



Archbishop Temple
Church of England High School

Behaviour for Learning Policy

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Name of Policy: Behaviour for Learning Policy

Sub-Committee Responsible: Behaviour & Attitudes Committee

Lead Responsibility in School: Deputy Headteacher

Source of Policy: (Please tick)

- ☐ **LA:**
- ☐ **Diocesan:**
- ☒ **School:**
- ☐ **Other – Please specify:**

School Prayer

Heavenly Father,
Bless us with courageous faith in you.
Help us to nurture everyone's gifts and talents.
Inspire us in Christ like service of others.
May we know your love, share your life and radiate your light.
We pray this in the name of the Father, Son and Holy Spirit.
Amen

Our School Vision

Through faith in God the Father, Son and Holy Spirit, we nurture everyone's God-given gifts so that together we may shine God's light through Christ-like service.

Scripture

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. (Matthew 5:14-16)

Motto

May we shine God's light through faith, nurture and service.

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Policy Purpose

At Archbishop Temple Church of England High School, we are committed to fostering a nurturing and inclusive environment where every pupil feels valued, respected, and supported, and is able to flourish. Our Behaviour for Learning Policy is designed to reflect our Christian values and ethos, ensuring that our approach to managing and responding to behaviour is restorative, trauma-informed, and supports the needs of all pupils, including those with SEND and those who are disadvantaged. This policy outlines expectations for behaviour, rewards, sanctions and support systems. Our school seeks whenever possible to recognise positive behaviour more frequently than it sanctions poor behaviour.

The policy aims to:

- maintain a safe and purposeful learning environment
- ensure consistency across staff
- promote respect and responsibility
- support behaviour improvement through reflection
- provide clear systems for rewards and sanctions

Our approach is built on:

- High expectations and consistency
- Positive relationships and restorative practice
- Inclusive and trauma-informed support

Policy Coverage

This policy applies to all pupils at all times, including online and offline. Pupils represent the school in everything they do, both on and off site, and are therefore expected to maintain the highest standards of behaviour. This includes during the school day, when travelling to and from school, and when taking part in activities such as sporting events, performances, educational visits, rewards trips and work experience.

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

- Could have repercussions for the orderly running of the school
- Poses a threat or embarrassment to another pupil, staff or member of the public – this includes the use of social media
- Could adversely affect the reputation of the school

School staff have the right, NOT to be subjected to harassment at any time in their professional or private lives.

Rewards

Our rewards system is rooted in our Christian ethos of **Faith, Nurture and Service** and reflects our school motto, *“May we shine God’s light through faith, nurture and service.”* It is designed to recognise and encourage pupils who contribute positively to the life of the school, demonstrating values such as compassion, kindness and community. In line with this, our reward points are known as **‘Light Points’**, reinforcing our commitment to helping every pupil *let their light shine*.

We believe that pupils flourish when their efforts are recognised. Praise and recognition play a vital role in motivating behaviour and promoting a positive climate for learning. Celebrating success not

only rewards those who consistently meet expectations but also inspires others to improve and take pride in their achievements. For this reason, rewarding positive behaviour is central to our daily practice and is applied consistently across all year groups and abilities.

Rewards may be given formally or informally, publicly or privately, but **must always be meaningful**, sincere and applied consistently. A range of strategies are used to acknowledge achievement, including verbal praise, Light points, certificates, and wider recognition opportunities.

All rewards are recorded on Synergy, enabling pupils and parents to follow progress and celebrate success together. Through this consistent and inclusive approach, we aim to ensure that all pupils feel valued, motivated and supported in developing positive behaviours for learning.

Light Points

- Light Points - are awarded for pupils who meet our high expectations with regards to their behaviour and conduct. They are also awarded for active participation, academic and extracurricular achievements, as well as for displaying Christian values such as community, compassion, and kindness. Light points are awarded for active engagement in school life.
- A Light Point will be awarded by the **form tutor** to all pupils who have not received a negative throughout the day.
- Depending on their attendance and punctuality, those pupils with a ratio of 85% or more Light points when compared to consequence points will be eligible for trips throughout the year. Each year every year group will get the opportunity to attend a minimum of two rewards trips in their year group, organised by the Assistant Headteachers and supported by heads of year. Any pupils who receive a suspension, will not be eligible for trips in that half term, however overall eligibility for trips is at the discretion of SLT.
- Pupils will receive a star badge throughout their time at Archbishop. Over the 5-year journey they should strive to achieve a platinum badge:
 - 300 Light Points - Bronze
 - 600 Light Points - Silver
 - 900 Light Points - Gold
 - 1200 Light Points – Platinum

Attendance & Punctuality Rewards

Weekly	Any pupil who has 100% attendance for the week will be awarded a light point. Any pupil who has 100% punctuality in a week, for all lessons and the school day will be awarded a light point.
Half Termly	Pupils who have 97%+ attendance for a full half term will be rewarded at the start of the next half term with 'tea and toast' during one break time.
Termly	Pupils who have 100% attendance for a full Term and 100% light points, will be invited to attend a rewards breakfast during form time in the first week back Pupils will also be part of a raffle to win vouchers as an extra reward. (note: any pupils who are absent in the last week of term will not receive the invite). The form group with the highest attendance % will be rewarded by their head of year on the celebration day at the end of each term.

Annually	Pupils who have 97%+ attendance will receive a certificate and will be entered into a special prize draw. Those with 100% attendance will receive a rewards badge.
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*Medical exemption: any absences due to code M will be included in the attendance figure for rewards if medical evidence has been provided to school.

**Any pupils who are persistently absent (below 90%) will not be eligible to attend educational trips and visits, including the end of term rewards trips and year 11 prom.

Subject Rewards

Daily	Verbal Praise Teachers will award Light points for pupils who work above and beyond and for great contributions in lessons or in the wider school life
Weekly	Weekly subject awards and 1 x Light point for 'Pupils of the Week' given to one pupil from each year group per subject. This will be published in the Weekly Parent Newsletter.
Half Termly	Positive postcards home each half term – pupils may be rewarded with additional prizes as agreed by subject leaders and their department.
Termly	Subject certificate for 1 pupil in each year group per subject, awarded in celebration assemblies each term. 3 x Light points awarded to each pupil Synergy message sent home to parents
Annually	Annual Shine Awards: Invited to our annual event to receive a prestigious 'Shine Awards' badge, and certificate. This badge goes towards achieving the William Temple Award.

Head of Year Rewards

Daily	Verbal Praise Heads of year will award Light points for pupils who go above and beyond and for great contributions in the wider school life
Weekly	1 Light Point for 'Pupils of the Week' 'Me and You Jump the Queue' 1-day canteen pass
Half Termly	'Star Pupils' - One pupil to be chosen from each form group. • 2 x light points to be awarded on Synergy. • Postcard sent home by heads of year. • Certificate given to pupils.
Annually	Annual Shine Awards: Invited to our annual event to receive a prestigious 'Shine Awards' badge, and certificate. This badge goes towards achieving the William Temple Award.

SLT Rewards

Daily	'Me and You Jump the Queue' 1-day canteen pass
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Headteacher Rewards

Weekly	Pupil of the Week Values Award - Selected based on how pupils consistently live out our Christian values - Published in the Parent Weekly Newsletter 2x Light Points awarded for demonstrating Christian values 'Me and You Jump the Queue' – 1-day canteen priority pass
Termly	Golden Values Ticket - Pupils are personally selected for showing exceptional commitment to our Christian values - Winners are invited to Breakfast with the Headteacher, celebrating their character and contribution to our school community
Annually	Annual Shine Awards: Invited to our annual event to receive a prestigious 'Shine Awards' badge, certificate and voucher. This badge goes towards achieving the William Temple Award.

Prestigious William Temple Award 2031

Our William Temple 5-Year Reward is designed to reflect the whole child and celebrate sustained commitment to academic excellence, character development, service, and personal flourishing. Rooted in our Christian vision, the award recognises pupils who demonstrate aspiration, responsibility and a lived commitment to our school values.

The aim of this award is to embody the qualities we seek to nurture in all pupils at Archbishop Temple: resilience, excellence, service to others, leadership and integrity. It is a prestigious and aspirational award, and one that pupils should feel proud to achieve. All staff will actively encourage and support pupils to engage fully with the opportunities below:

- Achieve the **Platinum Badge Award**, demonstrating sustained effort, commitment and excellent behaviour for learning
- Achieve the school target of **97%+ attendance** over five years at Archbishop Temple, reflecting commitment and readiness to learn (Medical exemption applies)
- Maintain **excellent punctuality**, modelling responsibility and respect for the school community
- Engage fully in personal development by achieving a **certificate in at least one extra-curricular activity each year**, promoting talents and wider interests
- Contribute to the life of the school by supporting a **parents' evening, open evening or school event**, demonstrating service and community engagement
- Demonstrate active citizenship through either:
 - Going above and beyond to support **charitable fundraising and social action**, or
 - Making a meaningful contribution beyond school (e.g. community service, leadership, awards or advocacy that positively impacts others)
- Undertake a **pupil leadership role for at least two years**, such as Chaplaincy Leader, School Council Representative, Sports Leader, Wellbeing Ambassador, Reading Leader, Anti-Bullying Ambassador or Subject Leader, contributing to a culture of pupil voice and responsibility
- Successfully fulfil the role of **Prefect in Years 10 and 11**, modelling leadership, integrity and service

Important Information

The William Temple Award is a newly established and highly prestigious award, presented at the GCSE Certificate Evening. It represents the highest level of achievement at Archbishop Temple, recognising pupils who have demonstrated sustained excellence, character and service over time.

In recognition of the sustained commitment required, the first cohort of pupils will be eligible to receive the award in 2031.

Pupils completing Year 11 in **2029 and 2030** will have access to a slightly adapted version of the award to ensure equity and inclusivity during the transition period. From **September 2026**, all pupils in Years 8 and 9 will be able to work towards the William Temple Award, regardless of prior attendance or participation.

