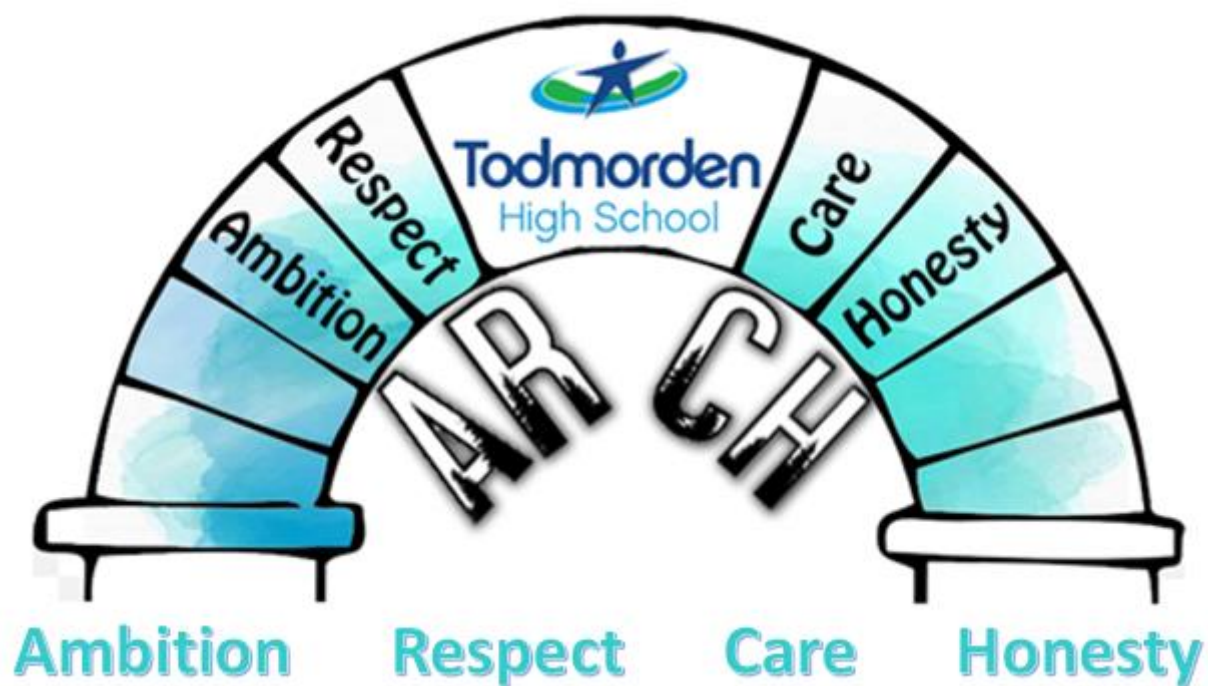


# Todmorden High School Behaviour for Learning policy



Approved by: Gill Shirt

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Next review due by: Sept 2021

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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management, encouraging positive behaviour, the right ethical and moral choices in addition to fostering positive relationships with all community members.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave to support the school vision of enabling all individuals to unlock their unique potential whilst adhering to the school's core values of Ambition, Respect, Care and Honesty.**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions.**

### 2. Links to other policies and legislation

This policy is based on advice from the Department for Education (DfE) on:

- [School Discipline \[Exclusions and Reviews\] England 2017](#)
- [Preventing and Tackling Bullying \[2017\]](#)
- [DFE and APCO Drug Advice for Schools 2012](#)
- [Behaviour and discipline in schools, advice for headteachers and staff 2016](#)
- [Keeping Children Safe in Education 2019](#)
- [Searching, screening and confiscation at school 2018](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools 2013](#)

- [Supporting pupils with medical conditions at school 2015](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2018](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- **European Convention on Human Rights**

It is also based on the [special educational needs and disability \(SEND\) code of practice 2015](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

This policy links with the equality Act 2010 and the DfE statutory guidance and related legislation including, Education and Inspections Act 2016. We reserve the right to apply DfE guidance and any further changes in full.

### 3. Definitions

Here at Todmorden High School our vision is 'Enabling individuals to unlock their unique potential.' Our core values of Ambition, Respect, Care and Honesty underpin everything we do to achieve this aim. Our values are abbreviated into the acronym 'ARCH', our students are expected to be in the 'ARCH ZONE'.

