



Batley Multi Academy Trust

Behaviour for Learning Policy 2026/27

Batley Multi Academy Trust

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Aims

We aim to create a positive learning environment that promotes excellent behaviour for learning aligned with our shared values, so that all learners across our Trust family of schools feel safe, secure and happy, thus ensuring all learners can achieve and thrive. The procedures and guidance in this policy document provide an overview of the consistent approaches followed in our schools that enable learners, parents/carers and staff to understand our approach to the management of behaviour for learning and ensure that all learners have the opportunity to learn in a calm, safe and supportive environment.

Our aim is for learners to take responsibility for their own behaviour and actions through the explicit teaching of what we consider 'good' behaviour. We expect learners to strive to be the best version of themselves across all our Trust schools.

Our Trustwide **core principles for effective behaviour for learning** are built on an ethos of mutual respect:

- **Respect Self**
- **Respect Environment**
- **Respect Community**

Every school in the Trust family adheres to these principles and has a restorative approach in working with our young people if they do not get it right the first time. Every Trust school follows **the Batley Way** every day.



Behaviour for Learning

Always be the best version of yourself

Respect Self

Respect Environment

Respect Community

The poster features the Batley Multi Academy Trust logo in the top right corner. Below the title, there is a motivational quote. The three core principles are listed in colored boxes: 'Respect Self' in a light grey box, 'Respect Environment' in a green box, and 'Respect Community' in an orange box. At the bottom, there is a row of ten school logos: Batley Girls' School, Batley Boys' School (Founded 1932), L.J. 6, a circular logo with a tree, a crest with a crown, Kyrstons Junior School, Moorfields, Puritwell, Smart Academy, Upper Batley High School, The Fields, and a circular logo with a flower.

The Batley Way:

The Batley Way

In every school across the Trust family every adult follows the Batley Way to start every school day positively to engage all our learners and ensure they know they are valued here.

Every adult smiles, makes eye contact, says 'hello, good morning/good afternoon', to every person they meet on the corridor/ in the playground. **100% staff ensure children are noticed and feel valued. Everyone knows that they belong in Batley.**



Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [DfE guidance](#), which explains that schools should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and Articles of Association.

Bullying

Our **behaviour for learning** ensures all adults and all learners are respected, valued, feel safe and feel like they belong in Batley. Every Trust school adheres to the principles

of respecting self, respecting the environment and respecting the community and has a restorative approach in working with our young people if they do not get it right the first time. **Behaviour has to be taught, it cannot simply be assumed.** Bullying in any form is not tolerated in any of our Trust schools with this conduct falling well below our 'respect values.' Each Trust school publishes their own anti-bullying policy detailing how they tackle this issue and teach our values throughout the school year.

Roles and Responsibilities

The Board of Trustees

The Board is responsible for monitoring the effectiveness of this policy across the Trust to account for its consistent implementation.

The School Governing Board (SGB)

The School Governing Board of each Trust school is responsible for developing and monitoring the implementation of this behaviour for learning policy in its school.

Trust Headteachers

The Trust Headteacher (working closely with the appropriate member of SLT) of each school in our Trust is responsible for:

- Reviewing this policy.
- Ensuring that the school environment encourages positive, respectful behaviour for learning.
- Ensuring that staff deal consistently and effectively with poor behaviour for learning through a restorative approach. All staff in our Trust will work with our young people if they do not get it right the first time. **We believe that behaviour has to be taught, it cannot simply be assumed.**
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently and appropriately (taking into account any reasonable adjustments) to all groups of learners in line with our respect values.
- Providing new staff with a clear induction into the Trust and school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully.
- Offering appropriate training in behaviour for learning management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can provide effective support for all our learners as set out in this policy.
- Ensuring this policy works effectively alongside the safeguarding and child protection policy so learners understand the importance of positive behaviour for learning and are explicitly taught what this looks like.
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm, respectful and safe environment for learners, following the principles of the 'Batley Way'.
- Teaching explicitly what good behaviour for learning looks like in line with our respect values.
- Implementing this policy consistently.
- Modelling expected respectful behaviour to establish and maintain positive relationships.
- Providing a personalised approach to the specific behavioural needs of specific learners.
- Considering the impact of their own behaviour on the school culture and how they can be the best version of themselves everyday.
- Recording behaviour incidents promptly

The Senior Leadership Team (SLT) will support all staff in responding to behaviour for learning incidents.