Consequences

It is acknowledged that at times some pupils do not behave in an appropriate manner. When this occurs, the school expects its pupils to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on pupils to take responsibility for their actions. Breaches of normal discipline may result in consequences. Staff have a range of options available to them in dealing with a pupil's misbehaviour and will use them according to the seriousness of the situation. The aim is always for pupils to know that incidents of misbehaviour are dealt with, and that the response is both fair and in proportion to the nature of the misbehaviour. A restorative approach is taken by staff in dealing with behavioural incidents and staff take a trauma informed approach when communicating with pupils.

For some behaviour incidents, the consequences escalate from the 'a reminder of expectations'. However **the initial consequence on the ladder issued is subject to the nature of the incident**. The table below provides an overview of how the consequences for poor behaviour choices work, but is not exhaustive, and is subject to change dependent on the context of the behaviour incident. If they choose not to do this then the consequences will escalate up the Consequence Ladder. If they do not attend their consequence or meet the consequence requirements, they will move to the next escalated consequence.

Consequence Ladder

Consequences	Detail	Work Carried out in Consequence
Reminder of expectations, verbal warnings and consequence points*	Not all behaviours require a detention or isolation and often a conversation with an explanation of why the behaviours demonstrated is not acceptable is all that is needed. If a pupil hits the consequence point trigger they will go on a Monitoring Report Card (See appendix 3) for details	
C1, C2, C3	See Classroom Consequences on Page 10	
Central break time 15 minute detention	This will be over break for the following reasons: Failure to have ALL school required equipment (3rd Occasion)	SPARX Reader

Central lunchtime 20 minute detention	This will be over lunch for the following reasons: • Failure to attend break time detention • Uniform concerns • Poor out of class conduct • Lates to school/lessons	Pupils will read provided texts about inspirational people
Central lunchtime isolation	This will be over lunch for the following reasons: • Late to lunchtime detention • Poor conduct in lunchtime detention • Poor out of class conduct	Pupils will read provided texts about inspirational people
Central after school 40 minute detention Until 3:30pm	This will be after school for the following reasons: • Failure to attend lunch time detention/isolation • Poor conduct in lunchtime isolation • Poor out of class conduct • Escalation of not meeting expectations (see Appendix 6)	Literacy tasks linked to careers and aspirations
Headteacher Friday night detention until 3:50pm	This will be after school for the following reasons: • Failure to attend Central after school detention • Poor conduct in after school detention • Poor out of class conduct • Escalation of not meeting expectations (see Appendix 6)	Literacy Task focussed on school expectations
The Eclipse Room	This can be for Consequence 3 classroom behaviour, serious classroom incidents or other out of class behaviours. If pupils are placed in the Eclipse Room for C3 they will stay after school on the same day until 4:30pm. If a pupil is placed in the Eclipse Room for an out of class behaviour, then they will be given either: • Type A Day 8:20am – 4:30pm • Type B Day 8:50am – 4:30pm Pupils assigned to a Type B Eclipse schedule are not permitted to travel to/from school via the school bus during the days classified as a Type B.	Pupils will complete relevant education around the reason for them being in the Eclipse Room. Pupils will also complete work packs given to them that is relevant to their curriculum. <i>Adaptations such as walking breaks will be made as appropriate to meet the individual needs of pupils.</i>
Eclipse Room temporary isolation	This is normally in response to serious behaviour incidents that requires the pupil to be out of circulation whilst investigations are taking place. This can be to ensure the safety of the pupil or others OR to ensure the investigation is not compromised. Consequences will be decided once the full investigation has been carried out	Pupils will complete work packs given to them that is relevant to their curriculum.
Offsite Direction to an alternative school's 'Eclipse room'	This can be for escalated behaviours or one off serious incidents. The timing of the day will be dependent on the alternative school the pupil is placed in.	Pupils will complete relevant education around the reason for the offsite direction.

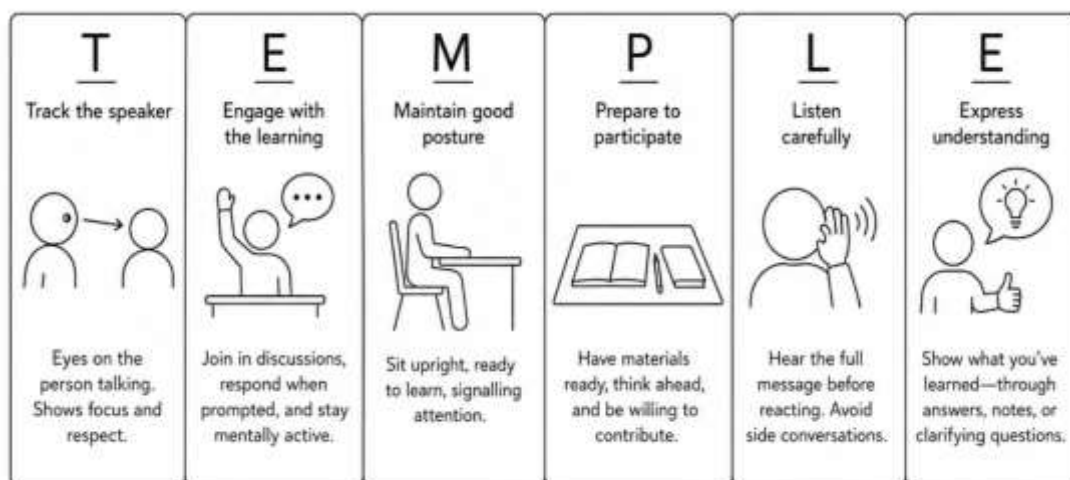
		Pupils will also complete work packs given to them that are relevant to their curriculum.
Suspension	See Suspension Section (Page 16)	Independent school work will be provided through Synergy. On the pupil's return all work (which will be paper based) will be reviewed in the parental meeting. If acceptable this work will be passed to their teachers. If not then the pupil may have to return to the Eclipse Room to repeat the work.
Permanent Exclusion	See Permanent Exclusion Section (Page 18)	Work will be provided for the first five days following the permanent exclusion.

*A consequence point is a behaviour point recorded on Synergy when a pupil falls below our high expectations.

Behaviour for Learning in the Classroom

Positive behaviour in the classroom is essential to creating a safe, respectful, and productive environment where all pupils can learn and thrive. Clear and consistent expectations help pupils develop self-discipline, responsibility, and respect for others, while also ensuring that valuable learning time is maximised. Positive behaviour is explicitly taught in the same way as academic learning. Pupils are taught the routines, habits, expectations and values required to succeed in school and beyond. Through form time, assemblies, explicit instruction modelling, practice and reinforcement, pupils learn how to behave in different contexts.

By fostering engagement, attentiveness, and mutual respect, the classroom becomes a place where every pupil is supported to achieve their best academically, socially, spiritually, and personally. We expect engagement with “TEMPLE” in lessons, which stands for:



Together, with school routines (Appendix 4), these expectations promote a calm, focused, and inclusive classroom culture where pupils are ready to learn, able to participate fully, and supported

to demonstrate their understanding.

Classroom Consequences

Our Behaviour Recovery procedures are designed to support staff in responding consistently and effectively to behaviour that disrupts learning. This includes any behaviour that negatively impacts a pupil's own learning or the learning of others. The primary aim is to restore engagement, maintain high expectations, and ensure that all pupils can learn in a calm and purposeful environment.

At the heart of our approach is a commitment to **adaptive teaching and responsive practice**. Staff take into account the diverse needs of all pupils, including cognitive, social, emotional, and additional needs, and use professional judgement to respond proportionately. This includes the use of reasonable adjustments, scaffolding, and targeted support to help pupils regulate their behaviour and re-engage with learning.

Staff are trained in **relational approaches and de-escalation**, reflecting the school's ethos of **faith, nurture, and service**. As a result, behaviour is addressed in a calm, respectful, and supportive manner, with an emphasis on maintaining positive relationships and restoring learning quickly. This structured approach ensures clarity and consistency for pupils and staff, while allowing flexibility to respond sensitively to individual needs. The overall intention is to promote self-regulation, minimise disruption, and maximise learning for all.

We use a clear **Behaviour Consequence Ladder in lessons:**

C3

Consequence 3– Serious Behaviour Issues



- | | |
|---|--|
| <ul style="list-style-type: none">- A continuation of C2 behaviours- Arguing with the teacher about a C2 consequence- In class behaviour that warrants an immediate removal*- Out of class behaviour that warrants a C3 | <p><u>Consequence</u></p> <ul style="list-style-type: none">• 3 consequence point• Pupil placed in The Eclipse Room and serve SAME DAY after school detention |
|---|--|

C2

Consequence 2 – Further disruption of learning



- | | |
|--|--|
| <ul style="list-style-type: none">- A continuation of C1 behaviours will result in a C2 being issued- Arguing with the teacher about a C1 consequence | <p><u>Consequence</u></p> <ul style="list-style-type: none">• 2 consequence point• Central Lunchtime 20 minute detention• Name recorded on the consequence board |
|--|--|

C1

Consequence 1 – Further disruption of learning



- | | |
|--|--|
| <ul style="list-style-type: none">- A continuation of disruptive behaviour will result in a C1 being issued- Arguing with the adult about a 'Chance for Change' | <p><u>Consequence</u></p> <ul style="list-style-type: none">• 1 Consequence Point• Name recorded on the consequence board |
|--|--|

Chance for Change – Disruption of learning



- | | |
|--|--|
| <ul style="list-style-type: none">- Not following instructions- Not demonstrating 'Temple'- Eating in class- Any other off task or disruptive behaviour | <p><u>Consequence</u></p> <ul style="list-style-type: none">• Verbal Warning (Nudge)• <u>NO</u> Consequence Point• Name recorded on the consequence board |
|--|--|

*More serious incidents, or behaviour that significantly impacts safety, learning, or the authority of the member of staff – such as arguing with a member of staff – may result in immediate removal from the lesson, bypassing the staged process.

