



Behaviour Policy

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1. Aims

This policy aims to:

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

2. Links to other policies and legislation

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

- [School Discipline \[Exclusions and Reviews\] England 2017](#)
- [Preventing and Tackling Bullying \[2017\]](#)
- [DfE and APCO Drug Advice for Schools 2012](#)
- [Behaviour and discipline in schools, advice for headteachers and staff 2024](#)
- [Keeping Children Safe in Education 2024](#)
- [Searching, screening and confiscation at school 2022](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools 2013](#)
- [Supporting pupils with medical conditions at school](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2021](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England 2022](#)

European Convention on Human Rights

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

In addition, this policy is based on:

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

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

3. ARCH expectation

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

In line with Department for Education guidance [2016] we aim to encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

ARCH behaviours are defined as -

THS Core Values = ARCH Zone definitions

Ambition – High expectations for yourself, the community and wider world:

- *Arrive on time at the start of the day and to all sessions within the day.*
- *Work to best of your ability in all lessons.*
- *Ensure all home learning is completed to the highest standard and handed in on time.*
- *Have the highest expectations for yourself now and for your future.*

Respect – Respect for yourself, the community and wider world:

- *Arrive in full and correct uniform every day.*
- *Arrive with full and correct equipment every day.*
- *Follow instructions given by staff without argument or delay.*
- *Support a school environment that ensures everyone can unlock their unique potential.*

Care – Caring for yourself, the community and wider world:

- *Move around the school in a calm manner, following the one-way system and walking on the left.*
- *Approach lessons silently ready for silent retrieval.*
- *Ensure we do not share actions and thoughts out of line with our values.*
- *Ensure that mobile phones / smart watches are not seen, heard or used between dismissal in the morning and at the end of the day.*

Honesty – Be true to your unique self, the community and wider world:

- *Remember to be honest about all your actions.*
- *Accept that where mistakes are made sanctions will be undertaken without argument.*
- *Positively contribute to an inclusive environment.*
- *Always make staff aware when others do not uphold our values.*

4. ARCH application

ARCH advice [0 points]	ARCH -1 [-1 point]	ARCH -2 [-2 points]	ARCH -3 [-3 points]	ARCH -4 [-5 points]
<p>Student follows an instruction to ensure they are ARCH e.g., Picks up a piece of litter, corrects uniform or settles to work.</p>	<p>Failure to correct an instruction.</p> <p>Disrupting learning.</p> <p>Inadequate learning effort in class / Inadequate learning effort at home.</p> <p>Disrespecting equipment expectations – general</p> <p>Disrespecting equipment expectations – PE kit</p> <p>Mobile phone / smart watch use in learning time.</p> <p>Failure to attend lesson on time due to lack of timetable / not knowing timetable.</p> <p>Accessing a restricted area without explicit permission.</p> <p>Failure to uphold school ARCH values in school, wider community or online.</p>	<p>Removal from lesson due to continued disruption of learning.</p> <p>In the company of students smoking / vaping.</p> <p>2 late marks or more in a day – added by the attendance team.</p> <p>Defiant behaviour – includes ignoring or walking away from a staff member.</p> <p>Notable failure to uphold ARCH values in school, the wider community or online.</p>	<p>Refusal to be removed from lesson / disruption within removal classroom.</p> <p>Smoking / vaping on site or in the community in uniform.</p> <p>Use of expletive / offensive language.</p> <p>Damage to property; school’s or a member of the school’s community.</p> <p>Refusal to borrow correct uniform / remove nails etc</p> <p>Significant failure to uphold ARCH values in school, the wider community or online.</p>	<p>Truancy</p> <p>Aggressive / Abusive behaviour.</p> <p>Aggressive / Abusive language.</p> <p>Dangerous, racist, homophobic or bullying behaviour.</p> <p>Serious failure to uphold ARCH values in school, the wider community or online.</p>
<p>Sanction</p> <p>Advice given</p> <p>Note: Students may be lent uniform / equipment in focus without incurring a -ve</p>	<p>Sanction</p> <p>Restorative meeting [2-15 mins]</p> <p>Inadequate learning effort at home / forgetting PE kit will generate a lunchtime home learning recovery session. [10 mins]</p>	<p>Sanction</p> <p>Detention [15 mins]</p>	<p>Sanction</p> <p>SLT detention / Ex SLT detention / ARCH restoration</p>	<p>Sanction</p> <p>Off-site direction / ARCH restoration / Suspension / Permanent Exclusion.</p>

