



Respect to Learn

R2L

WHS Behaviour Policy

Policy updated by Caroline Unsworth

Date October 2025

Review date – October 2026

Rationale

At Westhoughton High School we **LEARN**:

Look after each other

Enjoy our school

Aim high

Respect ourselves, each other and our environment

Never stop learning

These core values underpin our expectations of all members of our school community at all times. Our ethos is that 'Learning Comes First' and so it is vital that we all work together to create a safe, stimulating, friendly and caring environment in which everyone can learn and so achieve their full potential. Our policy is based on the need for strong relationships which are reinforced by a commitment to Unconditional Positive Regard (UPR) and Restorative Practice (RP). By setting high standards and promoting positive climates for learning we aim to develop each individual's sense of responsibility and encourage them to consistently make the best choices to impact positively on their own progress and that of those around them.

This policy will be communicated regularly to all school stakeholders to ensure that it is implemented consistently and fairly. It will be reviewed at regular intervals. Copies of the policy are available upon request and can also be found on the school website. This policy explicitly operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspensions and Exclusions Policy
- Drug and Alcohol Policy
- Physical Intervention and Physical Search Policy

Our Partnership Agreement

Our partnership agreement is based on our core LEARN values and is designed to give clarity on how best to enact these as part of our daily contribution to learning and wider school life.

	As a parent, I will.....	As a learner, I will.....	As a school, we will.....
Being ready for school	• Send my child to school in full uniform as detailed in the policy • Ensure my child has the correct school equipment every day	• Wear my school uniform correctly as explained in the policy • Bring the correct equipment every day	• Insist that the correct school uniform is worn at all times. • Be clear with learners about what equipment is needed every day
Attendance/ Punctuality	• Make sure my child attends school on time every day, passing through the gate no later than 8.30am • Communicate promptly if my child is absent	• Attend school and each lesson everyday • Be present in my form room no later than 8.33am • Move to lessons promptly	• Encourage excellent levels of attendance and punctuality and reward these achievements • Support families where attendance is a concern
Class and home learning	• Take an interest and support the work of my child in and out of school • Ensure my child completes home learning	• Show a positive attitude to learning and aim high • Engage fully with home learning and independent study • Never stop learning	• Have clear learning objectives for all learners and teach high quality lessons • Offer a broad and balanced curriculum to allow learners to succeed • Set home learning tasks that supports progress • Give meaningful feedback
Behaviour	• Support the expectations of the school Respect to Learn Code • Encourage my child to have high standards of behaviour at all times • Contact the school rather than my child directly when there is an issue	• Behave well and follow the school Respect to Learn Code to ensure that we show respect for others and the environment • Turn off my mobile phone for the duration of the school day	• Insist on high standards of behaviour from all learners • Comply with staff, following our Respect to learn code guidelines • Support families where behaviour is a concern • Challenge the use of mobile phones in school
Learning Support	• Let the school know of any problems that may affect my child's learning	• Talk to a trusted adult if I have any worries that may affect my learning	• Listen and respond appropriately to any concerns raised by parents, staff or learners
Links with School	• Attend parents' evenings and other meetings that will support my child	• Attend parents' evenings and other meetings that will support me	• Report on your child's progress, attendance and punctuality

	• Read and act on communications from school • Ensure that my child attends for external examinations • Maintain accurate contact details held at school	• Ensure that I attend for external examinations	• Hold parents' meetings to discuss progress and support • Inform parents of any worries or concerns where necessary • Recognise and share success
Extra-Curricular and our community	• Encourage respectful behaviour within the community - supporting residents, local businesses and transport companies • Support events in which the school is involved	• Represent the values of the school within our community - supporting residents, local businesses and transport companies • Engage in opportunities that are open to me	• Maintain a presence and good relations with our partners in the local community • Share details of school and community events
Social Media Usage	• Model respectful use of social media for our learners • Work with the school to respond to issues rather than posting on forums where the school has no right of reply • Follow national guidelines for social media access • Monitor the social media of children	• Use social media respectfully, and never during the school day • Report concerns about negative behaviours online to a trusted adult • Not share social media content that is unkind	• Teach about safe behaviours online and respectful use of social media • Challenge unacceptable use and sanction in accordance with school policy
Privacy	• Not take photographs or record members of the school community without consent*	• Not take photographs or record members of the school community without consent*	• Not take photographs or record members of the school community without consent* • Record telephone conversations for training and monitoring purposes**

(*) Conversations involving members of staff, learners, and/ or parents/carers must not be recorded using any type of audio recording device without the explicit prior consent of the parties involved. Such audio recordings may be regarded as a personal data breach and a violation of individuals' privacy rights under the UK GDPR. They may also be deemed an interference with the right to respect for private life under the Human Rights Act 1998 of the relevant individual(s).