Consequence Points

Consequence points are issued to pupils as a clear and consistent way of recording behaviour and are closely monitored by staff. They provide valuable insight for both teachers and parents, enabling them to track patterns in a pupil's behaviour across all areas of the school. To encourage pupils to make positive choices, consequence points also play a role in determining eligibility for school trips and enrichment opportunities. We monitor these points carefully and, where concerns begin to emerge, clear triggers are in place to ensure early intervention through the next level of support, such as Monitoring Report Cards (See appendix 3). These reports enable staff and parents to identify trends, celebrate improvements, and work collaboratively to address any ongoing issues. Through this shared approach, we support pupils in developing positive behaviour habits and ensure that our school remains a safe, productive, and happy environment for all.

Detentions

Detentions form an integral part of this behaviour policy and are not an optional consequence. They are used as a structured and proportionate response to poor behaviour, providing pupils with an opportunity to reflect on their actions and understand the impact of their choices on their learning and the wider school community. Where possible, detentions will be set and completed on the same day so that issues can be addressed promptly, restorative conversations can take place, and pupils are supported to make a fresh start the following day. Detentions are not optional, and parents cannot refuse for their child to attend. To ensure detentions are monitored carefully and used effectively, the school operates a detention ladder (outlined in the appendix 5), which helps prevent pupils from accumulating excessive outstanding detentions. This system also enables staff to work proactively with pupils and parents to identify and remove any underlying barriers contributing to repeated behaviour concerns, ensuring consistent support and positive outcomes.

The Behaviour Recovery Room – 'The Eclipse Room'

The Eclipse Room Consequence 3

A pupil can be placed in the Eclipse Room for:

- A classroom consequence 3
- Behaviours listed in the Appendix 6
- If reflection time is needed as part of an investigation or incident

The Eclipse Process

- The pupil will be taken to the Eclipse Room.
- Parents will be contacted, by the admin team, within 1 hour of being placed in the Eclipse Room.
- Any pupil with a consequence 3 or Type A will receive a **1hour 40min** detention after school the same day (until 4:30pm).
- To REWARD positive behaviours and reflection time whilst in the Eclipse Room, pupils that meet clear criteria will be able to 'earn' 30 minutes back and leave at 4pm (unless they enter The Eclipse Room during Lesson 5). Parents will be informed if pupils earn this time back via Synergy.
- A phone call home will be made by an appropriate member of staff to discuss the consequence 3 incident further.

The Eclipse Room provides a structured, supportive environment where pupils are given the opportunity to reflect on behaviour that has impacted learning, while continuing their education in a focused setting. The purpose of this provision is to promote **restoration, personal responsibility, and successful reintegration** into lessons as quickly as possible.

The room is managed by a dedicated, qualified member of staff who works proactively to monitor pupils' needs, provide appropriate support, and ensure that reintegration is carefully planned and sustained. This approach reflects the school's commitment to **pupil wellbeing, dignity, and equitable support**, recognising that behaviour is often a form of communication and may be influenced by a range of individual needs, including those related to SEND.

During their time in The Eclipse Room, pupils engage in learning alongside targeted restorative and reflective work designed to support personal development and positive behaviour change. Within this setting, pupils will:

- Be supported to **reflect on their behaviour**, both independently and through guided discussion, understanding how their actions affect their own learning and that of others;
- Develop and rehearse **practical strategies for successful reintegration**, including self-regulation and positive engagement with peers and staff;
- **Complete work** set by teachers to maintain continuity in learning;
- Engage in **structured reading activities**, supported by whole-school literacy resources;
- Take part in **restorative conversations**, promoting accountability, repairing relationships, and fostering a sense of belonging within the school community.
- This provision ensures that all pupils are supported in a way that is **consistent, inclusive, and responsive**, balancing high expectations for behaviour with a strong commitment to care, personal growth, and readiness to learn.
- Adaptations (for example walking breaks) will be made to ensure the individual needs of pupils are met.

The Eclipse Room operates 2 different Timed days depending on the behaviour consequence

Consequence 3 & Type A	Eclipse Room operates 8:20 – 4:30pm
Type B	Eclipse Room operates 8:50 – 4:30pm

Any pupil who is uncooperative whilst in The Eclipse Room will be spoken to by SLT and removed from The Eclipse Room to an alternative place of study. They will be given a further consequence of being in the Eclipse Room the following day from 8:50am until 4:30pm on a Type B day. **They will not be allowed to travel on the school bus to get to/from school.** This will be logged on Synergy for parents to see and a behaviour manager or member of SLT will phone home to speak to parents before the end of the day.

If a pupil fails their second consecutive day in The Eclipse Room, the pupil will attend an alternative school in an 'offsite direction' for a minimum of two days. A relevant parental meeting will take place on the pupil's return to school, and a behaviour contract will be created or reviewed.

The Eclipse Room Escalation Ladder

Important: The escalation ladder applies to all attendance in the Eclipse Room (including Consequence 3 removal and both Type A and Type B days)

Stages	Trigger	Consequence
1	4 visits to Eclipse Room	• Parental meeting with Head of Year • Interventions discussed
2	8 visits to Eclipse Room	• Parental Meeting with the Assistant Headteacher and Head of Year • Interventions discussed and reviewed • Behaviour Contract shared and signed
3	12 visits to Eclipse Room	• Parental Meeting with the Deputy Headteacher and Assistant Headteacher • Review of behaviour contract and interventions • Offsite direction discussed
4	16 visits to Eclipse Room	• Parental Meeting with the Headteacher, Deputy Headteacher and/or Assistant Headteacher • Further review of behaviour contract and interventions • Offsite direction • Permanent exclusion discussed
5	20 visits to Eclipse Room	• Parental Meeting with the Governor, Headteacher, Deputy Headteacher/Assistant Headteacher • Permanent Exclusion discussed

Uniform

All pupils at Archbishop Temple Church of England High School are expected to adhere to the school uniform policy, supported by their parent/carer. **These expectations also apply on journeys to and from school.** Pupils and parents/carers agree to support the school in this policy when enrolling at Archbishop Temple Church of England High School.

Uniform List:

- Navy blazer with school badge
- Coloured Year group badge worn on the left lapel of the school blazer
- Plain, pale blue shirt with collar
- Navy-blue, **touching the knee length (whilst stood tall)**, pleated skirt
- Dark grey tailored trousers
- School tie
- Socks worn with a skirt must be knee length, and navy blue
- Socks worn with trousers should be dark in colour (black, grey or dark navy blue)
- Black school shoes – Any sports branded footwear will not be allowed. Please be aware that some shoes sold as school shoes may not be compliant with our guidelines especially if they have a trainer type sole
- Dark/navy outdoor coat
- Dark/navy school backpack (Handbags are NOT permitted)

- Make up (including lip tints), fake tan, false eyelashes, nail varnish, gel polish, false nails, and jewellery are NOT permitted
- Hairstyles should be smart and neat, with no extreme colours or patterns. If hair is dyed it must be one NATURAL colour
- Rewards badges are part of school uniform and must be worn on blazer lapels. If they are lost then replacements are available to purchase via school Scopay. No other badges are to be worn.

Further Guidance on Uniform

- Pupils who arrive in school wearing non-regulation school shoes will be given a pair of sanitized school pumps to wear in school until such time as regulation school shoes are worn.
- The final decision on suitability of any hair cut is down to a member of SLT (hair must not cover the eyes). Pupils presenting at school with an extreme hair style will be required to work in Eclipse Room until the hair is restored to an acceptable style.
- Jewellery is not permitted. Pupils will be asked to remove piercings. If they are unable to do so they will be placed in Eclipse Room until it is removed. Plasters covering such piercings are not permitted. No other piercings or jewellery may be worn. Other jewellery will be confiscated from a pupil and put in a small bag for collection at the end of the school day. Repeated wearing of prohibited jewellery (three or more times), will result in a parent being called to collect the item from the school office. Plastic retainers are not allowed.
- False nails, gel polish and lashes are not allowed, and pupils will be placed in the Eclipse Room until they are removed.
- Persistent breaches of the school policy on uniform with regards to skirt length, will result in it being compulsory for that pupil to wear trousers for the remainder of their time at Archbishop Temple Church of England High School.
- Items of uniform MUST be clearly labelled with the pupil's name.

Summer (hot day) Uniform Adjustment

If the weather is judged by the Headteacher to be too hot, pupils will be invited to:

- Remove their tie;
- Unfasten their top button;
- Remove their blazers.
- Shirts must remain tucked in.
- Pupils must travel to school in full uniform. If a pupil is seen wearing their uniform incorrectly the consequences will be as above. Never allow your child to assume summer uniform adjustment.

PE uniform - See guidance on school website

Standards for Clothing on Non-Uniform Days/School Visits

- Pupils must not have midriff showing: crop tops are not permitted.
- Suitable footwear should be worn depending on the activity planned - no heeled shoes are to be worn.
- All skirts worn should be at the knee.
- No hot pants or cycling shorts allowed.
- Extreme rips in trousers is not permitted.

Specific details of clothing required may apply in the case of some educational trips and visits.

Behaviour on School Transport

On the school buses

- Pupils should line up at the bus stops/school bus pick up area, and wait to be allowed on by the driver or designated duty staff.
- Pupils should board the bus in single file, with pass/money ready, and be seated immediately.
- Pupils should stay seated at all times, except when disembarking the vehicle.

The same level of conduct and behaviour is expected on the school buses. The use of foul language, vapes, smoking and unpleasant behaviour towards others will not be tolerated and consequences will be the same as if it was in school. Reports of poor behaviour on the buses are taken very seriously. On receipt of a complaint of anti-social behaviour on home to school transport, the following procedure will apply:

1st Incident: Verbal/written warning

If this is a **low-level incident** and is the first time a pupil is involved in anti-social behaviour, pupil/s will be awarded a Central 40 minute after school detention. Parents/carers will receive a letter, notifying them of this behaviour.