Parents/Carers

Parents and carers are expected to:

- Get to know the Trust's Behaviour for Learning Policy and reinforce its values at home where appropriate.
- Support their child in developing their behaviour to meet and exceed our 3 core respect values. Encouraging their child to be the best version of themselves every day.
- Inform the school of any changes in circumstances that may affect their child's behaviour so that the school can implement any appropriate adjustments for them.
- Discuss any behaviour for learning concerns with the class teacher/year leader promptly.
- Positively involve themselves in any pastoral work to reinforce our 3 core respect values. For example discussing how to avoid confrontations with others, developing anger management techniques/coping strategies or how to engage fully in their learning.
- Signing the Home School Agreement at the start of each academic year, and adhering to it throughout the school year.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school and adhering to the Home School Agreement.
- Take part in, and play a positive role in the life of the school and its culture.
- Value attendance and ensure their child does not miss learning days by taking extended leave during term time. **Every Day Matters and High Attendance= High Achievement.**

Learners

Learners will be made aware of the following during their induction into the behaviour for learning culture:

- The expected standard of behaviour they should be displaying at school to meet our 3 core respect values.
- That they have a duty to follow the behaviour for learning policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour for learning standards, and the consequences they will face if they don't meet the standards.
- The wide range of pastoral support available to them.

Learners will be supported in all our schools through the explicit teaching of learning behaviours and how we manage behaviour that does not meet our expectations. Staff set learners up to succeed and use praise and reward to encourage the behaviours we expect to see in our schools. All our staff will encourage learners to be self-reflective of their own behaviours, and to learn from their mistakes if they make them to prevent them from making the same mistake twice.

School Behaviour for Learning Curriculum

Our Behaviour for Learning Curriculum ensures all adults and all learners are respected and valued. No child left behind-ever. In all of our schools we have a great teacher in every classroom, and teachers can teach and learners can learn effectively every day. Behaviour has to be taught, it cannot simply be assumed and every opportunity will be taken to reinforce our 3 core principles of respect throughout the school day. Further details of our three Respect values:



The poster is titled "Behaviour for Learning" and features the Batley Multi Academy Trust logo in the top right corner. Below the title is the motto "Always be the best version of yourself". The poster lists three core values in colored boxes: "Respect Self" (light grey), "Respect Environment" (green), and "Respect Community" (orange). At the bottom, there is a row of logos for the constituent schools: Batley School, Burnthorpe School, Foxfield School, Greenfield School, Huddersfield Junior School, Huddersfield School, Kirkstall School, Lippert Batley School, Potters Bar School, Smart Academy, The Fields, and The Grange School.

Behaviour for Learning

Always be the best version of yourself

Respect Self

Respect Environment

Respect Community

Logos for constituent schools: Batley School, Burnthorpe School, Foxfield School, Greenfield School, Huddersfield Junior School, Huddersfield School, Kirkstall School, Lippert Batley School, Potters Bar School, Smart Academy, The Fields, and The Grange School.

Respect Self: by displaying self control, being kind, helpful and considerate to themselves and to each other.

Respect Environment: by making sure all resources used are returned and learners leave the area they sit in/are learning in as they found it. Learners move around the school quietly to avoid disrupting learning. Learners respect their whole school environment.

Respect Community: learners are kind and respectful to all members of our school community, and to any visitors and offer practical and emotional support to those that need it. They always represent their school positively both within and outside of the school gates, and arrive in school ready to learn wearing the correct uniform and bringing the correct equipment.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum.

Mobile Phones

Our Mobile phone policy is in line with DfE's mobile phone and behaviour guidance. Mobile phones are not permitted to be used by learners on any of our school sites. Learners seen with a mobile phone in their possession will have it confiscated and the following protocols followed.

1. First offence. The mobile phone will be confiscated and parents/carers will be invited into school to collect after five school days.
2. Second Offence. The mobile phone will be confiscated and parents/carers will be invited into school to collect after a half term.
3. Third Offence: The mobile phone will be confiscated and parents/carers will be invited into school to collect after a term.