Any unauthorised recordings of conversations may lead to disciplinary action and the school reserves the right to report any such recordings to the police.

(**) All calls made to and from the school switchboard are recorded for training and monitoring purposes.

RESPECT TO LEARN (R2L)

As outlined in our core values, at Westhoughton High School we expect everyone to consistently show respect for themselves, each other and their learning environment. The R2L policy outlines a clear set of guidelines so that learners know exactly what behaviours are expected of them, and what routines are in place, so that they can identify how they can participate positively as members of our school community. The policy also outlines exactly what consequences are applied should they make inappropriate choices around their behaviour or engagement with learning. We are fully committed to showing *Unconditional Positive Regard (UPR)* when managing situations with learners, and/or staff. This supports us in our drive to always be both restorative and consistently fair in the application of the R2L Policy.

Our Respect to Learn Policy aims to:

- *Create a safe, positive climate for learning in every lesson*
- *Promote a safe, calm and purposeful climate around the school site for everyone, every day.*
- *Teach personal responsibility for learning behaviours, actions and respect for others by modelling positive relationships and encouraging reflection and restorative working..*
- *Ensure consistency of approach to behaviour for learning across the school.*

Learners at Westhoughton High School are expected to present at school ready to LEARN.

All learners should:

- *Wear their uniform correctly as outlined in the uniform policy*
- *Bring any required equipment and/or kit to enable them to participate fully in learning activities*
- *Display behaviour which is considerate to others and shows tolerance and respect.*

In the classroom all learners should:

- *Arrive on time*
- *Be prepared and properly equipped to engage in the lesson. We expect all learners to have their own basic equipment with them each day (***pen, *pencil, *ruler**, eraser, gluestick, rounded scissors, highlighter, coloured pencils, calculator and basic maths kit). ***essential***
- *Engage positively with classroom expectations, including climates for learning Complete classwork- and any associated home learning to the best of their ability*

Around School, all learners should:

- *Walk quietly and calmly in the corridors*
Follow one-way systems and respect out of bound areas
- *Keep the school clean and tidy*

On the way to and from school, all learners should:

- *Ensure they behave in a positive and mature way in the local community, showing respect for others at all times.*

Rewarding learners

Our school values encourage our learners to 'enjoy school', 'aim high' and 'never stop learning'. An important part of upholding these values is to create a positive ethos and a climate of success. We encourage staff and learners to take every opportunity to recognise and celebrate achievements inside and outside of the classroom.

Examples of where praise and reward should be explicitly given are where learners have:

- *Fully engaged in the learning and have tried their best*
- *Produced an excellent piece of work*
- *Consistently made good effort with several pieces of work*
- *Participated in a special event*
- *Participated fully or actively in school life*
- *Achieved in out-of-school activities*
- *Achieved an excellent level of attendance*
- *Shown particular care/kindness towards others*
- *Demonstrated appropriate behaviour towards the school environment*

Learners who fully engage in learning/school life will be awarded merits by staff using Arbor. Merits will be collated and additional rewards will be awarded at regular intervals, these could include:

- *Praise and recognition from staff*
- *Positive comments or stamps in planners*
- *Display of work or photographs*
- *Postcards of praise*
- *Positive telephone calls or letters home*
- *Certificates of achievement for classwork or attendance / recognition in Assemblies*
- *Merit badges and accompanying prizes*
- *Prizes at Presentation Evening*

WESTHOUGHTON WAYS

*We expect all staff to follow standard instructional routines 'Westhoughton Ways' when interacting with learners in and out of the classroom. Staff will be clear in their expectations of learners and will follow routines consistently. Management of learners in the classroom is the **responsibility of the class teacher**.*

At Start of lessons our staff will:

- *be at the door to greet the class.*
- *check learners are wearing their uniform correctly*
- *give learners clear instructions to enter the room quietly, take out planner, knowledge organiser and equipment and start the connect activity.*
- *complete the register by addressing the learner by name with Good Morning/Afternoon*

During the lesson our staff will:

- *reinforce appropriate behaviours by giving positive praise and awarding merits*
- *insist that hands are raised and that learners wait until they are invited to speak before they answer or ask a question*
- *ensure anyone chewing or eating empties his/her mouth immediately*
- *ensure that all learners are fully aware of learning expectations and check progress/provide support and feedback regularly.*
- *set work for learners so that they are enthused and challenged, stimulated and stretched academically*
- *use a variety of adaptive teaching methods and tasks to interest and motivate.*
- *set home learning in line with outlined schedule for the class/key stage*

At the end of the lesson our staff will:

- *bring the lesson to a close by leading an evaluate session to revisit and check understanding of the learning that has taken place.*
- *ensure any home learning set has been explained and has been recorded in learner planners if appropriate*
- *award LEARN merits for learners who have met expectations and arrange additional merits/postcards/phonecalls where appropriate*
- *ensure learners pack away promptly only when they are instructed to do so*
- *check uniform prior to learners leaving*
- *ensure learners leave the classroom in a calm and respectful manner*

Consequences

In all areas of school life our expectations of learners are consistent and any inappropriate behaviour will always be challenged by staff school and will be dealt with promptly. A warm strict approach by all staff is expected at all times to ensure high standards of behaviour across our school whilst still maintain our focus on building positive relationships. We recognise that some learners may require additional support to understand and follow expectations and will work collaboratively with individuals to ensure that they have every opportunity to engage positively in school life.

We are committed to a restorative approach to behaviour in school. Learners will be encouraged to reflect on their choices and be given the opportunity to have restorative conversations with staff, and where appropriate each other, to reset wherever possible. Staff are encouraged to carefully consider their interactions with learners so that their manner and language reflects unconditional positive regard (UPR) at all times. Staff have a responsibility to model UPR to learners at all times.

Consequences for classroom behaviour

- C1 • Warning and rule reminder – this will be recorded on Arbor but will not have a specific sanction attached. There may be in class strategies used such as moving seat/personalised target/restorative conversation.
 - C2 • Recorded on Arbor and 20 minute detention issued.
 - C3 • Recorded on Arbor and 40 minute detention issued. Phonecall home to parent. Sometimes a C3 behaviour may result in removal from lesson to buddy classroom/reflection. The C3 will still be recorded on Arbor and there should still be a 40 minute detention issued and phonecall home by member of staff issuing detention
- SI Serious Incident – will be referred to wider SLT for decision on sanction and any further intervention required.

When logging any incident staff need to ensure the narrative is clear, factual and not ambiguous

For further guidance on behaviour consequences see Appendix 2

All staff will be consistent in the application of the classroom expectations. Staff will be trained and encouraged to focus on de-escalation wherever possible. Behaviour will be tracked by the Student Support and Student Progress Leaders for each year cohort. Where there are patterns of poor behaviour choices staff will work with individual learners to put in place additional interventions such as report card monitoring, restorative practice work or additional behaviour support. Our focus will be on encouraging learners to reflect on the impacts of their behaviour on themselves and others and on equipping them with strategies to make more positive choices in the future.

Serious incidents

Learner behaviour that is considered a serious incident at Westhoughton High School includes the following:

- *Unsafe or dangerous behaviour*
- *Abusive or violent behaviour*
- *Possession of a prohibited item*
- *Making other people unhappy (including bullying, sexism, homophobia or racism or any lack of respect for the person of another or their property)*
- *Bringing the school into disrepute. This may include instances of poor behaviour whilst travelling to or from school, within the school community or on school trips etc.*

These actions may require a member of staff to take serious and immediate action to remove a learner from class by logging a support call. Physical intervention in response to dangerous or abusive behaviour will only be used as a last resort and will take place as outlined in the physical intervention and search policy. Persistent disruption of learning in classes will not be tolerated and will lead to further consequences. This may include the use of a buddy classroom or reflection space or, in extreme cases, lead to a period of suspension, direction off site or exclusion from our school (see Exclusions Policy). The school will work with other local agencies to assess the needs of learners who display continuous disruptive behaviour.

Prohibited items

The following items are not permitted to be brought onto school site by learners. Staff members may use their power to search without consent for any of the items listed above as outlined in the Physical intervention and Physical search policy.

Fire lighting equipment: Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs/vapes)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives

- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Other items:
 - Caffeinated energy drinks
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray

Mobile Phones/Headphones (Airpods)

Mobile phones should not be used by learners whilst on school site. Learners are permitted to bring phones and accessories to school however these must be switched off and kept away from entry onto site until exit at the end of the school day. Where identified Learners need to use mobile phones/headphones for a specified purpose i.e. medical/SEND need they will be issued with a pass which they must be able to show if requested.

Mobile phones being used deliberately without permission throughout the school day will be confiscated and a C3 detention issued. They will be returned to learners at the end of their detention period. Learners who have repeated confiscations may be issued with a mobile phone behaviour contract which requires them to hand in mobile phones to staff on entry to site.

Detentions

Detentions take place each evening for either a 20-minute, 40-minute or 60-minute period. They are centralised to support recording and monitoring. The responsibility for the behaviour remains with the class teacher / support staff member. The purpose is to enable and promote our restorative practice.

When issuing a C2 or C3 detention staff should verbally inform the learner that it is being issued and when it will take place.