2nd Incident: Acceptable Behaviour Contract and meeting with parents/carers

Repeated poor behaviour on school transport services or a **higher-level incident** would instigate a meeting/phone call is made between school and the parent/carer to discuss behaviour and the pupil will be required to sign a behavioural contract. Appropriate school sanctions will be awarded dependent on the nature of the incident.

3rd Incident: Exclusion from services

If the poor behaviour continues, pupil/s will be excluded from all home to school services. Depending on the nature of the behaviour and incidents, this may be for a fixed period of time, or permanent. It will be the parents/carers responsibility to ensure their child gets to and from school. Appropriate school consequences will also be awarded.

Suspensions

For pupils at risk of suspension, the school will take a proactive and graduated approach, putting in place additional support measures to address behaviour and underlying needs. These may include:

- working in partnership with parents/carers;
- a change of teaching or form group where appropriate;
- a planned, time-limited placement in the Eclipse Room as part of a structured support programme;
- use of off-site direction (alternative provision), where appropriate, with clear objectives, regular review, and plans for reintegration;
- a managed move (permanent measure) to another school, with the agreement of all parties, as an alternative to permanent exclusion;
- assessment and targeted intervention led by the Special Educational Needs and Disabilities Co-ordinator (SENCO);
- further assessment of Special Educational Needs, including consideration of specialist provision where appropriate;
- allocation of a key worker or mentor within or beyond the school;
- referral to external support services through Children's Services;
- completion of an Early Help Assessment to secure multi-agency support.

The school will always consider the individual circumstances of the pupil, including any safeguarding needs, SEND, and social, emotional and mental health needs, and will make reasonable adjustments where required.

Use of Suspension

A decision to suspend a pupil will be lawful, reasonable, and proportionate, and will be used as a last resort. Suspensions will be considered in response to serious breaches or persistent breaches of the school's Behaviour Policy, including behaviour that significantly disrupts the learning of others.

When establishing the facts in relation to a suspension decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true (51% rule), rather than the criminal standard of 'beyond reasonable doubt (99% rule).' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. Before making a decision to suspend, the school will consider all relevant factors, including the pupil's individual circumstances, any safeguarding considerations, and whether further support or reasonable adjustments could prevent the need for suspension.

Where suspensions are not effective in improving behaviour, particularly where they are repeated for similar incidents, the Headteacher will consider alternative strategies. These may include additional intervention, a revised support plan, use of the Eclipse Room, or off-site direction. Any use of study leave will be in line with DfE guidance and will not be used as a behaviour management strategy.

The school will ensure that appropriate work is set and marked during the first five days of a suspension. Where a suspension is longer than five school days, full-time education will be arranged from the sixth school day. Persistent breaches of the Behaviour Policy may result in permanent exclusion.

Suspension Protocol

Following a suspension, the school will hold a reintegration meeting involving a member of the Senior Leadership or Pastoral Team, the pupil, and a parent or carer. This meeting is intended to support a successful return to school, review the reason for the suspension, and agree strategies to prevent recurrence. Depending on the nature of the incident, the pupil may be placed on report to their Head of Year or a member of the Senior Leadership Team, with clear targets and monitoring in place.

Reasons for Suspension

The following are examples of behaviours that may result in suspension (this list is not exhaustive):

- persistent use of foul or abusive language, including towards staff;
- repeated inappropriate or offensive references to protected characteristics;
- persistent bullying
- aggressive or threatening behaviour towards staff or other pupils;
- persistent possession or use of prohibited items (e.g. Mobile Phones, vapes or e-cigarettes etc).

The school is committed to ensuring that suspension is used fairly and consistently, with a focus on early intervention, inclusion, and supporting pupils to remain engaged in education wherever possible.

Permanent Exclusions

Permanent exclusion will only be used as a last resort, in response to:

- a serious breach or persistent breaches of the school's Behaviour Policy, and
- where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others in the school.

[\(See Statutory guidance: School suspensions and permanent exclusions\)](#)

A decision to permanently exclude a pupil is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities. The decision will be lawful, reasonable, fair, and proportionate, taking into account the pupil's individual circumstances, including any safeguarding needs, SEND, or other vulnerabilities, and whether reasonable adjustments have been made.

In most cases, permanent exclusion will be the final step in a graduated response, following a range of interventions and support strategies that have been implemented and reviewed without sufficient improvement. It reflects the school's position that all appropriate and available strategies to support the pupil have been exhausted. There may, however, be exceptional circumstances where, in the Headteacher's professional judgement, it is appropriate to permanently exclude a pupil for a first or one-off offence.

These may include (this list is not exhaustive):

- persistent bullying
- serious actual or threatened violence against another pupil or member of staff, including online behaviour;
- sexual abuse or sexual assault;
- supplying or intent to supply an illegal drug;
- carrying, using, or threatening to use an offensive weapon;
- distribution of nude or semi-nude images or videos, including online.

The school may involve the police and/or other external agencies where a criminal offence may have taken place. Such behaviours are considered extremely serious and can have a significant impact on the safety, discipline, and wellbeing of the school community.

Permanent exclusion may also be considered in cases of persistent and defiant misbehaviour, including bullying, repeated possession or use of prohibited or illegal items, or continued disruption despite targeted interventions and support.

Where the Headteacher has decided to permanently exclude a pupil, the Governing Body will review the decision in line with statutory guidance. In cases where the exclusion is lawful, reasonable, and procedurally fair, particularly in response to serious or one-off offences, it would not normally be expected that the pupil will be reinstated.

The school is committed to ensuring that permanent exclusion is used fairly, consistently, and only when necessary, with a strong emphasis on early intervention, inclusion, and safeguarding throughout all decision-making.

Child on Child Abuse

Child-on-child abuse is any form of abuse that occurs between children. All staff recognise that this can happen between pupils of any age and gender, both inside and outside of school, and online. All

staff are trained to identify indicators of child-on-child abuse, respond appropriately to disclosures, and understand that the absence of reported incidents does not mean that abuse is not occurring.

Concerns will always be taken seriously. Any concerns will be reported immediately to the Designated Safeguarding Lead (DSL) and recorded on CPOMS in line with safeguarding procedures. The school adopts a zero-tolerance approach to all forms of child-on-child abuse. All pupils are taught about respectful relationships, consent, and how to recognise and report abuse. The school will ensure that victims of child-on-child abuse:

- are listened to and taken seriously;
- are supported and kept safe;
- receive a timely, sensitive and appropriate response;
- are involved in planning how they wish to be supported;
- receive ongoing support to ensure their wellbeing and education are not adversely affected.

Where appropriate, the school will take a coordinated safeguarding approach, balancing the needs of both the victim and the child who may have caused harm, recognising that both may require support.

Forms of Child-on-Child Abuse

Staff understand that child-on-child abuse can take many forms, including (but not limited to):

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- abuse within intimate personal relationships between peers;
- physical abuse, which may include an online element;
- sexual violence, including rape and assault, which may also be facilitated online;
- sexual harassment, including online sexual harassment, which may be isolated or part of a wider pattern;
- causing someone to engage in sexual activity without consent;
- the consensual and non-consensual sharing of nude and semi-nude images or videos;
- upskirting;
- initiation or hazing-type behaviours involving harassment, abuse or humiliation, including online elements.

Staff recognise that harmful behaviours may be unacceptable, problematic, abusive, or violent, and will respond proportionately, considering the age, developmental stage, and needs of the pupils involved.

Bullying

Bullying is considered to be behaviour by an individual or group, usually repeated over time, that intentionally hurts.

As a Church of England school, we have a duty to make the Gospel present in the lives of young people which includes an environment free from bullying and intimidation. Our Anti-Bullying Ambassadors promote our school values and provide support and guidance for their peers.

Bullying can be:

- Physical - hitting, pushing, taking someone's belongings.
- Verbal - name calling, insults, racist, sexist or gender phobic remarks, threatening, mocking or offensive comments.

- Indirect - spreading rumours, sending abusive messages, maliciously excluding somebody from a group.
- Emotional - being unfriendly, gossiping, tormenting, graffiti.
- Sexual - unwanted physical contact or comments relating to sex or sexuality.

Bullying and Cyberbullying

Many types of bullying can take place in the online environment or through 'cyberbullying'. This includes (but is not restricted to): inappropriate messaging and emailing, sending offensive or degrading images by phone or via the internet, and misuse of any social media platform. If there are any serious offences reported, this information may be shared with other agencies to assist in supporting pupils and their families. For advice on cyberbullying, visit:

 Lancashire Constabulary – Cyber Bullying

We recognise that bullying incidents—particularly those involving **social networking sites and instant messaging apps**—often begin **outside of school hours**, yet can have a significant impact on relationships and wellbeing in school. In such cases, the school will seek to **work with parents and carers** to help prevent further harm and to achieve **restorative outcomes** wherever possible.

We also want to be clear that the **primary responsibility for a child's behaviour and online safety at home lies with parents and carers**. While we educate pupils about respectful online conduct, **families are responsible for policing the use of devices, platforms, apps and resulting interactions**. We **strongly discourage the use of TikTok and Snapchat**, and we expect families to **adhere to the law** and ensure their child is the legal age, **mature, knowledgeable, and emotionally ready** before being allowed access to social media or internet-connected devices. Where inappropriate online behaviour or harassment occurs, particularly where it may be criminal in nature, **parents should report this directly to the police**. Law enforcement can then work in partnership with the school to resolve the issue appropriately.

We also provide **targeted teaching for pupils with SEND** on how to stay safe online. These sessions are tailored to individual needs and help build resilience and understanding around digital safety, privacy, and respectful communication.

Key Practices

- To ensure that any pupil who reports bullying will be listened to in a sympathetic manner, and that there will be an investigation into the concerns.
- Within the curriculum, to raise awareness of the nature of bullying, including its online forms.
- To ensure the availability of staff to deal with all incidents of bullying and to communicate effectively with parents/carers and pupils the results of any investigations. This will be dealt with by the **Pastoral Team**.
- To ensure that all incidents of bullying are **recorded accurately**.
- To **review procedures** regularly to ensure appropriate action is being taken and sustained.