4.1 ARCH rewards

Students who uphold the ARCH values and work in the 'ARCH zone' are rewarded for the positive contribution they are making towards enabling our individuals to unlock their unique potential. We recognise this positive contribution as outlined below:

Upholding ARCH values and the positive points earned on Class Charts

A single demonstration of upholding the ARCH values will trigger between 1 and 5 positive ARCH points being awarded via Class Charts as indicated below:

- **1 positive ARCH point on Class Charts will receive specific verbal praise**

Students will be recognised for upholding the ARCH values with specific praise that illustrates to the student exactly how they have upheld the values.

- **2 positive ARCH points on Class Charts will receive a specific comment on Class Charts**

Students will be recognised for upholding the ARCH values with a specific comment on Class Charts that illustrates to the student and the parents / carers exactly how they have upheld the values.

- **3 positive ARCH points on Class Charts will receive a post-card home**

Students will be recognised for upholding the ARCH values with a post-card home that illustrates to the student and the parents / carers exactly how they have upheld the values; the post-card can be shared with wider family members and friends.

- **4 positive ARCH points on Class Charts will receive a telephone call home**

Students will be recognised for upholding the ARCH values with a telephone call home that illustrates to the student and the parents / carers exactly how they have upheld the values; the telephone call will allow a detailed explanation to be given and verbal praise received.

- **5 positive ARCH points on Class Charts will receive a letter from the Headteacher**

Students will be recognised for upholding the ARCH values with a letter home from the Headteacher that illustrates to the student and the parents / carers exactly how they have upheld the values; the letter can be shared with wider family members and friends.

Students will be awarded 5 Form Tutor ARCH points each school day by ensuring they are ready to learn. These points will be awarded in their focus session and will be eligible to all students who arrive on time, arrive with full and correct equipment, arrive with full and correct and uniform and who are demonstrating the ARCH values throughout the Focus session.

Positive Class Charts points will contribute to weekly ARCH prizes, termly ARCH prizes, bronze, silver and gold ARCH badges as well as rewards trips and events. A lack of positive points or dominance of negative points may mean students are not eligible for the rewards described above.

Whilst trips and specific events are rewards they may be removed, or students may not be permitted access, if their behaviour is significantly or persistently out of line with our values.

4.2 ARCH sanctions

Students who do not uphold the ARCH values or work within the 'ARCH zone', may be sanctioned for their negative contribution and the hinderance this has on members of the school community in unlocking unique potential. At Todmorden High School we passionately believe that upholding the school values will support every individual being able to unlock their unique potential; we take it very seriously when students do not work within the 'ARCH Zone' and the negative impact this has on the whole community.

We sanction actions against the school values as outlined below:

ARCH advice

Students are offered the opportunity, where appropriate, to rectify the non-ARCH behaviour and correct it. ARCH advice works well to educate students about the values and demonstrate how they should be upheld; for example, picking up a piece of litter and placing it in the bin out of respect for the site team and the school environment.

Where the correction involves uniform, the following process will be applied:

If a student arrives in the incorrect uniform, they will be immediately offered the opportunity to correct this. It may be appropriate to allow the student home to change [if this is the case the student must be back in the school building within the hour; this is not an exclusion and will only be used where it efficiently supports getting students into lesson], parents / carers may be contacted to support addressing the uniform correction or alternatively an item of uniform may be borrowed from our in-school supply. If students / parents or carers object to an item of uniform being borrowed from our in-school supply, it may be worth considering having spare uniform at home including shoes. We will not permit students to attend lessons without the correct uniform unless circumstances are exceptional. Waiting for a new pair of shoes to arrive, when we have shoes to borrow in school, does not count as exceptional circumstances.

If a student is found to be wearing incorrect uniform during the school day, they will be supported to make the needed adjustments and will be allowed to borrow items of uniform as above. Students wearing items of clothing not permitted, such as hoodies, will have those items confiscated until the end of the day.