Learners may be subject to random searches to ensure they do not have a mobile phone with them. Any phone found will be confiscated and kept as per the principles listed above. Many Trust schools have lockers and mobile phones can be stored in those lockers at the start of the day and retrieved at the end of the school day, but they should not be turned on until learners have exited the school site. This allows learners to communicate with family members as they make their way home from school.

Policy Regarding Mobile Device Usage for Post-16 Learners

Post-16 learners are permitted to bring mobile phones and personal electronic devices to the school sixth form premises. This policy acknowledges the unique status of post 16 learners and how such technology often serves as a valuable aid to academic research and study. Post-16 learners are embarking upon adulthood and are preparing

for the world of work so must adhere to the similar rules as school staff around the use of mobile phones.

To ensure a professional environment, the following restrictions will apply:

Designated areas: The use of mobile devices is strictly confined to the Sixth Form areas, namely at BGHS: the Common Room and the BG6 Block.

Professional conduct: Post-16 learners are expected to adhere to the same digital etiquette as staff members. By doing so, they serve as role models for younger learners by demonstrating responsible and respectful behaviour. The use of devices is prohibited while moving throughout the main school site.

Academic integrity: Mobile phones must remain out of sight and are not to be used by Post-16 learners during lessons.

Responding to Behaviour

The language all adults use in our schools has a restorative approach, and is focused on this culture of respect. We always separate the person from the behaviour, which gives the person the opportunity to change and correct their behaviour.

Our Performance Development means our great staff are valued, respected and continually learning and developing their practice and expertise. We have some exemplary practice across our schools in how behaviour is managed, even with those learners who present the most challenging behaviours. When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

We recognise the great staff we have, we share expertise and value our brilliant teams.

Classroom Management

Teaching and associate staff are responsible for setting the tone and context for positive behaviour for learning within the classroom. This is always based on our respect values, enabling staff to provide a consistent framework for behaviour for learning. All staff will follow the Batley Way every day.

To facilitate effective learning our staff will set the tone of the classroom by positively meeting and greeting learners, highlighting and promoting positive behaviours as well as finding 'the hook' that means those young people know we care about them, we want them to succeed. Success means great academic achievements, and it also means being the best version of themselves.

- Create and maintain a stimulating environment that encourages learners to be engaged.
- Display our 3 core respect values.

Developing a positive relationship with learners, which may include:

- Follow the Batley Way
- Greeting learners in the morning/at the start of lessons.
- Establishing clear routines and high expectations.
- Communicating expectations of behaviour for learning in ways other than verbally.
- Highlighting and promoting good behaviour for learning.
- Being consistent in our high expectations. What we do not challenge we condone.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption, and adhering to it.
- Using positive reinforcement, and always following a restorative approach.

Safeguarding

Every Trust school recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

Trust Wide Behaviour for Learning Strategy

One of the core values of Batley Multi Academy Trust is being child-centred and this Behaviour for Learning policy aligns with this. This is based on a restorative approach focusing on our three core values of respect, and our Batley Way which ensures a framework to enable all Trust schools to provide the appropriate care, guidance and support central to meeting the needs of all our learners, regardless of their background or starting points.

We base our Trust wide approach around 5 key principles:

1. All Trust schools should know their learners, and have a strong understanding of what influences them. Learners who have strong relationships with staff, and know that staff care about them and value them will have respect for our community and its values.
2. All Trust schools teach learning behaviours as well as manage behaviours which fall below our expectations. Our staff set learners up to succeed and use praise and reward to encourage the behaviours we expect to see in our schools. Our

staff encourage learners to be self-reflective of their own behaviours and take responsibility for their actions.

3. Classroom management strategies are used to support good classroom behaviours. This involves intensive staff training, and a cycle of Plan, Do, Review and Evaluate so we always do what works and are proactive rather than reactive. Rewards are a key part of our strategy and we catch learners being good, rather than hone-in on the negatives.
4. Our Trust schools use simple, easy to follow approaches as part of our everyday routines. Trust school behaviour for learning processes are clear, and applied consistently and daily. Reasonable adjustments may be made for learners with special education needs and/or disabilities.
5. When points 1-4 have been implemented consistently and learners still need additional help and support, we use targeted approaches to meet those specific needs of individual learners. We adapt our strategies to suit individual learner needs, and we involve parents/carers every step of the way. This may involve the use of scripts to create a predictable classroom environment. We have high expectations of behaviour for learning in lessons and during social/less structured times.