Procedures for Dealing with Incidents

- Every incident to be dealt with as soon as possible.
- An account of the incident to be recorded.
- Interviews to be conducted with those involved.
- Parents/carers to be kept informed throughout the process.

- The emphasis with offenders should be on **accepting the need to change their behaviour**, with a **restorative approach** encouraged.
- **Consequences are to be applied as appropriate.**
- **Future consequences to be explained and understood**
- The use of **Restorative Justice** practices will be encouraged where suitable.

Prohibited Items

As of April 2026, all schools in England are legally required to maintain a mobile phone-free environment during the school day. Mobile phones have been considered a prohibited item in our school since 2025. However we appreciate that for some pupils travelling to/from school, access to a mobile phone is part of safeguarding them. To allow for this, all pupils are expected to turn off their phones BEFORE they enter school grounds and not turn them on until they leave school grounds. Pupils are to hand in their device during form at 8.20am where they will be securely stored. Pupils will have their phones returned to them at the end of the school day (if in detention they will get them after their detention). **If a pupil is seen with a mobile phone anywhere on school grounds or refuses to hand their phone in during form, they may be suspended.** Pupils must have left the school gates at the entrance to the drive BEFORE they get their phones out of their bags and turn them on. If parents/pupils need to get in touch during the school day in an emergency, this can be done via the school office.

Conducting Searches

The school has a statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or banned item, or an item that can cause harm, such as but not limited to:

- knives or weapons, matches, laser pens, alcohol, illegal drugs, stolen items, fireworks, tobacco and cigarettes, e-cigarettes, lighters, cigarette papers, pornographic images, mobile phones.
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence.
 - to cause personal injury to, or damage to the property of, any person (including the pupil themselves).

If members of staff suspect a pupil has a prohibited/banned item in their possession, that pupil can be searched by a senior member of staff. Searches will be conducted in the presence of two members of staff, at least one of whom will be the same gender. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets. Metal detectors can also be used to support searches if items are suspected to be concealed in a pupil's under clothes.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters, fireworks, pornographic images, e-cigarettes or articles that have been or could be used to commit an offence or cause harm.

Restrictive Interventions Including Use of Reasonable Force

- Restrictive interventions are any interventions that restrict a pupil's movement, liberty or freedom to act independently. They may include physical and non-physical interventions, including the use of reasonable force.
- School staff have a legal power to use reasonable force. When used lawfully, this provides a defence to criminal prosecution or other legal action.
- The school will act in accordance with the Department for Education guidance *Restrictive Interventions, Including the Use of Reasonable Force in Schools* (effective from 1 April 2026)
- We will record, review and report all significant incidents involving the use of force in accordance with statutory guidance. Parents/carers will be informed as soon as reasonably practicable and no later than the same day where required by law.
- Suspension of staff will not be an automatic response following an allegation of excessive force; all incidents will be considered in line with safeguarding and disciplinary procedures.
- Senior leaders will ensure staff feel supported, appropriately trained, and confident in using de-escalation and, where necessary, reasonable force.

What is reasonable force?

- “Reasonable force” covers a range of actions involving proportionate physical contact to ensure safety and maintain good order.
- Force is used to control or restrain. This may range from guiding a pupil to safety to more restrictive interventions in situations where there is an immediate risk of harm.
- ‘Reasonable in the circumstances’ means using the minimum force necessary, for the shortest time, and always proportionate to the risk presented.
- Control includes passive physical contact (e.g. positioning or guiding). Restraint involves holding or restricting movement to prevent harm. Restrictive interventions should only be used as a last resort when de-escalation has been unsuccessful.
- Staff must take all reasonable steps to avoid causing injury or distress, though in exceptional circumstances this may not be entirely avoidable. Any such outcome must be reported and reviewed.

Who can use reasonable force?

- All members of school staff have the legal power to use reasonable force where necessary
- This includes staff temporarily placed in charge of pupils (e.g. volunteers or accompanying adults on visits), where appropriate.
- Reasonable force may be used to prevent injury, serious damage to property, criminal behaviour, or significant disruption.
- Staff have a duty of care to intervene, where appropriate, to keep pupils safe.
- Any decision to use force must be based on professional judgement, taking account of the pupil's individual needs, risks, and context, including any SEND, medical or safeguarding considerations.

When reasonable force may be used

The following are examples (not exhaustive):

- Removing a pupil who is refusing to comply with instructions and is significantly disrupting learning;
- Preventing behaviour that risks safety during lessons, social times, visits or off-site activities;
- Preventing a pupil leaving where this would place them or others at risk;

- Intervening in fights or to prevent assault;
- Preventing a pupil from harming themselves or others.

When reasonable force must not be used

- Force must never be used as a punishment.
- Force must not be used in a way that is excessive, degrading, or avoidable.
- Staff must consider their legal duties under equality legislation, including making reasonable adjustments for pupils with SEND or disabilities.

Additional principles

- The school does not operate a “no contact” policy, as this could prevent staff from fulfilling their duty of care.
- Parental consent is not required for the use of reasonable force; however, parents/carers will be informed of significant incidents in line with school procedures.
- The use of seclusion will only occur where lawful, necessary, proportionate and in accordance with statutory guidance. Incidents will be recorded and reported in line with statutory requirements.
- Recording, monitoring, and reviewing incidents ensures accountability, supports pupil needs, and reduces the likelihood of repeated issues or complaints.
- Staff are expected to prioritise de-escalation, communication, and preventative strategies at all times.
- Training will be proportionate to staff roles and identified pupil needs, and will include prevention, de-escalation and lawful use of restrictive interventions where appropriate.
- Governors will receive appropriate information regarding the use of restrictive interventions to support oversight, monitoring and policy review

Monitoring, Evaluation and Quality Assurance

We will regularly monitor and evaluate the effectiveness of this policy to ensure behaviour systems are applied consistently and in line with the school’s vision and values.

Evaluation of the policy will include:

- Analysis of behaviour data
- Pupil voice
- Parent voice
- Staff feedback
- Learning walks
- Review of behaviour trends

Appendix

Appendix 1 Roles and Responsibilities

The Pupils

- Follow the school's rules, which are displayed in classrooms, corridors and other areas around school. They are reinforced through assemblies, reflecting our commitment to *"Let your light shine"*.
- Treat all members of the school community with respect at all times, demonstrating the values of **faith, nurture and service**.
- Respond to all reasonable instructions from staff promptly and respectfully.
- Strive each day to be the best version of yourself, contributing positively so that both you and others can flourish.
- Report any unkind, unsafe or negative behaviour towards others, acting in service to the well-being of the community. This can be done by reporting to a trusted adult or using the 'Whisper' button on your iPads.
- Wear the correct uniform with pride, representing the school and its values both in and beyond the school environment.
- Arrive fully prepared for learning with the correct books and equipment (see pupils equipment list).
- Be punctual to school and all lessons, recognising the importance of readiness and responsibility.
- Line up appropriately outside classrooms, where required, and enter in a calm and orderly manner ready for the lesson 'Do It Now task'.
- Complete all homework to a high standard and submit it on time, showing commitment to your learning.
- Move around the school calmly and respectfully, showing awareness of others.
- Do not bring prohibited items such as energy drinks, fizzy drinks, chewing gum, large quantities of sweets, aerosols or glass bottles into school.
- Remove coats upon entering the school building as part of maintaining a focused learning environment.
- Ensure mobile phones are switched off BEFORE entry to school grounds. They MUST be stored in the form phone lockers each day. Pupils who arrive late OR are leaving early due to an appointment or school event, should hand them in to the main reception to be stored in the reception locker. *See Mobile Phone Policy*.

Form Tutor

- Prepare for and lead the form act of collective worship
- Act as the primary point of contact for pupils and parents/carers, building positive relationships that reflect the school's ethos of **faith, nurture and service**.
- Take an active role in monitoring the day-to-day wellbeing, progress and behaviour of pupils, raising any concerns promptly with the Head of Year.
- Provide regular opportunities for supportive conversations with pupils, addressing behaviour, attitudes to learning, homework, punctuality and attendance, with the aim of helping pupils to reflect, improve and **let their light shine**.
- Welcome pupils each morning, fostering a calm, purposeful start to the day and reinforcing a sense of belonging within the school community.
- Address any issues relating to uniform or equipment during form time to promote high standards and prevent escalation later in the day.

- Ensure all Mobile Phones are stored away safely in form lockers and reporting any pupils who have not handed it in that day.
- Share daily and weekly updates with the form group, celebrating achievements such as Light points, attendance and contributions to the school community.
- Deliver the form time curriculum including Temple Time, Register and Read and In The News to support the personal development of every pupil.
- Uphold high expectations during assemblies, ensuring pupils enter and behave respectfully in line with the school's values.
- Monitor and encourage engagement with the school's tracking systems, supporting both pupils and parents/carers in understanding progress and expectations.
- Recognise and reward positive attitudes, effort and achievement through the consistent use of the school's rewards system.
- Actively recognise pupils who consistently meet expectations by awarding all pupils who have not received negatives during the day with a Light Point
- Model positive behaviours, including a commitment to reading and learning, promoting a culture where pupils are encouraged to grow and flourish

Teachers

- Lead the Grace before meals at the end of period 4 (or period 3 during GCSE exam season)
- Use TEMPLE in all lessons
- Develop strong, positive relationships with classes, creating a learning environment where pupils feel valued, supported and able to flourish.
- Use the school's systems and pupil information (e.g. Synergy and pupil profiles) to understand individual needs, including SEND, and adapt practice accordingly.
- Plan and maintain a seating arrangement that promotes inclusion, focus and effective learning.
- Stand outside the classroom to welcome pupils into the classroom in a calm, purposeful manner with a 'Do It Now task' ready and dismiss them in an orderly way, reinforcing high expectations and consistency.
- Monitor uniform standards and address any issues in line with the school policy, maintaining pride in appearance and community identity.
- Learn pupils' names and use targeted questioning to engage all learners, ensuring participation and accountability across the class.
- Deliver well-structured, engaging lessons that are appropriately paced and scaffolded so that all pupils can achieve and experience success.
- Use whole school consistent routines and signals to gain attention and manage transitions effectively within lessons.
- Model exemplary conduct at all times, using calm, respectful communication in line with the school's values of faith, nurture and service, encouraging pupils to respond in the same way.
- Actively recognise and reinforce positive behaviour using verbal praise and when appropriate Light Points to prevent disruption and promote a culture where pupils can let their light shine.
- Apply the behaviour consequence ladder fairly, ensuring pupils clearly understand expectations and consequences.
- Provide clear explanations when addressing behaviour, giving pupils opportunities to reflect, make better choices and improve.
- Work collaboratively with Curriculum Leaders, SEND department, Heads of Year and wider pastoral teams to support pupils who require additional guidance or intervention.