If a student is wearing false nails or has nails painted of any variety we will attempt to safely remove. Unfortunately, we are not able to safely support with the removal of some nail finishings. In these circumstances students will attend our ARCH restoration provision until safe removal can be arranged

A student's PE kit forms part of their uniform. All students should come equipped with the correct PE kit on days when they have a PE or when they are attending a club. Students who do not have the correct kit or who are missing essential kit will receive ARCH -1 in line with the statement 'Disrespecting equipment expectations.' They will receive a 10 minute lunchtime detention.

Restorative Meeting

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

Detentions

In line with our value of care, we recognise the importance for the consistent application of detentions as a sanction. Whilst detentions may be inconvenient for family life, we employ them to ensure negative actions do not inconvenience the school vision of 'enabling individuals to unlock their unique potential' to the point where it cannot be realised.

Three levels of detention are available, as a sanction, for not upholding one, or more, of the core values. These detentions are described below. Any member of staff can set a detention. In line with Department for Education guidance we will always act with consideration where detentions are concerned and will uphold our core value of care. We will always inform parents and carers of set detentions via Class Charts. Please understand, that although we do not require parental consent for a detention and will ensure set detentions are completed, we will take consideration of exceptional circumstances.

Detention [15 min]

At ARCH -2 a detention of up to 15 minutes can be utilised for further restorative conversations and work recovery support. Communication will be via Class Charts.

SLT Detention – Thursday after school

At ARCH -3 a detention of up to 45 minutes, can be utilised for further restorative conversations and work recovery support. Communication will be via Class Charts.

Extended SLT Detention – Friday after school

Failure to attend SLT Detention on Thursday will result in an Extended SLT Detention held on Friday for 60 minutes.

ARCH Restoration

ARCH Restoration refers to our on-site provision for students in receipt of an ARCH -3. This provision is designed to support students upholding the school values and promotes skills needed to enjoy success in the classroom, around school and for life. This support is utilised when deemed appropriate by a member of the Senior Leadership Team based on circumstance and context. We operate different levels of ARCH restoration designed to suit individual need and specific circumstance. All decisions are reviewed by the pastoral and senior leadership team on a regular basis and in conjunction with parents and carers.

ARCH Integration

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

Fixed-Term Suspension

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

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

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

Permanent Exclusion/Managed Move to another school.

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

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

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

ARCH in the wider community

For the avoidance of doubt, the school will sanction pupils for not upholding the ARCH values where the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing our school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school. The sanction imposed will be proportionate to the misbehaviour and may be a fixed term or permanent exclusion from the school.

4.3 ARCH learners

These categories enable Todmorden High School to monitor, track and intervene depending on how well individuals are upholding the school's values.

ARCH 1	These learners uphold the ARCH values of ambition, respect, care and honesty consistently. They are over 99% positive on Class Charts and are best placed to unlock their unique potential.
ARCH 2	These learners uphold the ARCH values of ambition, respect, care and honesty the majority of the time. They are over 95% positive on Class Charts and are well placed to unlock their unique potential.
ARCH 3	These learners uphold the ARCH values of ambition, respect, care and honesty irregularly. They are between 70% - 94% positive on Class Charts and there will have to be a distinct positive shift for them to unlock their unique potential.

ARCH 4	These learners are failing uphold the ARCH values of ambition, respect, care and honesty. They are below 70% positive on Class Charts and there will have to be a significant positive shift for them to unlock their unique potential.
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4.4 Malicious allegations

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

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

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

5. Bullying

At Todmorden High School we use a variety of methods to support children in preventing and understanding bullying, through ARCH we expect students to make the right ethical and moral choices, this is also supported in the PSHE programmes delivered on ARCH days, the assembly programme, focus sessions and the interleaving of personal development programmes throughout the curriculum. In addition to this the school runs bespoke tolerance units targeted at individuals identified with the potential to bully or perpetrate child on child abuse. At Todmorden High School all staff and governors are offered training with regards to preventing and handling of bullying. Where bullying occurs, it will be dealt with on a case-by-case basis.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

Not within the ARCH zone and the school expectations, deliberately hurtful, repeated over a period and difficult to defend against