ARCH zone behaviours are defined as -

#### **THS Core Values = ARCH Zone definitions**

**Ambition** – High expectations for yourself, the community and wider world; working to best of ability in all lessons

**Respect** – Respect for yourself, the community and wider world; arrive on time, full and correct uniform, full and correct equipment

**Care** – Caring for yourself, the community and wider world; calm corridors, walking on the left

**Honesty** – Be true to your unique self, the community and wider world; remembering to be honest about all our actions

Positive ARCH behaviours are defined as but not limited to the following –

Form Tutor ARCH [5 points]

**Ambition** – Upholding high expectations for themselves, the community or wider world [1 – 5 points]

**Respect** - Respecting themselves, the community or wider world [1 – 5 points]

**Care** – Caring for themselves, the community or wider world [1 – 5 points]

**Honesty** – Being true to their unique self, the community and wider world [1 – 5 points]

Negative ARCH behaviours are defined as but not limited to the following –

**Negative ARCH points**

Todmorden High School students not upholding the core values of Ambition, Respect, Care and Honesty in class, around school, in the community or online.

<p><b>ARCH -1 [-1 point]</b></p> <ul style="list-style-type: none"> <li>• Failure to respect an instruction e.g. stand at the back of the queue, put litter in the bin, dispose of chewing item.</li> <li>• Disrupting learning</li> <li>• Inadequate learning effort in class</li> <li>• Inadequate learning effort at home</li> <li>• Disrespecting uniform expectations</li> <li>• Disrespecting equipment expectations</li> <li>• Late to lesson or focus session</li> <li>• Unauthorised mobile phone / smart watch use</li> <li>• Failure to uphold school ARCH values in school, the wider community or online</li> </ul> <p><b>RESTORATIVE MEETING [2-15 MINS]</b></p>	<p><b>ARCH -2 [-2 points]</b></p> <ul style="list-style-type: none"> <li>• Removal from lesson due to continued disrespect of learning / unauthorised absconding from lesson</li> <li>• In the company of students smoking</li> <li>• Accessing a restricted area without specific permission</li> <li>• Failure to engage with work recovery session</li> <li>• Persistent inadequate learning effort at home</li> <li>• Persistent failure to uphold school ARCH values in school, the wider community or online</li> </ul> <p>STAFF DETENTION [15 – 30 MINS] FACULTY DETENTION [30 MINS]</p>	<p><b>ARCH -3 [-5 points]</b></p> <ul style="list-style-type: none"> <li>• Refusal to be removed from lesson / disruption within removal classroom</li> <li>• Smoking on site or in the community whilst in uniform.</li> <li>• Damage to property; either school’s or member of the school’s community</li> <li>• Truancy</li> <li>• Dangerous behaviour</li> <li>• Significant failure to uphold ARCH values in school, the wider community or online</li> </ul> <p>SLT DETENTION [45 MINS] Thursday EXTENDED SLT DETENTION (60 MINS) Friday ARCH Restoration</p>	<p><b>ARCH -4 [-10 points]</b></p> <ul style="list-style-type: none"> <li>• Aggressive / Abusive behaviour</li> <li>• Aggressive / Abusive language</li> <li>• Serious failure to uphold ARCH values in school, the wider community or online</li> </ul> <p>FTE / PX</p>
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Restorative Meeting

At ARCH -1 this offers the opportunity for both parties to share their point of view in an open an honest manner and discuss how best to move forward to embrace our core values.

Staff Detention / Faculty Detention

At ARCH -2 this time, up to 30mins, can be utilised for further restorative conversations and work recovery support. Communication will be Class Charts and will offer 24-hour notice.

SLT Detention – Thursday after school

At ARCH -3 this time, up to 45 mins, can be utilised for further restorative conversations and work recovery support. Communication will be via Class Charts and will offer 24-hour notice.

Extended SLT Detention – Friday after school (60mins)

Failure to attend SLT Detention on Thursday will result in an Extended SLT Detention held on Friday.