Responding to behaviour for learning that does not meet our expectations

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to reinforce our three core respect values. This will always follow the points listed previously.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified, and taken into account.

When behaviour for learning consequences are applied, staff will also consider what support could be offered to a learner to help them to meet our respect values. The consequence will be fitting to the misdemeanour to help in a restorative approach and to ensure the same mistake is not made twice, but rather that children learn from their mistakes.

Schools may use 1 or more of the following in response to unacceptable behaviour for learning:

- A verbal reprimand and reminder of the expectations of behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention.
- Time out from the classroom in a different location.
- Loss of privileges – for instance, the loss of a prized responsibility.

- School-based community service, such as tidying a classroom or removing graffiti or picking up litter. This could also include paying for the damage caused e.g a broken window or similar.
- Referring the learner to a senior member of staff.
- Letter or phone call home to parents/carers.
- Use of a reporting system to monitor behaviour.
- Removal of the learner from the classroom.
- The learner spends time in self-reflection and ends the school day later than the usual end of day time.
- Suspension.
- Permanent exclusion, in only the most serious of circumstances.

Searching learner's possessions

Possessions means any items that the learner has or appears to have control of, including:

- Desks
- Lockers
- Bags and/or coats

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (as listed in the [DfE's searching, screening and confiscation guidance](#)) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3 of the DfE searching, screening and confiscation guidance.
- If they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items, including incidents where no items were found, will be recorded on the safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm, and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care or the police is appropriate.

Please see the Trust Restrictive Interventions Policy for further guidance.

Off-Site Conduct

We expect all our learners to follow our core three values of respect at all times. This includes demonstrating respect for themselves, their environment and the community when away from school, or 'off site'. Schools will follow the same procedures for inappropriate behaviour for learning as outlined above. Consequences will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip/educational visit, or in the local vicinity of the school community).

Online Conduct

The school can issue behaviour for learning consequences to learners for inappropriate online behaviour when:

- It poses a threat or causes harm to another learner
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member. It is anticipated that conduct relating to online behaviours will also be discussed with the DSL.

Suspected Criminal Behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the Police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the Police.

If a decision is made to report the matter to the Police, a member of the senior leadership team will make the report. They will also inform the Trust Headteacher if they are not present. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the Police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

Reported incidents of sexual harassment and/or violence clearly fail to meet the standards of our respect values and will therefore be met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

All Trust schools have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Trust Safeguarding and Child Protection Policy for more information.

Malicious Allegations

Respect for our school community is one of our core behaviour for learning values. Where a learner makes an allegation against a member of staff and that allegation is

shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other learners.

Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences, additional support and interventions.

The decision to suspend or exclude will be made by the Trust Headteacher and only as a last resort. The aim is also to eradicate lost learning days. Learners who have been suspended will attend a reintegration meeting with parents/carers where specific targets will be set through a reintegration plan and where necessary further support is discussed.

Please refer to our Exclusions Policy for more information.

Responding to misbehaviour from learners with SEND

Recognising the Impact of SEND on Behaviour

The Trust adopts a child-centred approach and all our schools recognises that learners' behaviour may be impacted by a special educational need or disability (SEND). When incidents arise that do not meet our respect values, we will consider them in relation to a learner's needs, although we recognise that not every incident of inappropriate behaviour for learning will be connected to their SEND. Decisions on whether a learner's SEND had an impact on a reported incident will always be made on a case-by-case basis.

When dealing with inappropriate behaviour for learning from learners with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled learner being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014)
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As a part of meeting these duties, all schools in our Trust will anticipate, as far as possible, all likely triggers of inappropriate behaviour for learning, and put in place support to prevent these from occurring, communicating these to all colleagues across the school.

Any preventative measure will take into account the specific circumstances and requirements of the learner concerned.