Detentions issued before the end of lunch will be same day detentions. Period 4/5 detention issued will be the next day. Parents will be informed of detentions via an Arbor alert. Period 5 teachers will remind learners about detention and will escort to the detention rooms. Learners will engage with meaningful learning activities as directed during detention. Learners who refuse to attend detention, or who do not engage appropriately with behaviour expectations during detention, will have a further behaviour intervention issued.

Recording pupil behaviour

All rewards and consequences will be logged electronically on the Arbor system as part of the individual learner record. Where a serious behaviour incident has occurred an investigation will be conducted promptly and supporting statements/witness accounts will be collated and stored as appropriate. Incidents involving bullying or harassment of any kind will be dealt with as outlined in the school anti-bullying policy.

Partnership working

Westhoughton High school is committed to multi agency working and works with other partners in order to secure best outcomes for our young people and families. This may include a multi-agency assessment if it is deemed necessary to meet a child's needs using the Early Help Assessment (EHA). Where a child has additional needs that are impacting on their behaviour we will ensure effective support plans are developed which incorporate the services of external agencies where required.

Our local Police Community Support Officer Team (PCSO) works with the school and we regularly liaise with the Safer Schools Partnership Team. As well as maintaining the safety of learners and staff on the school site and surrounding area, this partnership aims to provide help for young people in dealing with situations that may put them at risk of becoming victims of crime, bullying or intimidation. Our PCSO team can also provide support to those who have become victims. In addition, our PCSO will also support school to improve standards of learner behaviour and attendance, as well as promoting more positive relations between young people and the Police and wider community.

Our PCSO links with our Safeguarding, Senior Leadership and Behaviour Support Teams to decide upon the best pathways to support our learners. This work may be linked to improving learner behaviour or learner mediation, reparation or restorative justice work. If learners are spoken to in school, then this will be in the presence of school staff. Parents will be informed that a meeting is due to take place (unless restrictions around police child protection concerns prevent this) and may attend if they wish to do.

REFLECTION

If a learner persistently disrupts learning and makes poor choices about behaviour it may be necessary to re-enforce appropriate behaviour for learning through intervention strategies. In such cases, an appropriate action may be to refer a learner to a reflection space. Planned reflection may also be used as a sanction for any serious incident, or as an intervention for repeated behaviours before a suspension is required.

Objectives of Reflection

1. to provide a calm, quiet environment which provides learners with the opportunity to reflect on their actions.

2. to provide a range of activities and strategies which are aimed at improving self-regulation and resilience.
3. to support and improve behaviour for learning resulting in reduced suspensions.

Advance Referrals

Advance referral placements to Reflection will be as a result of:

- Persistent disruptive behaviour evident in Arbor logs or Support calls
- Persistent failure to comply with school sanctions/R2L Policy
- Verbal abuse towards staff
- Physical aggression

'Hot' Referrals

'Hot' referrals will be as a result of:

- Persistent disruptive behaviour on one day evident in Arbor logs or Support calls
- Persistent refusal to comply with staff instructions and non-compliance with the 'Buddy' system of removal to an alternative teaching space
- Verbal abuse/disrespectful behaviour towards staff or learners
- Physical aggression

Whilst in Reflection a learner will be supervised during break and lunchtime periods. They will be expected to engage with learning activities and to complete restorative work as appropriate.

Behaviour re-tracking and off site direction

Learners may also be referred to an alternative provision for a short term period for behaviour re-tracking. Learners may also be referred to another school locally for a period of off-site education known as a direction off site. This measure may be used as an alternative to a suspension or exclusion being issued. Parents would be fully informed with a minimum of 2 days notice if an off-site direction is put in place – for further information please see exclusions policy.

EXCLUSIONS FROM SCHOOL

Where there has been a one-off serious incident or repeated poor behaviour the school may use a suspension or permanent exclusion as a sanction. Please refer to the school exclusion policy for more information.

Appendix 1 - Respect to Learn – Staff Guidelines

At Westhoughton High School we:

Look after each other

Enjoy our school

Aim high

Respect ourselves, each other and our environment

Never stop learning

These core values underpin our expectations of all members of our school community at all times. It is vital that we work together to create a safe, stimulating, friendly and caring environment in which everyone can flourish, be happy and achieve their full potential. By setting high standards and promoting positive behaviour for learning we aim to develop each individual's sense of responsibility and encourage them to consistently make the best choices to impact positively on their own progress and that of those around them.

This document – to be read in conjunction with the Respect to Learn (R2L) policy- is designed to give additional support and guidance to staff to enable them to successfully promote a positive culture where all learners can thrive and achieve their full potential by making the most appropriate personal choices in their conduct.