ARCH Restoration

ARCH Restoration refers to our on-site provision for students in receipt of an ARCH -3. This provision is designed to support students upholding the school values and promotes skills needed to enjoy success in the classroom, around school and for life. This support is utilised when deemed appropriate by a member of the

Senior Leadership Team based on circumstance and context. We operate different levels of ARCH restoration designed to suit individual need and specific circumstance. All decisions are reviewed by the pastoral and senior leadership team on a regular basis and in conjunction with parents and carers.

### **Integration Provision**

The vast majority of students are able to meet the expectations in school independently or with the support of the Class Teachers, Form Tutors or Learning Managers. However, a small number of students require additional support to ensure they can meet these expectations and achieve their potential. Integration Provision is a short-term intervention designed to equip students, who find the mainstream environment challenging, with the skills needed to access a full curriculum. This provision focuses on helping students to understand and embody our core values, manage the expectations set out in the THS DNA whilst also supporting them to develop other skills and aspects of their development. This provision is offered dependent on need and will be delivered over a period of between 2 and 6 months. We will use the Pupil Attitude to Self and School (PASS) questionnaire to identify need and plan support effectively. Students will continue to engage in the majority of their mainstream curriculum but will spend a number of sessions each week within the provision.

When recording negative ARCH points, the wider context of the situation will be taken into account.

Bullying will be dealt with on a case by case basis and represents either a significant or serious failure to uphold ARCH values. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Not within the ARCH zone and the school expectations.
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Examples of Bullying can include but are not limited to:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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- When an incident of bullying has been witnessed it is reported onto CPOMs by the member of staff.
- The incident is then tracked by the SLPT [Student Learning and Progress Team].
- The incident is placed on the bullying log and the type of bullying categorised
- The incident is analysed from all perspectives to identify patterns in types of bullying or an individual's personal record.
- A staff member takes responsibility for the investigation of the incident where necessary.
- Staff inform parents and relevant agencies when necessary.
- Sanction are applied in line with the ARCH zone system
- Todmorden High School supports pupils who have been bullied through the SLPT [Student Learning and Progress Team].

At Todmorden High School we use a variety of methods to support children in preventing and understanding bullying, through ARCH we expect students to make the right ethical and moral choices, this is also supported in the PSCE programmes delivered on SPACE days, well-being Wednesdays, SMSC and the interleaving of personal development programmes throughout the curriculum. In addition to this the school runs bespoke tolerance units targeted at individuals identified with the potential to bully. Students complete the EHNA questionnaire which identifies many issues that the curriculum then adapts to.

At Todmorden High School all staff and governors are offered training with regards to preventing and handling of bullying.

## 5. Roles and responsibilities

### 5.1 The governing body

Todmorden High School's governing body is responsible for reviewing and approving the written statement of behaviour principles.

Todmorden High School governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Todmorden High School's governing body will review attitude to learning data in a timely manner throughout the year.

### 5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with students outside the ARCH zone, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and in line with ARCH values

### 5.3 Staff

Staff are responsible for:

- Operating in the ARCH zone and promoting the school's vision and values
- Engaging and motivating students in line with ARCH values.
- Implementing the behaviour policy consistently.
- Modelling positive behaviour in line with ARCH values.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Ensuring students who are SEND have their needs met, as advised by the SENDCO.
- Recording incidents on Class Charts, positive ARCH point and negative ARCH points.
- Supporting restorative practices in line with ARCH values
- Running detentions
- Contacting parents
- Tracking Class charts, identifying patterns, mobilising interventions
- Ensuring any gaps in their training are met, by attending bespoke or one to one training programmes on request.

The senior leadership team will support staff in responding to incidents.

#### 5.4 Students

- Responsible for upholding ARCH values.

#### 5.5 Parents

Parents are expected to:

- Uphold ARCH values.
- Support their child in adhering to ARCH values.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 6. Pupil code of conduct

Pupils are expected to operate in the ARCH zone, making the right moral and ethical choices, in and out of school.

#### THS Core Values = ARCH Zone definitions

**Ambition** – High expectations for yourself, the community and wider world; working to best of ability in all lessons

**Respect** – Respect for yourself, the community and wider world; arrive on time, full and correct uniform, full and correct equipment

**Care** – Caring for yourself, the community and wider world; calm corridors, walking on the left

**Honesty** – Be true to your unique self, the community and wider world; remembering to be honest about all our actions

Details of uniform and equipment expectations can be found on the website including specifications about the use of mobile phones and smart watches; [www.todhigh/school-uniform/](http://www.todhigh/school-uniform/)

## 7. Rewards and sanctions

Todmorden high School has a positive approach to behaviour and attitudes to learning, we believe that ARCH teachers produce ARCH learners and that all staff should be role models for the types of behaviour we wish to see. Our aim is to be positive, class teachers and school staff will award positive ARCH points for instances of positive behaviour where the student has manifested ARCH. All students are aware of expectations and Todmorden High School has high expectations for students operating in the ARCH zone.

