaviour points on Class Charts from a member of staff in recognition of excellent effort, attitude, manners and contribution. Positives should be used regularly and consistently by all teachers. This is instant recognition and an excellent means of communication between school and home.
3. After each review there is the opportunity to praise and reward pupils. Commendations are awarded to any pupil who has achieved an average attitude to learning grade of 1.5 or better. These pupils receive certificates and a letter home. They also receive an automatic invitation to a reward event. Six pupils per review (one from each tutor group) are nominated by their Progress Tutor to be invited to meet with the Headteacher. This is to recognise regular achievers. Pupils who have made significant progress between reviews are recognised with a certificate and a letter home. All these pupils' names are highlighted in the school weekly newsletter.
4. 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 Friday staff briefing. The impact of this is extremely positive.
5. There are additional rewards for Year 11. The vast majority of Year 11 pupils are rewarded at the end of their school career 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.
6. Celebrating sporting achievement and commitment occurs through the Sports Dinner. Staff and pupils who have contributed attend a Gala Event at Barton Grange and prizes and trophies are awarded. The event is a highly regarded evening by staff, pupils and parents.
7. All curriculum areas place priority on rewarding pupils who make outstanding contributions and work positively and conscientiously in their area. There are departmental rewards issued at least once per term and these pupils receive certificates and letters home. Their names are also displayed on notice boards and published in the newsletter.
8. Assemblies to celebrate success are scheduled for all year groups at least once per term. These are led by the Progress Leader. The atmosphere celebrates achievements and the pupils receive their honours with pride.
9. In recognition of the extensive activities which pupils get involved in and around school, there is a reward system which encourages and acknowledges the commitment, time and energy spent by pupils broadening their experiences and skills.
10. All positive behaviours are recorded on Class Charts on a daily/regular basis under the criteria on the system. These positive behaviours, balanced against any negative behaviours, lead to the Reward System.

REWARDS POINTS

ClassCharts		Positive Behaviour Rewards		ClassCharts	
50	Bronze Award	50	<ul style="list-style-type: none">✓ Bronze Certificate✓ Bronze Blazer Star✓ 1 token in the Grand Christmas Draw / Grand Summer Draw		
75	Silver Award	75	<ul style="list-style-type: none">✓ Silver Certificate✓ Silver Blazer Star✓ 2 tokens in the Grand Christmas Draw / Grand Summer Draw✓ Term 1 "Christmas Waffle" with Review 1 Commendation Winners✓ Term 2 "Easter Treat" with Review 2 Commendation Winners✓ Year 11 Reward trip with Review 1 Commendation Winners		
100	Gold Award	100	<ul style="list-style-type: none">✓ Gold Certificate✓ Gold Blazer Star✓ Term 2 "Easter Treat" with Review 2 Commendations✓ 3 tokens in the Grand Summer Draw✓ Years 7, 8, 9 and 10 Summer Reward trip with Review 3 Commendation winners		
200	THE ULTIMATE FAST PASS!	200	<ul style="list-style-type: none">> A fast pass lunch token for the remainder of the year!		

Commendation = average effort of 1.5 or better

DISCIPLINARY SANCTIONS APPLIED BY THE SCHOOL

The school aims to combine the rights of the individual with the rights of the majority. Where pupils are in breach of the Code of Conduct the following range of sanctions may be applied.

- Loss of privileges for a specific period
- Additional work assignments to be completed at home
- Environmental projects such as tidying rooms, the school grounds and surroundings, including appropriate cleaning
- Supervised detention during the lunch period at which appropriate work will be set
- Supervised detention at the close of afternoon school for all pupils (advance notice to parents will be given in the event of this sanction being undertaken)
- Extraction from some or all lessons for a period of time
- Isolation (either at Broughton or another school)
- Being placed "on report" which will involve a member of staff closely monitoring the work, homework and conduct of the pupil concerned over a period of time. Parents will be advised when this procedure is being used.
- In certain cases the school may require pupils or their parents, to meet the payment of the expenses, or a contribution to the cost of any repair or replacement of items lost or damaged through carelessness or other inappropriate behaviour by pupils.
- A specific behavioural contract with automatic sanctions

At certain times of the year, pupils are invited to attend school trips, events or holidays. The school reserves the right to determine who is permitted to go on any trips or holidays on the basis of pupils' behaviour, attitude and contribution to school life during the academic year.

SCHOOL POLICY ON EXCLUSIONS

The list below sets out a range of incidents for which the exclusion of a pupil may be considered.

1. Verbal abuse towards a member of the school staff
2. Physical aggression towards a member of the school staff
3. Physical aggression towards another pupil
4. Physical aggression towards another adult
5. Threatening or bullying other pupils
6. Refusal to accept rules/discipline/teacher instructions
7. Possession of a weapon or dangerous object
8. Theft (of property belonging to school/other pupils/staff)
9. Alcohol related incidents
10. Drug or solvent related incidents
11. Damage to property (school, pupil, staff)
12. Sexually related incidents
13. Action which brings the school into disrepute
14. Unacceptable racist, homophobic and disablist language/incidents
15. Any other incident which the Headteacher deems serious enough to warrant exclusion

Incidents in the above list will be considered if they occur:

- In school or on the way to and from school (e.g. on the buses)
- On supervised trips and visits from school
- At a time other than those listed above but is of a nature which clearly associates the incidents with the school
- While a pupil is being educated elsewhere

Exclusions may be a Fixed Term for a varying number of days or if deemed very serious, Permanent e.g. a pupil may be permanently excluded for dealing in drugs. Exclusions may be made for a "one off" incident or for a number of less serious incidents which have occurred over a period of time. In excluding pupils, the Headteacher will follow the guidelines issued by the County and any current DfE regulations.