Adapting Sanctions for Learners with SEND

When considering a behavioural sanction for a learner with SEND, schools in our Trust will consider whether:

- The learner was unable to understand the rule or instruction.
- The learner was unable to act differently at the time as a result of their SEND.
- The learner was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to put in place consequences for the learner for the behaviour they have demonstrated.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a learner displaying challenging behaviour may have unidentified SEND

As part of our child-centred approach specialist staff across our Trust schools will monitor trends in behaviour and will evaluate provision where a learner exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis, following the cycle of Plan, Do, Review & Evaluate.

Learners with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a learner with an EHC plan, support is available to review provision across our Trust and parents/carers would be involved in this as part of the annual review cycle.

Learner Transition

Inducting Incoming Learners

Our behaviour for learning strategy ensures children are set up to be the best version of themselves, and to be successful, respectful employable adults who play a positive role in society. This is our moral and civic duty. We prepare young people to play a positive and proactive role in their school, their community and in society in general as responsible, employable adults.

Preparing Outgoing Learners for Transition

To ensure a smooth transition to the next year, learners have transition sessions with their new teacher(s) or school. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to learner behaviour issues may be transferred to relevant staff at the start of the term or year. There is a responsibility on Trust schools to share detailed information with other Trust schools as children move from one establishment to another e.g. from nursery into school, KS1 into KS2, year 6 into year 7, and from year 11 into year 12.

Training

Our **Performance Development** means our great staff are valued, respected and continually learning and developing their practice and expertise. As part of their induction process, our staff are provided with regular training on managing behaviour, stressing our Trust ethos so that no child is left behind, ever. Our behavioural curriculum model is the foundation for this with consistent training around the common language we all use and the system we use to manage behaviour. Periodically staff will access training around supporting learners with mental health needs and specific colleagues will receive training in the use of positive handling.

We recognise the great staff we have, we share expertise and value our brilliant teams.

Monitoring Arrangements

Monitoring and Evaluating Behaviour

All schools across our Trust collect information on behaviour for learning to highlight the number of behaviour incidents that occur, attendance to school, suspensions and exclusions. The aim is also to set every child up to succeed and to reduce lost learning days. This behaviour for learning data is reported to School Governing Boards and shared with the CEO and Trustees. Regular visits to all Trust schools are conducted by the CEO to review this data and suggest mutual support where required. Further information is logged where necessary on:

- Use of learner support units and off-site directions.
- Incidents of searching and confiscation.

Governors regularly visit their schools and as part of this perceptions and experiences of the school behaviour culture for staff, learners are reported on to the School Governing Board.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle them.

Monitoring this Policy

This policy will be reviewed by the CEO or a nominated Trust Headteacher and shared with the Board of Trustees for approval annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Board of Trustees.

Behaviour for Learning School-Specific Processes:

Batley Girls' High School

Behaviour for Learning in the Classroom: Graduated Warning System

A transparent and fair system to support learning.

C1: First misbehaviour – Verbal Warning

This is a quiet, individual reminder. Expected behaviour is clearly reinforced. No record is made.



C2: Second misbehaviour – Verbal Warning *

A clear verbal correction is given. The specific rule broken is identified. A record is made as a precursor.



C3: Third misbehaviour – After-School Detention (30 mins)*

This sanction is for repeated minor disruptions. Details are recorded, and parents/carers are notified. ***Details provided to Arbor.**