Bullying is a form of child-on-child abuse. Examples of Bullying can include but are not limited to:

Type	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal	Name-calling, sarcasm, spreading rumours, teasing either directly or indirectly
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- When an incident of bullying has been witnessed it is reported onto CPOMs by the member of staff.
- The incident is then tracked by the SLPT [Student Learning and Progress Team].
- The incident is placed on the child-on-child log and the type of abuse categorised.
- The incident is analysed from all perspectives to identify patterns in types of bullying or an individual's personal record.
- A staff member takes responsibility for the investigation of the incident where necessary.
- Staff inform parents and relevant agencies when necessary.
- Sanctions are applied in line with the ARCH zone system as either a significant or serious failure to uphold ARCH values. Interventions are applied to support understanding ensure behaviour is not repeated.
- Todmorden High School supports pupils who have been bullied through the SLPT [Student Learning and Progress Team] – the child-on-child log is reviewed weekly to touch base with students who have suffered an instance of abuse or pattern of bullying. Students are RAG rated on the log and interventions applied depending on level of support / intervention required.
- Where a child has been harmed their access to education will be as minimally disrupted as possible whilst ensuring effective support is offered.
- Staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to child-on-child abuse. In addition, staff are aware that other protected characteristics or circumstances make some children more vulnerable.

6. Roles and responsibilities

The governing body

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

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

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

The Headteacher

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

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

Staff

Staff are responsible for:

- Operating in the ARCH zone and promoting the school's vision and values
- Engaging and motivating students in line with ARCH values.
- Implementing the behaviour policy consistently.

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

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

Students

- Responsible for upholding ARCH values.

Parents

Parents are expected to:

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

7. Behaviour management

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school expectations in relation to the ARCH Zone
- Develop a positive relationship with pupils
- Follow the Todmorden High School learning and teaching DNA (Appendix 1)
- Record incidents on Class Charts

7.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

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

7.3 Searching and confiscation

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

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

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

7.4 Pupil support

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

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

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

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

8. Pupil transition

To ensure ARCH values are supported through transition students' information is shared and passed on when appropriate. Information is also gathered where students are joining Todmorden High School.

Through transition sessions all students joining Todmorden high School are offered the opportunity to practise our expectations and routines to support upholding the ARCH values.

9. Training

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

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

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

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

11. Links with other policies

This behaviour policy is linked to the following policies:

- **Safeguarding & CP policy**
- **TLARR policy**

THS learning DNA



Silent retrieval

You enter in silence and complete a retrieval activity independently using your knowledge organiser. You put all your equipment on your desk.



Ambitious content

You work through an ambitious and broad curriculum across all your subjects. You have high expectations of yourself and do your best in lessons. Teachers direct your activities and outline whether tasks are collaborative and with discussion or silent independent work.



Assessment and Feedback

Your understanding is checked, teachers' planning is based on the assessment of your work. Teachers will regularly look at your work. Mid and end of unit assessments are carefully planned to support your progress.



Skillful questioning

Teachers will use "no hands" strategies to check your understanding and learning. You will answer questions to the best of your ability so teachers have an accurate picture of your understanding.



Oracy and literacy

Your oral responses use formal vocabulary and ambitious academic language. Teachers will do this too. You project your voice so all can hear you. You have high standards of written English, you use SPaG for Life codes to identify errors and proof read your work. You are polite and respectful to staff who are here to help you make progress.



Self-regulated ARCH learners

You watch demonstrations from teachers so you have a clear understanding of what is being taught. Over time you effectively **plan, monitor and evaluate** your work. You understand thinking involves effort. You value and use the feedback teachers give you. You complete home learning because it is a key tool used to support long-term learning.



Responsive teaching

You are honest when answering questions so that teachers can change their teaching when they see you do not yet understand or can be more ambitious because you know the content well. You sit in seating plans specifically designed by the teacher to support your learning.



ARCH learners = ARCH teachers

In order to promote our core values of ARCH, your actions and words match the values of Ambition, Respect, Care and Honesty. This will support you to unlock your unique potential.



Orderly dismissal

You stand silently behind your desks and when dismissed leave in an orderly fashion. Corridors are calm.