The guidance in this document should be applied consistently and professionally. As much as possible learners should be given opportunities to reflect upon their choices, to re-engage with their learning and to restore relationships with their peers and staff. This restorative approach is the basis of genuine and sustained behavioural change for individuals and should be the starting point of any action or sanction in response to negative behaviour choices by learners. In working with learners staff should adopt a 'warm strict' approach to maintaining high standards. In all interactions staff should be mindful of the application of unconditional positive regard (UPR) to model respectful relationship building to others in the school community. Unconditional positive regard is where we see learners in a positive light regardless of the situations and behaviours presented (which may well be driven by conflict/events beyond our knowledge). It is a powerful way of showing our care and commitment to learners and a way of building relationships and trust.

This is a working document and will be regularly updated in response to presenting issues and the sharing of good practice amongst colleagues. Behaviour management strategies and the promotion of positive working climate will form a regular part of continuing professional development in school.

Behaviour at Westhoughton High School

Positive Choices

Examples of positive choices

Sustained engagement in lessons
Enthusiastic participation in activities
Regularly meeting deadlines
Polite and respectful manner
Caring and considerate actions to those around them
Smart appearance
Regular attendance
Good punctuality to school and lessons

Examples of exceptional positive choices

Excellent effort or outcome with classwork.
Creative input to a task/activity to a high level
Independent extension work
Positive contribution to the wider life of the school
Representing the school in the wider community
Demonstrating high levels of maturity
Significant act of kindness or goodwill

Strategies for staff to encourage positive behaviour

Having clear and consistent routines and expectations so learners know how to succeed
Regularly acknowledging success and contributions
Communication with parents
Display of good work/best examples
Public celebrations in assembly/at awards evening
Knowing pupils well- taking an interest
Staff acting as role models
Allocating learners positions of responsibility
Involving learners in meaningful decision making

Actions for rewarding positive behaviour

Pupil conference
Awarding of merits
Note in planner/Arbor message home
Postcards of praise
Letters home
Phonecall to parents
Certificate/prize in assembly
Allocation to specific reward trips

Negative choices

In class behaviour

The examples of behaviour given here are demonstrative of the level of severity and are not designed to be a prescriptive list. Staff will need to exercise professional judgement at all times when applying sanctions. As with all behaviour choices there will be a context to the situation including preceding events and people involved which will need to be carefully considered.

C1 Negative Behaviour

These behaviours are examples of choices which should be managed at the classroom teacher level. At a C1 level the action/sanction should initially be a warning which may be verbal or may include a note/sticker in exercise book/planner to raise the issue with parents. The warning may also take the form of issuing a new deadline for the completion of work or home learning. **C1 actions are managed by the class teacher however they should be recorded on Arbor for the purposes of communication and tracking.**

Examples

Chatting
Shouting out
Distracting others
Not following instructions
Leaving seat without permission
Inappropriate comments
Chewing
Rocking on chair
Drinking or eating
Poor work rate through lack of commitment/effort
Uniform issue –e.g. shirt out
Lack of equipment

Strategies for teacher to minimise C1 behaviour

Having clear and consistent routines and expectations
Fixed seating plan directed by teacher
Knowing pupils and needs well and tailoring activities
Meaningful starts to lessons – pupils on task straight away
Refocusing
Countdown/wait time
Verbal and non-verbal praise
Focus on primary behaviour
Take up time following instructions
Tasks set to appropriate level of challenge

Actions/Sanctions for C1 behaviour

Learner conference/verbal warning
Move seat – if appropriate
Alternative deadline to catch up missing work
Note to parent – planner/Arbor

C2 Negative behaviour

These behaviours are examples of choices which should still be managed at the classroom teacher level but which require a more robust action/sanction as a consequence. At C2 level the behaviour should be recorded on Arbor along with the action – a 20 minute detention. C2 behaviours will be tracked by curriculum staff (LOs) and the learner support team (SSLs and SPLs) to enable wider intervention where patterns of behaviour emerge. In some cases a staff member may issue a reprieve instead of a detention where there have been other strategies/interventions used with the learner. The reason for a reprieve will be clearly communicated.

Examples

Repeated disruptive behaviour despite C1 warning (chatting, shouting out, distracting others)

Lateness to school or lesson

Incomplete home learning

Repeated refusal to follow staff instructions.