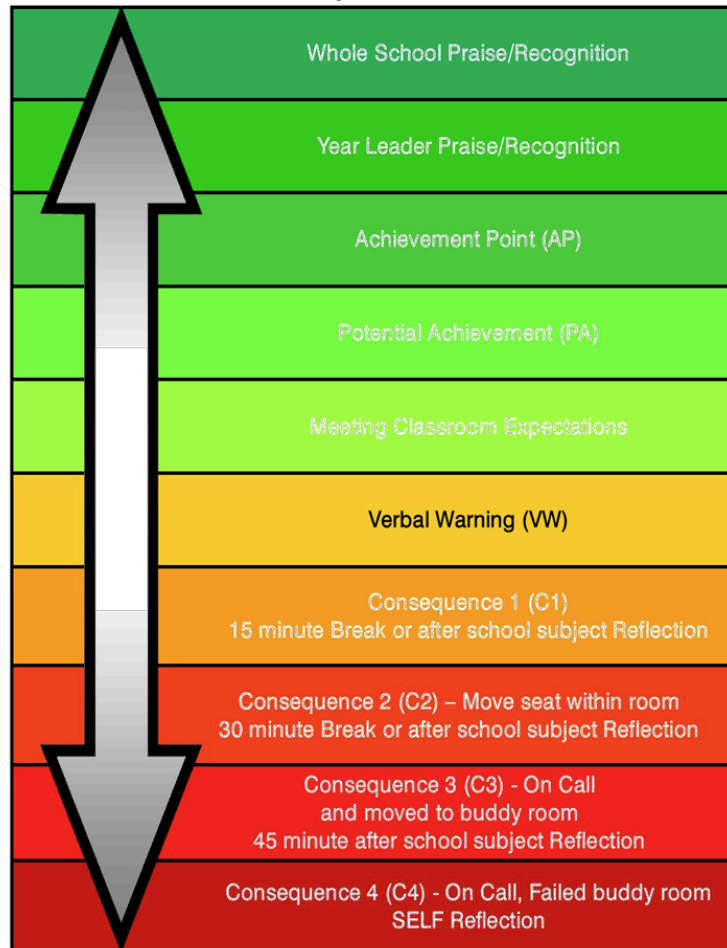
C4: Fourth misbehaviour – Removal to Reflection

The learner is directed to leave the classroom to the Reflection Room. Details are recorded, and parents/carers are notified. This serious sanction sustained disruptive behaviour or significant breach.