- Ensure that pupil outcomes and reports accurately reflect behaviour and engagement recorded in school systems.
- Maintain a safe environment at all times; pupils must never be left unsupervised.
- Record behaviour, both positive and negative, accurately and promptly using Synergy, ensuring appropriate follow-up where required.
- Monitor attendance within lessons by recording lateness and movement appropriately, ensuring pupils are not missing unnecessary learning time.
- Support detentions in line with the school's Behaviour for Learning Policy, reinforcing accountability while maintaining a clear focus on reflection, repair and improvement.

Curriculum Leaders/Subject Leaders

- Ensure that all members of the department apply the Behaviour for Learning policy consistently, fairly and in line with whole-school expectations, promoting a calm and purposeful learning environment.
- Regularly review behaviour data within the department, including Light Points and consequence points, to identify patterns, address inconsistencies and support staff in maintaining high standards.
- Actively celebrate and recognise pupils who demonstrate positive attitudes, effort and achievement in lessons, encouraging them to let their light shine.
- Monitor the quality and completion of homework across the department, using work scrutiny to ensure expectations are met and that pupils are supported to achieve their best.
- Provide guidance, support and challenge to teachers where necessary, ensuring that behaviour expectations are upheld and aligned with the school's values of faith, nurture and service.
- Lead and support detentions in line with the school's Behaviour for Learning Policy, reinforcing accountability while maintaining a clear focus on reflection, repair and improvement.

Pastoral Manager/Pastoral Mentor/Welfare Officer

- Provide targeted one-to-one support for pupils who may be experiencing social, emotional or behavioural challenges, helping them to feel supported and able to flourish within the school environment.
- Monitor pupils' academic engagement and progress, working alongside teaching staff to identify barriers to learning and support improvement.
- Observe and support pupils in identified lessons or "hot spot" areas, helping them to manage behaviour and remain engaged in learning.
- Meet regularly with pupils to build trust, encourage reflection and support them in making positive choices, enabling them to let their light shine.
- Record and review interventions, evaluating their impact and adapting support strategies where necessary.
- Promote a strong sense of belonging and inclusion, ensuring pupils feel valued as members of the school community in line with the values of faith, nurture and service.
- Maintain close and effective communication with parents and carers, working in partnership to support the pupil's wellbeing and progress.
- Provide structured after-school support sessions, including homework support, to help pupils develop confidence, organisation and independent learning skills.

The Eclipse Room Manager

- Operate the day to day running of the Eclipse Room.
- Provide a calm yet disciplined environment where pupils work productively for the time they are in there.

- Provide relevant curriculum work to ensure the pupil remains up to date whilst in the Eclipse Room.
- Track and monitor the Light points and Consequence points on Synergy on a daily and weekly basis, sharing trends with HOY, PSM and SLT.
- Be proactive rather than reactive by contacting pupils' Form tutors, highlighting the risk of being issued with a sanction.
- Spend time with each pupil in the Eclipse Room to provide a period of reflection, to discourage a repeat of the behaviour they are in for.

Head of Year

- Take overall responsibility for behaviour, wellbeing and pastoral care within their designated year group, ensuring high standards are maintained consistently.
- Regularly review behaviour data through the school's tracking systems to identify patterns, trends and areas requiring further support.
- Put in place appropriate interventions for pupils who need additional guidance, ensuring support is timely, targeted and effective.
- Provide mentoring and oversee support pathways for pupils, coordinating closely with pastoral and teaching staff to ensure a joined-up approach.
- Lead and support the team of Form Tutors, sharing regular updates on behaviour, attendance and pupil progress, and ensuring consistent implementation of school expectations.
- Deliver assemblies that promote a positive culture, reinforcing the school's ethos of faith, nurture and service, and encouraging pupils to let their light shine.
- Communicate proactively with parents and carers, building strong partnerships where behaviour or wellbeing is a concern and working collaboratively to support improvement.
- Oversee and support the smooth running of centralised sanctions, ensuring they are implemented fairly and consistently across the year group.
- Evaluate the effectiveness of behaviour and pastoral strategies within the year group, identifying strengths and areas for development to support ongoing improvement.

Senior Leadership Team Responsibilities

- To model leadership following Jesus' example of servant leadership and transformational development. Empower others demonstrate profound humility, with a core of unconditional love and sacrifice.
- To be a visible presence at all times modelling the high expectations and living out the school vision
- Provide high-quality training and ongoing guidance to all staff, ensuring the Behaviour for Learning policy is applied consistently and effectively across the school.
- Actively promote and celebrate positive behaviour, recognising pupils who demonstrate the school's values of faith, nurture and service, encouraging them to let their light shine.
- Be available to support staff with the most serious behavioural incidents, responding promptly to escalated concerns and ensuring appropriate action is taken.
- Maintain oversight of the school's removal and reflection systems, ensuring that sanctions are applied fairly, consistently and in line with policy expectations.
- Ensure that all new staff, supply teachers and external colleagues understand and follow the behaviour systems from the outset.
- Maintain a visible and proactive presence around the school site, including during lessons, social times and transitions, reinforcing expectations and supporting a calm environment.
- Lead and coordinate the wider pastoral team, including Heads of Year, Pastoral Mentors and support staff, ensuring a cohesive and consistent approach to behaviour and wellbeing.
- Facilitate regular pastoral meetings to review pupil welfare, behaviour trends, safeguarding concerns and attendance, ensuring timely and effective intervention.
- Monitor and analyse behaviour data to identify patterns, inform decision-making and ensure appropriate sanctions and support strategies are implemented.

- Oversee the operation of centralised consequences, including detentions and reflection spaces, ensuring consistency and high standards at all times.
- Work closely with parents and carers to address concerns, build partnerships and support pupils in making sustained improvements.
- Lead on more complex behaviour cases, including managed moves and alternative provision, ensuring decisions are made in the best interests of the pupil and the wider school community.
- Regularly review and evaluate the effectiveness of the Behaviour for Learning policy, incorporating feedback from staff and pupils to drive continuous improvement.
- We will work proactively with families where attendance concerns may be contributing to behavioural difficulties.

All Staff

- Our whole school staff is responsible for ensuring that the policy and its procedures are followed and consistently and fairly applied. The staff has a key role in advising the Headteacher on the effectiveness of the policy and its procedures.

The Governing Body

- The Governing Body will undertake regular review of the Behaviour for Learning Policy to ensure it is implemented fairly and consistently across the school.
- They will ensure that no pupil is disadvantaged through the application of the policy on any grounds, including ethnicity, culture, religion, gender, disability or sexual orientation.
- In addition, the Governing Body will ensure that the views and concerns of pupils are heard, valued and responded to appropriately, in line with the school's commitment to faith, nurture and service.

Parents and Carers

- Parents/carers are expected to take responsibility for the behaviour of their children both inside and outside of school, including their conduct in online spaces. While the school provides guidance on safe, respectful digital behaviour, families play a crucial role in setting boundaries and modelling expectations at home. The school actively discourages the use of social media platforms, particularly TikTok and Snapchat, due to the risks they pose for pupil wellbeing and the school community.
- Parents and carers are expected to adhere to the law with regards to platform age restrictions, monitor usage, and take swift action to address concerns when raised.
- Parents/carers are expected to check their child's application in school on a regular basis through the Synergy platform.
- It is the parents/carers responsibility to ensure their child's uniform conforms to the school policy
- We encourage parents to work in close partnership with the school to maintain **consistent expectations**, respond constructively to behaviour concerns, and support agreed interventions. This is especially important for families whose children may be experiencing challenges linked to **Special Educational Needs and Disabilities (SEND)**, **mental health**, or are **awaiting support from external services**. In these cases, parental engagement is critical; school support is not a substitute for parental responsibility, and early, proactive involvement is the most effective way to ensure a pupil's success.
- Parents will always be expected to play an active role in all relevant discussions concerning their child's behaviour, support, and wellbeing.

Appendix 2 - Home-School Agreement

At Archbishop Temple Church of England High School, we believe that a strong partnership between home and school is essential for the holistic development and success of our pupils. The Home-School Agreement is a vital document that establishes clear expectations and responsibilities, fostering a collaborative relationship that supports each pupil's educational journey.

By sending your child to Archbishop Temple Church of England High School, we give our commitment, and accept the commitment of parents and pupils to working together in a spirit of partnership and cooperation. This collaborative approach not only enhances the educational experience but also contributes to the development of well-rounded individuals who are prepared to shine and make a positive impact in their communities.

School will:

- be a true community of faith that will foster a sense of spirituality to support its distinctive Christian ethos;
- be a place of learning where all pupils will be able to enjoy their study and achieve to the best of their ability;
- provide a broad and balanced curriculum to ensure that each pupil's individuality and talents are recognised and developed to the full;
- achieve high standards of work and behaviour, based on positive discipline, to engender a sense of responsibility;
- keep parents/carers informed about general school matters and their child's progress;
- assess and monitor each pupil's progress and report to parents/carers;
- ensure that homework is set;
- aim to provide a learning environment where all pupils feel safe, secure and valued;
- encourage and support pupils to adopt healthy lifestyles;
- provide opportunities for pupils to make a positive contribution to the school and wider community.