Sustained poor quality classwork due to lack of effort

Repeated equipment issues

Strategies for teacher to minimise C2 behaviour

Having clear and consistent routines and expectations

Revise seating plan regularly

Knowing pupils and needs well and tailoring activities

Meaningful starts to lessons – pupils on task straight away

Refocusing

Countdown/wait time

Verbal and non-verbal praise

Diffusion with humour

Focus on primary behaviour

Take up time following instructions

Tasks set to appropriate level of challenge

Fresh starts following previous issues

Clear explanations about possible next steps

Solution focused approach

Take time to investigate for underlying reasons for behaviour choices

Seek advice from other staff who teach/know the learner well

Actions/Sanctions for C2 behaviour

Learner conference/restorative action

Move seat – if appropriate

Alternative deadline to catch up missing work

Note to parent – planner/Arbor

Phone call to parent

After School detention – 20 mins

Referral to targeted intervention/catch up session

Referral for report card

Around school behaviour

C1 Negative Behaviour

These behaviours are examples of choices which should be managed by the intervention of any member of staff in school. At a C1 level the action/sanction should initially be a warning which may be verbal or may include a note/sticker in planner to raise the issue with parents. **C1 actions are managed by the member of staff however they should be recorded on Arbor for the purposes of communication and tracking.**

Examples

Running on corridor
Not following one way system
Noisy behaviour near to teaching spaces
Poor language choices when speaking to peers
Dropping litter
Minor uniform issues -e.g. shirt out

Strategies for staff to minimise C1 behaviour

Having clear and consistent routines and expectations
Staff being present on corridors during lesson cross over times
Staff being on time to allocated duties
Staff knowing pupil names and using them regularly
'Catch them being good' overt praise for positive choices
Staff acting as role models (one way systems/picking up litter)

Actions/Sanctions for C1 behaviour

Learner conference/verbal warning
Reminder of rules/safety guidelines
Asking pupils to repeat action in correct manner i.e. walk down corridor
Asking learners to pick up litter
Asking learners to put phone away
Referring to signage with reminder of the rules
Facilitating an apology if behaviour has been disruptive or disrespectful

C2 Negative Behaviour

These behaviours are examples of choices which should be managed by the intervention of any member of staff in school. At a C2 level the consequence of the behaviour will require an action/sanction. C2 behaviours need to be logged on Arbor along with the resulting consequence – 20 minute detention. C2 logs will be tracked by learner support team (SSL/SPL) to monitor for repeated behaviour requiring further intervention. In some cases a staff member may issue a reprieve instead of a detention where there have been other strategies/interventions used with the learner. The reason for a reprieve will be clearly communicated.

Examples

- Out of bounds in school
- Failure to follow direct instructions from staff
- Failure to rectify minor uniform issues
- Repeated C1 behaviour despite warning
- Misuse of school property
- Verbal abuse/poor language towards peers (context may determine this as C3)

Strategies for staff to minimise C2 behaviour

- Having clear and consistent routines and expectations
- Staff being present on corridors during lesson cross over times
- Staff being on time to allocated duties
- Staff knowing pupil names and using them regularly
- 'Catch them being good' overt praise for positive choices
- Staff acting as role models (one way systems/picking up litter)
- Clear and fair explanation when C1 behaviour occurs to prevent escalation

Actions/Sanctions for C2 behaviour

- Learner conference/restorative action
- Confiscation of mobile phone
- After school detention – 20mins
- Referral for report card
- Facilitating an apology if behaviour has been disruptive or disrespectful
- Note to parent – planner/Arbor
- Phone call to parent

C3 Behaviour – in class and around school

This level of behaviour represents a more serious incident or repeated disruptive behaviour. C3 incidents must always be logged and may sometimes require additional statements from staff/learners.

Examples

Truancy/Abscondment
Mobile phone misuse
Deliberate infringement of uniform code – dyed hair/false nails
Verbal or physical aggression to staff
Verbal or physical aggression to peers
Vandalism
Theft
Anti-Social behaviour
Fighting
Persistent disruption to learning
Refusal to work or follow instructions despite C2 sanction being issued

Strategies for staff to minimise C3 behaviour

Having clear and consistent routines and expectations at all times
Staff being present on corridors during lesson cross over times
Staff being on time to allocated duties
Early intervention with C1/C2 incidents to avoid escalation
Information sharing between pastoral and curriculum teams
Following advice issued by behaviour and learning support specialists
Reporting issues/concerns quickly and following up actions
Staff knowing pupil names and using them regularly
'Catch them being good' overt praise for positive choices
Staff acting as role model
Clear and fair explanation when C1/C2 behaviour occurs to prevent escalation
Acting on learner concerns when reported

Actions/Sanctions for C3 behaviour

Support call for immediate learner conference
Removal to buddy classroom
Removal to reflection space
Referral for report card
Facilitating an apology if behaviour has been disruptive or disrespectful
Phone call to parent
After school detention 40 minutes

Serious Incident SI

Serious Incidents involve an isolated high level incident which requires a more significant action/sanction. Within the SI category some sanctions may only be authorised by a member of SLT or in the case of suspension/exclusion by the Headteacher/Deputy Headteacher. SI incidents will always require follow up which may range from reflection and restorative action to a modified curriculum offer and targeted behaviour intervention/support