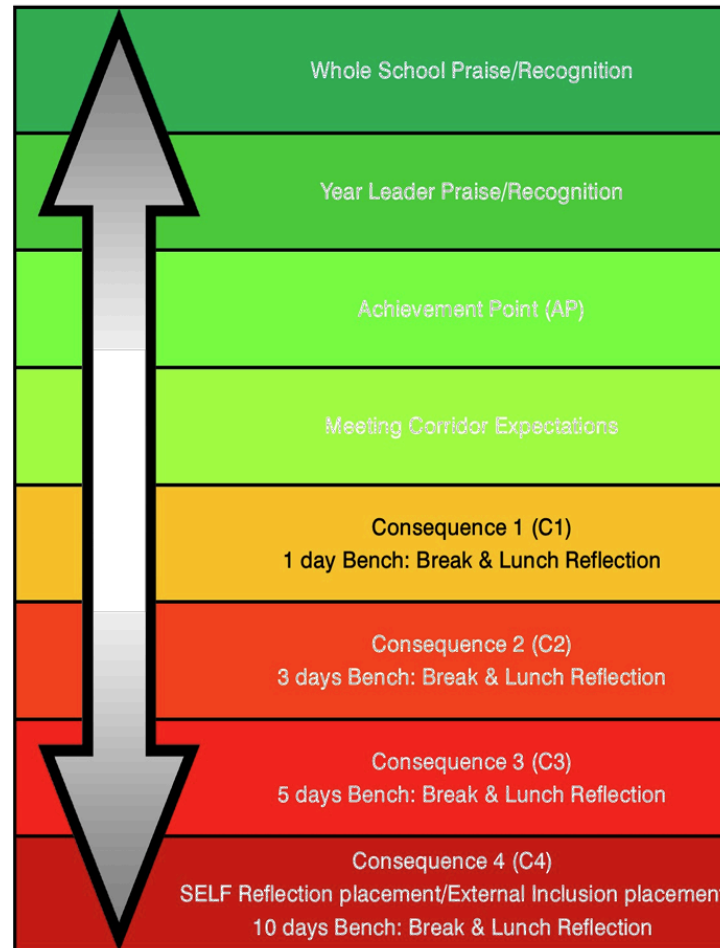
Classroom Expectations

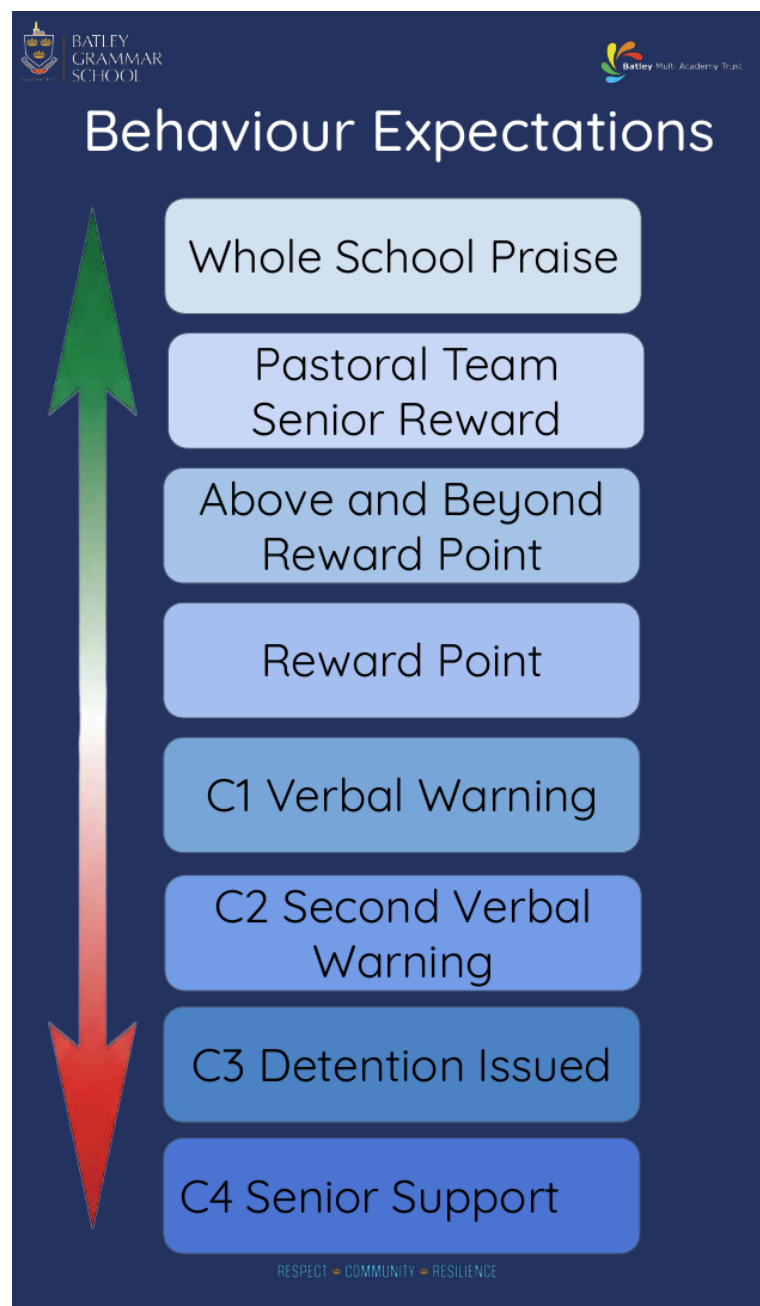
Rewards and Consequences: Classroom



Corridor Expectations

Rewards and Consequences: Corridor







BATLEY
GRAMMAR
SCHOOL



Respect Self

Respect Environment

Respect Community

RESPECT 🏰 COMMUNITY 🏰 RESILIENCE



Behaviour for Learning

Ready

Respectful

Safe|



Behaviour for Learning



Always be the best version of yourself

Respect Self

Respect Environment

Respect Community





Manorfield Infant and Nursery School Behaviour for Learning

This applies to:

- All learners
- All staff (teaching and associate staff)
- All areas of school life (lessons, playtime, lunchtimes, before/after school clubs, school trips)

OUR SHARED LANGUAGE: Be Ready, Be Respectful, Be Your Best

We use simple, positive language that all children can understand and remember. Our three behaviour expectations are:

Be Ready

Be Respectful

Be Your Best



These expectations apply everywhere in school - in the classroom, in the corridor, in the playground, in the dining hall, and on school trips.

Behaviour for Learning



Always be the best version of yourself

Respect Self

Respect Environment

Respect Community