Our school records behaviour rewards and sanctions on Class Charts, this is a software program that parents, students and teachers have access to so that behaviour can be tracked.

Positive ARCH point will be awarded as below -

### Positive ARCH points

Todmorden High School students upholding the core values of Ambition, Respect, Care and Honesty

Specific named verbal praise, stamps, stickers, postcard, positive phone call, weekly ARCH prize, termly ARCH prize, Headteacher letter, bronze ARCH badge, silver ARCH badge, gold ARCH badge, reward trips

Form Tutor ARCH [5 points]

**Ambition** – Upholding high expectations for themselves, the community or wider world [1 – 5 points]

**Respect** - Respecting themselves, the community or wider world [1 – 5 points]

**Care** – Caring for themselves, the community or wider world [1 – 5 points]

**Honesty** – Being true to their unique self, the community and wider word [1 – 5 points]

<b>ARCH 1</b>	These learners uphold the ARCH values of ambition, respect, care and honesty consistently. They are over 99% positive on Class Charts and are best placed to unlock their unique potential.
<b>ARCH 2</b>	These learners uphold the ARCH values of ambition, respect, care and honesty the majority of the time. They are over 95% positive on Class Charts and are well placed to unlock their unique potential.
<b>ARCH 3</b>	These learners uphold the ARCH values of ambition, respect, care and honesty irregularly. They are between 70% - 95% positive on Class Charts and there will have to be a distinct positive shift in order for them to unlock their unique potential.
<b>ARCH 4</b>	These learners are failing uphold the ARCH values of ambition, respect, care and honesty. They are below 70% positive on Class Charts and there will have to be a significant positive shift in order for them to unlock their unique potential.



Negative ARCH point will be awarded as below –

**Negative ARCH points**

Todmorden High School students not upholding the core values of Ambition, Respect, Care and Honesty in class, around school, in the community or online.

<p><b>ARCH -1 [-1 point]</b></p> <ul style="list-style-type: none"> <li>Failure to respect an instruction e.g. stand at the back of the queue, put litter in the bin, dispose of chewing item.</li> <li>Disrupting learning</li> <li>Inadequate learning effort in class</li> <li>Inadequate learning effort at home</li> <li>Disrespecting uniform expectations</li> <li>Disrespecting equipment expectations</li> <li>Late to lesson or focus session</li> <li>Unauthorised mobile phone / smart watch use</li> <li>Failure to uphold school ARCH values in school, the wider community or online</li> </ul> <p><b>RESTORATIVE MEETING [2-15 MINS]</b></p>	<p><b>ARCH -2 [-2 points]</b></p> <ul style="list-style-type: none"> <li>Removal from lesson due to continued disrespect of learning / unauthorised absconding from lesson</li> <li>In the company of students smoking</li> <li>Accessing a restricted area without specific permission</li> <li>Failure to engage with work recovery session</li> <li>Persistent inadequate learning effort at home</li> <li>Persistent failure to uphold school ARCH values in school, the wider community or online</li> </ul> <p>STAFF DETENTION [15 – 30 MINS] FACULTY DETENTION [30 MINS]</p>	<p><b>ARCH -3 [-5 points]</b></p> <ul style="list-style-type: none"> <li>Refusal to be removed from lesson / disruption within removal classroom</li> <li>Smoking on site or in the community whilst in uniform.</li> <li>Damage to property; either school's or member of the school's community</li> <li>Truancy</li> <li>Dangerous behaviour</li> <li>Significant failure to uphold ARCH values in school, the wider community or online</li> </ul> <p>SLT DETENTION [45 MINS] / ARCH Restoration</p> <p>Extended SLT Detention (Friday) 60 minutes</p>	<p><b>ARCH -4 [-10 points]</b></p> <ul style="list-style-type: none"> <li>Aggressive / Abusive behaviour</li> <li>Aggressive / Abusive language</li> <li>Serious failure to uphold ARCH values in school, the wider community or online</li> </ul> <p>FTE / PX</p>
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**Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

