

Secondary Behaviour Quality Mark

Summary Feedback Report

School name	Haslingden High School and Sixth Form
Moderation date	Wednesday 10 th December 2025
Moderator name(s)	Mrs Jessica Banner Miss Helen Cutts
BQM school lead	Mr Richard Mercer
Headteacher name	Mr Russell Clark

Overall strengths and areas of note
<p>We were immediately struck by the welcoming and positive atmosphere at Haslingden High School. From the very start of our visit, both staff and students were engaging, polite, and enthusiastic, making it clear that this is a school where everyone feels valued and supported. The warmth and professionalism we experienced made our visit both enjoyable and highly informative.</p> <p>In deciding to recognise the school's outstanding practice, many features stood out, particularly how pupils and staff work together to create a caring, cohesive environment. It was evident that the school's values — including 'Achievement for All', respect, responsibility, and collaboration — are lived daily, ensuring that all students are supported to succeed and thrive.</p>

Deep dive area 1: School Culture	
Strengths	To develop/consider
<p>The school culture at Haslingden High is a clear strength and a key enabler of the school's aim of "Achievement for All". From the moment visitors enter the school, it is evident that both staff and pupils take pride in their community. Staff and students alike are approachable and engage positively, fostering a welcoming, inclusive, and aspirational environment. Pupils across all year groups spoke enthusiastically about their experiences, highlighting a sense of belonging, shared responsibility, and respect for both peers and staff.</p> <p>Pupils in the sixth form described the school in terms such as "diverse, inspiring, community, flexible, supportive, and giving a sense of responsibility", reflecting how the school empowers young people to make decisions for themselves, take on leadership roles, and participate fully in school life. The prefect system, student council, and involvement in transition days exemplify this ethos, with older pupils supporting younger peers and contributing to the smooth running of school events.</p> <p>Behaviour is consistently and explicitly taught throughout the school, supported by the shared language of "safe and reasonable requests" and strategies such as the "Do Now" task at the start of every lesson. Classroom routines, the one-way system, and lesson changeovers operate seamlessly, ensuring calm, purposeful learning environments. The school's approach to transitions, particularly for Year 7, ensures pupils are supported in forming relationships and understanding routines before moving into broader subject settings.</p> <p>Inclusivity is embedded in the curriculum, assemblies, and pastoral routines. Protected characteristics, diversity, and equality are openly discussed through PSHE, subjects across the curriculum, and dedicated school events, ensuring that pupils develop a strong</p>	<p>Respect Cards: While the Respect Card system is well understood by many pupils and reinforces positive behaviour, there is variability in understanding and perception, particularly in Key Stage 3. Some pupils felt that the five chances to get it right were fair, whereas others felt this was too many. It would be beneficial to further educate all year groups on the purpose and rationale behind the Respect Card system, creating opportunities for positive dialogue so that pupils can articulate and understand the system's intent. This will help ensure consistency in understanding and reinforce the system as a tool for learning.</p>

<p>awareness of themselves and others. Pupils consistently reported confidence in how the school responds to bullying or social issues, describing swift and supportive action when concerns are raised.</p> <p>Staff cohesion and low turnover underpin the positive culture, with staff supporting each other through regular CPD, Wellbeing Wednesdays, and open communication channels. Emotional currency and relational approaches are central to interactions with pupils, reflecting a school-wide commitment to respect, dignity, and shared responsibility. Overall, Haslingden High demonstrates a highly effective school culture where aspirational expectations, pupil voice, inclusivity, and relational approaches are embedded at all levels, providing the foundations for the Gold standard in the Behaviour Quality Mark.</p>	
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Deep dive area 2: Inclusion, Pupil Support and Intervention	
Strengths	To develop/consider
<p>Haslingden High School has a robust and well-embedded pastoral system that ensures pupils' academic, personal, and emotional needs are met consistently. A strength of the school is the clarity of roles and lines of communication, with staff across faculties, year teams, and inclusion working together to identify and respond to individual needs. Regular pastoral meetings, supported by detailed records and data systems such as Edulink and CPOMS, ensure that interventions are timely, targeted, and monitored effectively.</p> <p>The inclusion team, led by the SENCO and supported by a team of 15 staff, provides tailored support for SEND pupils, those with medical or mental health needs, LAC pupils, and those accessing alternative provision. Provision is carefully planned to ensure that no pupil is academically disadvantaged or excluded from the full curriculum, with approaches such as reduced timetables, sensory regulation spaces, and online tutoring used flexibly to meet needs. The school's graduated response to SEND and EHCP processes, alongside strong links with external agencies (over 50), ensures comprehensive support for families and pupils.</p> <p>Interventions are evidence-informed and reflect a restorative and relational approach. Pupils spoke positively about how damaged relationships are repaired, highlighting Stage 2 processes and reflective opportunities rather than punitive measures alone. Behaviour support is consistent and immediate, with same-day detentions and clear communication ensuring pupils understand the impact of their choices while also providing the opportunity for learning and growth.</p> <p>Pastoral and wellbeing provision extends to staff, with mental health first aiders, protected CPD time, and wellbeing initiatives supporting a confident, motivated, and emotionally resilient workforce. This culture ensures that staff are equipped to support pupils effectively, reinforcing consistency in approach across the school.</p> <p>The school also prioritises pupil leadership and responsibility within pastoral structures. Prefects, student council members, and senior pupils actively contribute to events, transition support, and wider school life, reinforcing a community ethos and ensuring that students play an active role in maintaining the supportive and inclusive environment.</p>	<p>Inclusivity for School Trips and Events: While the school provides a wide range of trips, events, and opportunities for pupils, there is scope to further embed inclusivity and clarity around access.</p> <p>Developing a 5–7 year plan for trips, including clear criteria for participation, pathways to prom, and other key events, and sharing this with parents in advance, would support transparency and ensure that all pupils and families understand the opportunities available. This would reinforce the school's inclusive ethos and allow pupils to plan and engage fully in enriching experiences.</p>

Through effective monitoring, consistent application of systems, and a holistic understanding of pupil needs, Haslingden High demonstrates exemplary practice in pastoral support, inclusion, and intervention. The school clearly meets and, in many areas, exceeds the Gold standard expectations of the Behaviour Quality Mark by ensuring that every pupil is seen, supported, and empowered to thrive.	
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Summary comments

<p>At Haslingden High School, it is clear that pupils are at the heart of everything the school does, and every decision is made with the aim of supporting children and their families. The diverse nature of the school's intake was almost unrecognisable, given the way everyone feels like part of a true family. A strong emphasis on equality and inclusivity was evident throughout our visit and reflected consistently in the school's policies, procedures, and routines.</p>
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<p>Pupils and staff alike are clearly proud to be part of the school community. Behaviour is actively taught, and students are given opportunities to mature, make their own decisions, and develop the skills to make positive choices. The pupil voice throughout our visit demonstrated not only personal development but also academic growth, showing how Haslingden High School nurtures well-rounded, responsible, and engaged young people.</p>

Outcome of moderation process:

Accreditation agreed at Gold <input type="checkbox"/>

<i>Please forward a copy of this form to BQM@lancashire.gov.uk, for the attention of Catherine Reeves.</i>