Parents and Carers are required to:

- support the school's distinctive Christian Ethos;
- ensure that their child attends school regularly and punctually, aiming for a minimum of 97% attendance;
- support the school's policies for achieving high standards of work, behaviour and appearance.
- notify the school of their child's absence;
- make school aware of any concerns or problems that might affect their child's work or behaviour;
- attend parents' evenings and any individual discussions about their child's progress;
- support the school in implementing its Behaviour and Uniform Policy, particularly with regards to supporting sanctions such as after school detentions;
- support their child in homework and other opportunities for developing potential through extracurricular activities;
- take responsibility for their child's use of social media outside of school hours and ensure this does not impact on school life;
- ensure discussions and any concerns relating to school are kept confidential and discussed only with the school and refrain from making negative comments on Facebook or other social media sites;

- conduct themselves politely and appropriately whilst on school premises, or when in contact with school, behaving in a way that sets a good example to children. This is supported by our staff and visitor code of conduct;
- supporting the respectful ethos of the school by setting a good example with their own speech and behaviour towards all members of the school community.

Pupils must:

- respect the school's distinctive Christian ethos;
- attend school regularly, punctually and with the required equipment;
- show self- respect and always respect others in the school community;
- work hard at classwork and home learning and always strive to achieve to the best of their ability;
- make school aware of any concerns or problems that might affect work or behaviour;
- prepare thoroughly for all test and assessments and keep to deadlines;
- keep the school's rules regarding behaviour, appearance and respect for others;
- care for all school property and the school environment;
- focus on being ready to learn as referred to in the Behaviour for Learning guidance.

Appendix 3 – Monitoring Report Cards

Behaviour Points accrued by pupils are monitored and analysed by the Assistant Headteachers and Head of Year on a weekly basis. To support pupils and address any behavioural concerns our school uses a report card system.

There are three levels of report - Form Tutor (FT) report (green); HOY (yellow); Senior Leadership (SLT) report (red).

Pupils will be placed onto one of these reports when they are issued with the relevant number of behaviour points (Trigger Points) based on the following thresholds during a term:

- FT Report 15-19
- HOY 21-39
- SLT Report 40+

Pupils are to take responsibility for their own report card. They are to give it to the teacher as they enter the lesson and have their report signed by the end of every lesson and at the end of the day by the relevant member of staff. Pupils that are on report card **MUST** check in at central lunch time detention to have their card checked. If they have not hit a trigger, they are given praise and sent to enjoy their lunch

Lessons	Trigger	Consequence
Previous day P5, P1, P2, P3, P4	More than ONE negative comment	Central lunch time detention
Previous day P5, P1, P2, P3, P4	No staff signatures/comments	Full Lunch central detention
	Failure to attend lunch time check in to check card	Immediate After school Central detention until 3:30pm
	Lost Monitoring Card	Headteacher's detention until 4pm

It is a requirement that the report is signed by a parent/carer each day. At the end of each term all pupils will be removed from report. Pupils will be taken off report during a term if their behaviour improves.

Where the school and/or parent feels that a pupil would benefit from being on report at the start of a term a Positive Report (white) will be issued. Pupils will remain on Positive Report until the school and parent deems it necessary to remove them. Pupils do not need to check in at Central lunch time detention if they have not hit a report card trigger.

Appendix 4 School Routines

Routines are an important part of creating a calm, focused and successful learning environment. At Archbishop, we expect all pupils to follow clear and consistent routines in every lesson, such as arriving on time and following TEMPLE. These routines help lessons run smoothly, reduce disruption and ensure that everyone has the opportunity to learn. By following routines consistently, pupils show respect for their teachers, their peers and their own education.

Routines that staff and pupils should follow include;

- Starting every day with a prayer/collective worship.
- Praying every day before lunch.
- Finishing the day with a prayer/reflection.

Form Time

Start	Form tutor greets the pupils outside the classroom door and checks uniform on entry Pupils enter in silence, and complete their 'Smart Start - Do It Now task' Form Tutor leads the Form Time routine with pupils
Middle	Completion of daily timetabled Form Time Curriculum
End	Pupils stand behind their chairs in silence Teacher stands at the door and dismisses pupils in a calm and structured way and is ready, outside of the classroom, to greet the pupils at the start of lesson 1

Lesson Time

Start	Teacher is stood outside of the classroom ready to greet the pupils at the door and checks uniform on entry Pupils enter in silence, sit in their seating plan and complete their 'Do It Now' task. The teacher greets the class formally and the class respond appropriately. Teacher completes register using Synergy
End	Pupils stand behind their chairs in silence Teacher stands at the door and dismisses pupils in a calm and structured way

Corridors

When not in lesson more than 950 pupils are moving around the school site at one time. Therefore it is vital that pupils follow the corridor expectations and routines. Pupils are expected to 'go with the flow', following the one-way system, communicating with their 'inside voices'. They should walk and stay on the left at all times, never walking in more than pairs so staff can move through school moving from different teaching spaces. If pupils do not meet expectations, they will be given an appropriate consequence responsive to their behaviour.

School Yards

During social time pupils should follow the expectations and routines in the outside spaces of school and in the school canteen. If pupils do not meet expectations, they will be given an appropriate consequence responsive to their behaviour.

Appendix 5 Detention Escalations

To ensure we take a proactive approach when working with pupils and their parents, we will engage with those who are attending school but have outstanding detentions. Through this, we aim to understand any underlying barriers, provide appropriate support, and guide pupils in making more positive choices moving forward.

Trigger	Consequence	Staff responsible
3+ Detentions given in a week	Message on Synergy to parents	Eclipse Room Manager
2+ Detentions given in one day	Pupil sent to Eclipse to see if they need support or intervention to avoid further consequences.	Eclipse Room Manager/Behaviour Manager
5+ detentions owing	Parent phone call by HOY (possible meeting when appropriate)	Head of Year
10 Detentions owing	Parent in school Meeting Type A days in the Eclipse Room Behaviour Improvement Plan (BIP)	Head of Year and Behaviour Manager

Appendix 6 – Behaviour Consequences and Escalations

Behaviour	Detail/Consequence	Escalation/Failure to attend
Late to school	Less than 20 minutes late – 20 min Central Lunch time Detention More than 20 minutes late – Full lunch time isolation (pupil will be able to eat their lunch in isolation)	• Failure to attend will escalate to 40 minute Central after school detention 2:50 – 3:30pm on the same day • Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate to Type A Eclipse Room and phone call home • See 'The Eclipse Room Escalation Ladder' for further escalations
3+ Late to school	Central after school detention until 3:30pm	• Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate to Type A Eclipse Room and phone call home • See 'The Eclipse Room Escalation Ladder' for further escalations
3x Lates to lesson/pm Form in a week	20 min Central Lunch Detention	• Failure to attend will escalate to 40 minute Central after school detention 2:50 – 3:30pm on the same day • Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate to Type A Eclipse Room and phone call home • See 'The Eclipse Room Escalation Ladder' for further escalations
Chance for Change	Chance for Change on our Behaviour Consequence Ladder. This will result in the pupil verbally being reminded about the classroom expectations (The nudge), but no consequence points will be logged on Synergy.	

Consequence 1 Lesson Disruption	Consequence 1 on our Behaviour Consequence Ladder. This will result in the pupil having a second reminder about classroom expectations and a consequence point logged on Synergy.	
Consequence 2 Lesson Disruption	Consequence 2 on our Behaviour Consequence Ladder. This will result in the pupil gaining two consequence points, which will be logged on Synergy, they will also be expected to complete a 20 minute central lunch time detention.	• Failure to attend will escalate to 40 minute Central after school detention 2:50 – 3:30pm on the same day • Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate to Type A Eclipse Room and phone call home • See 'The Eclipse Room Escalation Ladder' for further escalations
Consequence 3 Lesson Disruption	Consequence 3 on our Behaviour Consequence Ladder. This will result in the pupil gaining three consequence points, which will be logged on Synergy, being removed from the lesson, and staying in school until 4:30pm the same day.	See Consequence 3 tracking for escalation
Failure to complete Homework	Pupils are expected to engage with homework tasks set and are always given required time to complete tasks set. None completion 1st Occasion: Verbal Warning (must complete for next day) 2nd Occasion: Consequence point (must complete for next day) 3rd Occasion: Consequence point and 20 min Central Lunch Detention 4th Occasion: Consequence point, Central 40 Minute after school detention and parent phone call home by teacher. 5th Occasion: Parent Meeting with teacher and CL to discuss attendance at homework club	• Failure to attend will escalate to 40 minute Central after school detention 2:50 – 3:30pm on the same day • Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate Type A Eclipse Room and phone call home • See 'The Eclipse Room Escalation Ladder' for further escalations
Failure to comply with Mobile phone policy	Mobile Phones must be switched off and in bags BEFORE a pupil arrives to school grounds. They must not be used anywhere on school grounds, this includes the school drive.	See 'The Eclipse Room Escalation Ladder' for further escalations

	Mobile phones are collected in during morning registration and stored securely until pm registration. Phones will be returned at the end of the school day but must remained switched off and placed in school bags until pupils leave school grounds. If pupils have detentions, phones will be returned AT THE END OF THE DETENTION. 1st Occasion: 1 day in Eclipse Room (Type A) 2nd Occasion: 2 x days in Eclipse Room (Type A) 3rd Occasion: offsite direction 4th Occasion: Suspension	
Uniform	Uniform issues that cannot be rectified by the pupil in school, will result in the pupil remaining in the Eclipse Room until they meet uniform expectations. If possible parents will be asked to collect their child, resolve the uniform issue and bring them back into school. Failure to bring the pupil back to school will result in unauthorised absence.	Pupils who persist in not meeting uniform expectations will have a parental meeting and be given a uniform contract. This may result in pupils having to be collected during the school day and returned, once the issue has been resolved. Pupils that continue to wear their skirt the incorrect length will have to wear trousers. See 'The Eclipse Room Escalation Ladder' for further escalations
Truancy	1 x form: Central after school 40 minute detention and phone call home 1 x lesson: Central after school 40 minute detention and phone call home • 2+ lessons/form: Type A Eclipse Room and phone call home	• Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate Type A Eclipse Room and phone call home
Poor behaviour on corridors/school yards	All incidents will be investigated. Consequences could include: • Verbal Warning	Depending on initial consequence depends on escalation for none attendance