**Fixed-Term Exclusion**

The decision to apply a **Fixed-Term Exclusion** will normally be taken by the Headteacher (or deputy in their absence) in line with the ARCH values. The Head teacher will consider all exclusions in line with current regulations. Where exclusions are issued parents will be informed via telephone that day and followed up with a letter informing parents/carers of the nature of the incident, the length of exclusion along with the date and time for the re-integration meeting prior to the pupil being re-admitted to school. During days one to five of an exclusion parents/carer are legally responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place during the school day without reasonable justification. Todmorden High School will provide work for pupils who are excluded. The school is always exploring alternatives to fixed term exclusions.

Any fixed-term exclusion longer than 5 days will require the school to provide educational provision from Day 6. The arrangements for this will be communicated with parents at the point of exclusion.

Any student receiving a **Fixed-Term Exclusion** will be required to complete a period in **ARCH Restoration** upon their return to school. They will also be required to participate in a Reintegration Meeting with their parent(s) to support their reintegration and discuss any support that may be required.

### **Permanent Exclusion/Managed Move to another school.**

The Head teacher will consider all permanent exclusions in line with the DfE guidance, Exclusion from maintained schools, academies and pupil referral units in England 2017, and the school's ARCH values. A permanent exclusion will be considered:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school will look to employing a managed move in order to avoid a permanent exclusion.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school expectations /ARCH Zone
- Develop a positive relationship with pupils
- Follow the Todmorden High School teaching and learning DNA
- Record incidents on Class Charts
- Implement the DNA of Todmorden Teaching

**Silent start-** Students begin lessons in silence and complete an independent “do now” activity. Students learn to show the core value of ambition by working independently and aiming to improve.

#### **Core learning strategies**

Skilful questioning

Plan ambitious content

Create ARCH (self-regulated) learners

#### **ARCH teachers = ARCH Learners**

In order to promote our core values of ARCH, teachers model the language of Ambition, Respect, Care and Honesty when enabling all individuals to unlock their unique potential.

#### **Extend ARCH**

In order to support the progress of students who may, or are, finding it difficult to unlock their unique potential we have three core and three enhancement opportunities. Core strategies are used in every lesson and enhancement opportunities are used where needed.

#### **Core strategies**

Enhancement opportunities  
Strategic seating plans  
Specific leadership roles  
Priority questioning - Target at least 3 questions per lesson to PP students in your class.  
Additional Homework support  
Priority visiting - Track PP students immediately after you have set a task (make sure they know what they are doing)  
Lessons designed to engage specific students

**Orderly dismissal-** Students stand in silence and are dismissed by names or rows. Teachers demonstrate the core values of care and respect by using names and recognising individuals or the group's achievements.

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded, via CPOMS, and reported to parents

## 8.3 Searching and confiscation

Any items found in pupils' possession designed or deemed to cause harm or disorder will be confiscated. These items will not, as a matter of course, be returned to pupils. Items requested may be returned following a discussion with a member of SLT.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. In line with guidance pupils may be searched, with or without consent, where the school has reasonable grounds to suspect that the pupil may have a prohibited item [items considered prohibited are outlined within the DfE guidance]. In addition to this, pupils may be searched, with or without consent, where the school has reasonable grounds to suspect the pupil may have an item designed or deemed to cause harm or disorder.

In line with article 8 of the European Convention on Human Rights the school will demonstrate respect for the private life of a pupil when conducting any search and offer a reasonable level of personal privacy.

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure ARCH values are supported for all students information is shared and passed on when appropriate.

## **10. Training**

Todmorden High School believes that ARCH teaching and support produces ARCH learners and individuals. As such we have a whole staff, ITT, RQT, Early careers, bespoke and one to one CPD programme, the training can be accessed on the staff drive on staff/ CPD. Staff receive training on all aspects of behaviour and attitude, including but not limited to restorative practice and the use of Class Charts, any requests for additional training should be made to the Headteacher or Deputy Headteachers.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Todmorden High School's governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- **Safeguarding policy**
- **Learning and Teaching policy**