Examples of Serious Incidents

Truancy/Abscondment from school site
Smoking/Vaping
Bringing prohibited items onto school site
Verbal or physical aggression to staff
Verbal or physical aggression to peers
Vandalism
Theft
Bullying including racial/homophobic abuse towards others
Dangerous behaviour
Derogatory language
Incident of a sexualised nature

Strategies for staff to minimise Serious Incidents

Having clear and consistent routines and expectations at all times
Staff being present on corridors during lesson cross over times
Staff being on time to allocated duties
Early intervention with C1/C2/C3 incidents to avoid escalation
Information sharing between pastoral and curriculum teams
Following advice issued by behaviour and learning support specialists
Reporting issues/concerns quickly and following up actions
Staff knowing pupil names and using them regularly
'Catch them being good' overt praise for positive choices
Staff acting as role model
Clear and fair explanation when C1/C2/C3 behaviour occurs to prevent escalation
Acting on learner concerns when reported

Actions/Sanctions for Serious Incidents

Support call for immediate learner conference
Removal to buddy classroom or reflection space as appropriate
Referral for report card
Facilitating an apology if behaviour has been disruptive or disrespectful
Phone call to parent
After school detention 40 minutes
Planned fixed period in Reflection*
Timetable change (fixed term or permanent)*
Suspension**
Permanent exclusion***

* decision to be made by SLT ** decision to be made by HT/DHT if delegated *** decision to be made by HT

When to record a behaviour incident on Arbor

If a learner's behaviour reaches C1 level you should record it formally on Arbor but there does not need to be a direct sanction.

If a learner's behaviour reaches a C2 level you should record it formally on Arbor and schedule a 20 minute after school detention(see guidance below). You should choose the most appropriate behaviour type to match the incident. Please be aware that parents are able to view the comments when give additional detail about what happened – avoid the use of other learner names and ensure that language used to describe the incident is professional at all times.

If a learner's behaviour reaches C3 level you should record it formally on Arbor and schedule a 40 minute school detention (see guidance below). In the event of serious behaviour incidents the C3 log may be supported by an additional investigation and reporting statements. Please note that planned reflection/exclusion must only be recorded as an outcome when authorised by SLT.

Learner Exits and Buddy Rooms

Buddy classrooms are used to support learners who need to be removed from the classroom for a short time because of their persistent poor engagement in Learning.

Asking learners to stand outside a lesson should only be done as a preventative / supportive strategy in **rare cases** and not as a standard behaviour management strategy

Staff to be sure and clear that R2L procedures have been followed throughout the lesson and the learner is aware of the escalation

Where possible colleagues should arrange relocation to a buddy room within the department. In extreme cases please alert rove for support.

Any learner behaviour that requires **immediate emergency support**, staff should message using Arbor whereby staff support will arrive to assist – further clarification on this can be found in the staff handbook. The incident then needs to be logged and followed up through Arbor. Colleagues should expect challenge for requesting emergency support that is not deemed an emergency.

Allowing learners out of class and Toilet Visits

SSL/SPL teams are responsible for early exit and toilet passes. Medical evidence will normally be required. New passes will be issued to learners. (No Pass / No Go) Where late exit will resolve crowd issues it should be employed over early exit Early exit passes should be used rarely and permit 1-2 minutes early exit only. Learners are encouraged to use the toilets before school, break and lunch.

Learners can use the toilets during lessons in **an emergency** but never in the first or last 15 mins of a lesson – toilets are locked. Learners should almost never need to attend during period 2 & 4 and rarely need to attend during P3 or P5. Staff should not routinely allow learners out of lesson **unless**

- a. Immediate first aid is required, and learner can walk to first aid. (with a buddy)
- b. Learner is desperate for the toilet (not in the first or last 15 minutes of learning or after break and lunch), having asked several times
- c. Learner has been sent for by another member of staff with a written note from staff requesting
- d. Learner has been with another member of staff and going back to lesson with a note

In all cases above staff must provide the out of class pass / note in learner planner with a time stamp and signed and not allow learners out with their belongings including phones.

If a learner is permitted to leave lesson for a toilet visit this should be logged using the form on staff PC desktop to enable tracking.

How to record a behaviour incident on Arbor – Guidance can also be found in the digital staff handbook.

Recording An Incident

To record a negative incident there are 2 main ways to do this, either from your home page or from your lesson dashboard.