	• Consequence point • 20 min Central Lunch Detention • Central 40 Minute after school detention • Headteachers 60 Minute Detention • Type A or B Eclipse Room and phone call home	
Classwork below standard	Verbal warning and an opportunity to hand the work in the following day	Failure to hand in improved work will result in a central after school 40 minute detention
Equipment	1st occasion: Verbal warning and time to purchase new (over a weekend) 2nd occasion: Consequence Point on Synergy 3rd occasion: break time detention and phone call by form tutor and consequence point on Synergy	
iPad issues in lesson	1st occasion: reminder of expectations and consequence point 2nd occasion: Consequence Point and Central 40 minute after school detention 2:50-3:30pm 3rd occasion: phone call by teacher, Consequence Point and Headteachers detention 2:50-3:50pm	
Chewing/Fizzy drinks/Energy Drinks, Big bags of sweets (over 250g), lolly pops,	1st occasion: Reminder of expectations 2nd occasion: Consequence point on Synergy and 20 min Central Lunch Detention	Persistent will result in a 40 minute Central after school detention 2:50 – 3:30pm
Not wearing a bike helmet on journey to and from school	40 minute Central after school detention 2:50 – 3:30pm and Head of Year phone call home	We will store the bicycle in a safe place in school and will return it to the parent OR when the child brings in their helmet.
Refusal to follow staff instructions	Headteacher Friday detention 2:50 – 3:50pm	
Disrespectful	40 minute Central after school detention 2:50 – 3:30pm and Head of Year phone call home	• Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate Type A Eclipse Room and phone call home

		• See 'The Eclipse Room Escalation Ladder' for further escalations
Out of bounds	40 minute Central after school detention 2:50 – 3:30pm	• Failure to attend will escalate to 60 minute Headteacher Friday detention 2:50 – 3:50pm • Failure to attend will escalate Type A Eclipse Room and phone call home See 'The Eclipse Room Escalation Ladder' for further escalations
Foul/abusive language directed at teacher	1 st Occasion: Type A Eclipse Room and phone call home 2 nd Occasion: 2 days Eclipse Room 9am – 4:30pm (not allowed on school bus for morning journey) 3 rd Occasion: Off site direction 3 days at another school followed by parental meeting on return 4 th Occasion: Suspension followed by parental meeting on return	Offsite direction/suspension 1 st occasion: On return parental meeting with HOY and/or behaviour manager 2 nd occasion: On return parental meeting with HOY and Assistant Headteacher 3 rd occasion: On return parental meeting with Deputy Headteacher and Assistant Headteacher 4 th occasion: On return parental meeting with Deputy Headteacher and Headteacher 5 th Occasion: School governor involvement
Foul/abusive language directed at pupil in an aggressive manner	1 st Occasion: Type A Eclipse Room and phone call home 2 nd Occasion: 2 days Eclipse Room 9am – 4:30pm (not allowed on school bus for morning journey) 3 rd Occasion: Off site direction 3 days at another school followed by parental meeting on return 4 th Occasion: Suspension followed by parental meeting on return	Offsite direction/suspension 1 st occasion: On return parental meeting with HOY and/or behaviour manager 2 nd occasion: On return parental meeting with HOY and Assistant Headteacher 3 rd occasion: On return parental meeting with Deputy Headteacher and Assistant Headteacher 4 th occasion: On return parental meeting with Deputy Headteacher and Headteacher 5 th Occasion: School governor involvement
Foul/abusive language directed at pupil between friends during social time (not in an	1 st Occasion: 40 minute after school Central detention 2 nd Occasion*: Headteacher after school Friday detention until 3:50pm 3 rd Occasion: 1 day in Eclipse Room 8:20am – 3:30pm	If persistent parental meeting arranged by HOY and discussions around restrictions during social time.

aggressive manner and overheard by the teacher) *If language is used in lesson under these circumstances then straight to occasion 2 sanction	4 th Occasion: 2 days Eclipse Room 9am – 4:30pm (not allowed on school bus for morning journey)	
Bullying/Unpleasant to Peers	Each case will be thoroughly investigated and consequences will be at the discretion of the Headteacher.	If after consequences have been served the bullying continues, the Headteacher will escalate the consequences. Consequences will continue to escalate and we will permanently exclude.
Serious Incident – Race/Sex/Gender/Sexual orientation / Disability /Pregnancy/Religion/Belief/Age	1 st Occasion: Type A Eclipse Room (Protected Characteristics education pack completed and understood) and phone call home 2 nd Occasion: 2 days Type B Eclipse Room (not allowed on school bus for morning journey, Protected Characteristics education pack completed and understood) and phone call home 3 rd Occasion: Off site direction 3 days at another school followed by parental meeting on return 4 th Occasion: Suspension followed by parental meeting on return	
Inappropriate behaviour during fire drill/lock down drill	Headteacher Friday detention 2:50 – 3:50pm	
Aggressive Physical Behaviour	Each case will be thoroughly investigated and proportionate consequences will be at the discretion of the Headteacher (taking to account the level of aggression, any mitigating circumstances)	
Multiple toilet occupancy	Type A Eclipse Room and phone call home	
Caught Vaping/Smoking on school grounds or on journey to and from school	1 st Occasion: : Type A Eclipse Room and phone call home (Dangers of vaping/smoking education pack completed and understood)	

	2nd Occasion: 2 days Type B Eclipse Room and phone call home (not allowed on school bus for morning journey, Dangers of vaping/smoking education pack completed and understood) 3rd Occasion: Suspension Parental meeting on return: Discussion on 'We are with you' referral	
Found with a vape/cigarettes (but no evidence of smoking on school grounds or journey to and from school)	1st Occasion: : Type A Eclipse Room and phone call home (Dangers of vaping/smoking education pack completed and understood) 2nd Occasion: 2 days Type B Eclipse Room and phone call home (not allowed on school bus for morning journey, Dangers of vaping/smoking education pack completed and understood) 3rd Occasion: Suspension Parental meeting on return: Discussion on 'We are with you' referral	
Behaviour Concern (Search required)	A search may be carried out if a concern is raised for safety or wellbeing. Our priority is always to maintain a safe environment for all.	

Appendix 7 - Pastoral and SEND Support Pathway

Our school have developed a clear Pastoral and SEND support pathway, which guides parents through the different levels of support, and interventions available to both parents and pupils. This aims to help parents manage expectations around the different tiers of support.

This overview is subject to change as/when interventions become available

Stage 1 – Early Intervention		
Form tutor Pastoral check ins from form tutor		Pupil support groups Anti-bullying ambassadors, Wellbeing ambassadors, Mindfulness sessions, Wellbeing walking group
Stage 2 - Pastoral Team Interventions (in school)		
EBSA Emotionally based school avoidance intervention	Anxiety/Worry/Anger Gremlin	1:1 Pastoral check ins and signposting
Empire Fighting Chance Resilience Program	Girls on Board Resilience and Friendship Program	Youth Mental Health Trained Staff Session MSH, DMA, JAL, EMA
TISS Support Session	Zones of Regulation	
Stage 2 – Parental Support Offers		
Triple P Parenting Support	Youth Connect 5 (also includes pupil intervention, delivered in school for pupils and parents)	Family Hubs Network Support: https://www.lancashire.gov.uk/children-education-families/family-hubs/
Lancashire Healthy Young People and Families Service: https://lancsyoungpeoplefamilyservice.co.uk/behaviour-parenting-support/	Breathing Space, Lancashire: https://www.breathingspacelancs.org.uk/family-friends-and-carers/are-things-difficult-at-home	
Stage 3 – External Support Offers		
Compass Bloom (self-referral) Parent/Carer Referral: https://forms.office.com/e/x1asaVTeTL	School nurse - drop ins or school referral	Barnardo’s Young Carers Support (self-referral): https://www.lancashire.gov.uk/youthzone/need-to-know/young-carers/
Primary Mental Health Assessment (school referral)	Fearless Program (school referral)	PNE Game changer (school referral)
Child Action North West (GP referral request) Must be advised by school before seeking support	Wish Centre (school referral) The Wish Centre The Wish Centre	NSPCC Building Connections Loneliness and Friendship support

Lancashire Mind Coaching Children's Virtual Wellbeing Coaching - Lancashire Mind	Kooth Home - Kooth	MASP (Multi Agency Support Panel) For pupils at risk of exploitation
Stage 4 – Early Help Assessment / SEND Pathway		
Walking talking therapy Counselling sessions provided through school (6-week intervention - waiting list applies)	ELSA – Emotional literacy	Zones of regulation 1:1
Talk for Teenagers	Specialist teacher referral	Educational psychologist
Early help assessment (school referral)This will allow access to support and intervention through child action northwest	NEST (school referral)	Wish Centre (school referral)
Stage 5 – ASC (Autism spectrum condition)/ADHD/ADD/SEMH (social, emotional, mental health)		
See your local GP for referrals for ADHD / Autism - NHS Right to Choose https://www.nhs.uk/using-the-nhs/about-the-nhs/your-choices-in-the-nhs/ https://adhduk.co.uk/right-to-choose/ https://www.clinical-partners.co.uk/nhs-services/right-to-choose	See your local GP for further SEMH support through counselling or a CAMHS SEMH referral	
Stage 6 – EHC Plan		
Overview: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/?page=1 Parental request form: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/parental-request-to-carry-out-an-ehc-needs-assessment/		