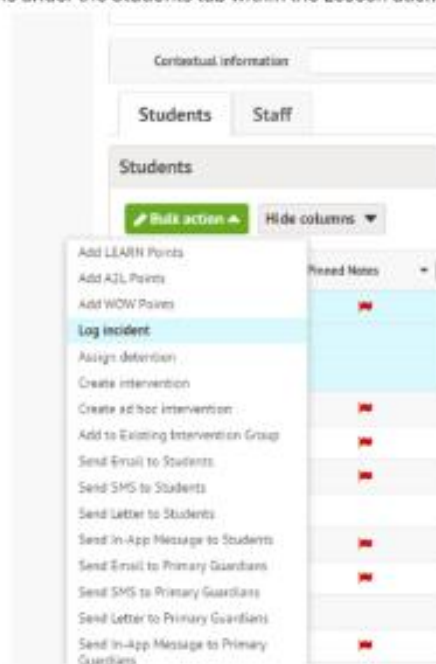
Within the lesson dashboard there are 2 different ways.

1. Using the Behaviour Drop down that's in the top right of every Lesson Dashboard.



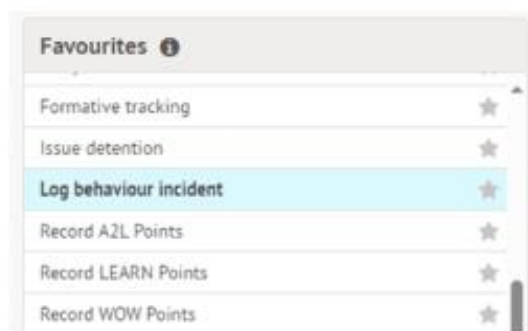
The screenshot shows the top section of a Lesson Dashboard. It has two columns: 'Previous lesson' and 'Next lesson'. The 'Previous lesson' column shows '09:15 - 10:15', 'Thu, 19 Dec 2024', 'Room: C1', and 'Lynna Miah'. The 'Next lesson' column shows '13:15 - 14:15', 'Mon, 06 Jan 2025', 'Room: B5', and 'Darren Freeman'. Below these columns is a 'Behaviour' dropdown menu with an upward arrow. The menu is open, showing options: 'Add LEARN Points', 'Add AZL Points', 'Add WOW Points', 'Log incident', and 'Assign detention'.

2. Or by using the bulk actions under the Students tab within the Lesson dashboard.



The screenshot shows the 'Students' tab selected in the Lesson Dashboard. At the top, there is a 'Contextual information' field. Below it are 'Students' and 'Staff' tabs. The 'Students' tab is active, showing a list of students. A 'Bulk action' dropdown menu is open, showing options: 'Add LEARN Points', 'Add AZL Points', 'Add WOW Points', 'Log incident', 'Assign detention', 'Create intervention', 'Create ad hoc intervention', 'Add to Existing Intervention Group', 'Send Email to Students', 'Send SMS to Students', 'Send Letter to Students', 'Send In-App Message to Students', 'Send Email to Primary Guardians', 'Send SMS to Primary Guardians', 'Send Letter to Primary Guardians', and 'Send In-App Message to Primary Guardians'. The 'Log incident' option is highlighted. To the right of the dropdown menu is a 'Pinned Notes' section with a red 'X' icon.

From the Home Page you can access this in your Favourites, if you have not unfavourited it.



If the Behaviour warrants a Detention then when you click next you can set the Detentions using the on screen prompts, if the behaviour is not setup to have a detention then you won't see the option.

The Detention Slots are:

C2 – 20 Minute
C3 – 40 Minute
C4 – 1 Hour

A screenshot of a 'Log New Behavioural Incident' form. The form has several fields: 'Date/Time of Incident' (14.01 Jan 11:25:00:00), 'Students Involved' (Fraser Cook), and 'Staff Involved' (Michael Holligan). Below these is an 'Actions' section. It includes 'Add/deduct points' (-2 Negative Behaviour), 'Assign detention as' (a dropdown menu with 'C2 Detention (20 Minutes)' selected), 'Detention session' (a dropdown menu with 'C3 Detention (40 Minutes)' selected), 'Assign to staff member' (a dropdown menu with 'C4 - Detention (1 Hour)' selected), 'Dress Code' (a dropdown menu with 'Restorative / Regulate' selected), and 'Default workers' (a dropdown menu with 'Head of Year' and 'Form Tutor' selected).

Detentions

Detentions take place each evening for either a 20-minute, 40-minute or 60-minute period. They are centralised to support recording and monitoring. The responsibility for the behaviour remains with the class teacher / support staff member. The purpose is to enable and promote our restorative practice.

The end of the school day is directed time to support the whole school detention system

Staff must inform the learners about their detention by checking the detention register on class dashboards

Detentions issued before the end of lunch will be same day detentions. Period 4/5 detention issued will be the next day

Staff **must** escort learners to detentions at the end of the day

Staff have a professional responsibility and must arrive on time to their detention duty.

Learners will engage with meaningful learning activities during detention

Any learners that refuse to attend detention: staff must contact home

Guidance on rescheduling an allocated detention can be found in the digital staff handbook.

Appendix 2 – Behaviour Flow Overview for Staff

