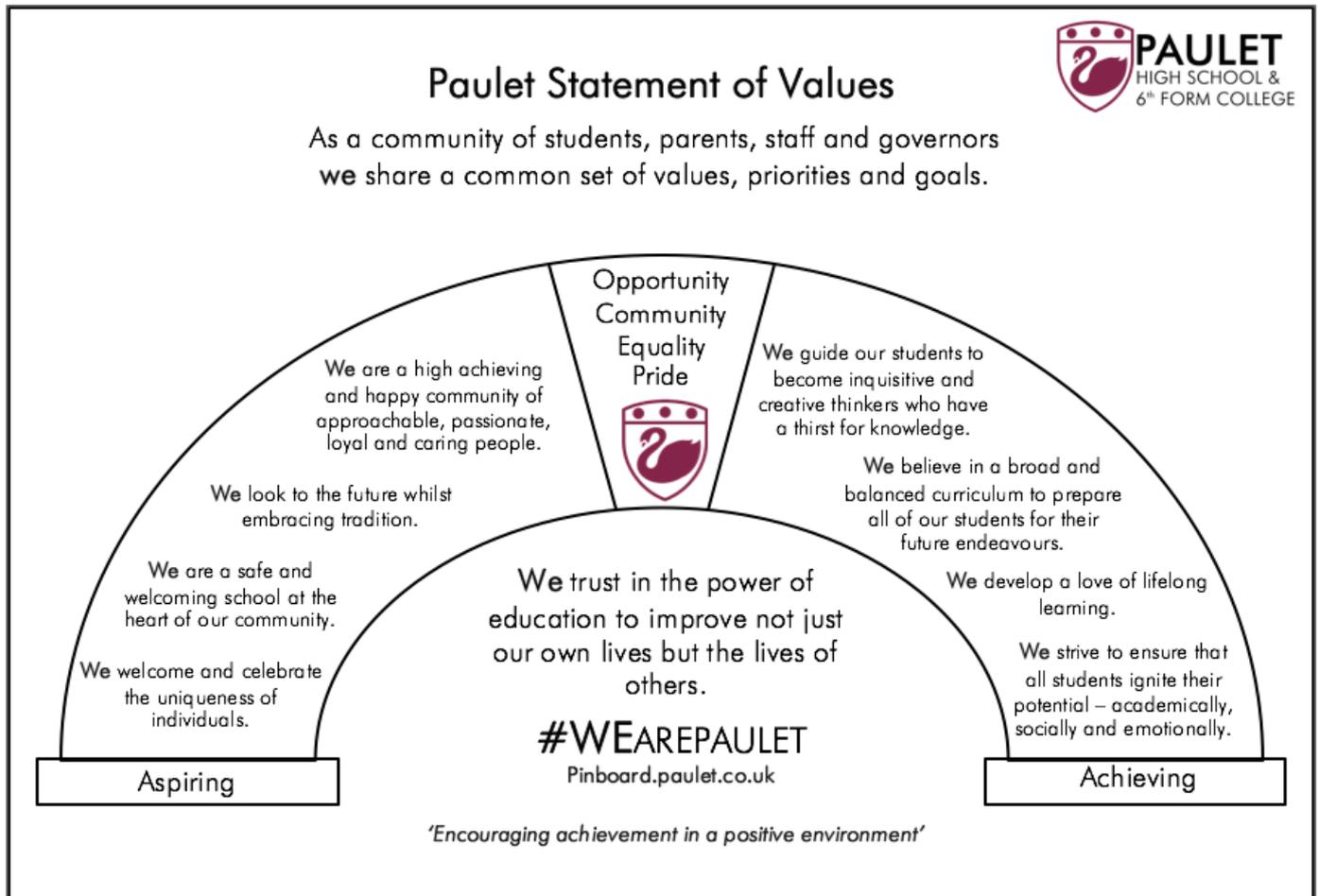


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Pupils value the good relationships they have with their teachers and behave well in lessons and around the school.

Ofsted 2016

For the purposes of this policy, when not on the school site, students are deemed to be in school whilst in transit to and from school, on school trips and / or whilst in our school uniform.

A message from the Board of Governors to all of our students:

'It is the responsibility of individual students to behave in an appropriate manner at all times in, around and outside our school. Students should not use the actions of others to determine their own behaviour.'

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## Behaviour for Learning Policy

### Board of Governors Statement of general principles

The Board of Governors is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to discipline, taking into account the needs of all students. It will be reviewed annually or earlier if necessary.

The governors expect the school to be a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.

The Headteacher will draw up and review periodically a positive and constructive vision for community at Paulet:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- ensure students' standards of behaviour are acceptable; and
- promote students' positive attitude.

### Sanctions

None of the school's sanctions are degrading or humiliating. The governors expect all rewards and sanctions to be applied fairly and consistently.

The governing body has formally agreed that the following sanctions may be used in the school in appropriate cases:

- carrying out useful tasks to help the school;
- detention in school hours or outside school hours;
- the weekly 'accumulator' detention given for accruing a weekly set number of warnings in lessons and during social times;
- temporary removal from the group/class or particular lesson – subject intervention;
- withdrawal of social time privileges;
- planned time in isolation;
- withholding participation in educational visits or sports events which are not essential to the curriculum; and
- fixed term and permanent exclusion. (NOTE 1)

It is an expectation of the Board of Governors that 'restorative practice' be used to resolve all but a very few incidents that have derived from conflict. Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval (refer to the Code of Conduct for clarification). All staff must seek to ensure that sanctions are proportionate to the offence, and should enable students to make reparation where possible. As far as possible the sanction applied should be as constructive as possible. Random bag checks of students by DHT, AHT and HT can be undertaken for safeguarding purposes.

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### Detentions (amended May 2012 following Act of Parliament)

- Schools have been given the right to issue no-notice detentions. At Paulet we will continue to inform parents / carers 24 hours in advance of a detention. We reserve the right to issue no-notice detentions if appropriate.
- When a no-notice detention, of more than 10 minutes, is issued we will attempt to contact parents / carers by phone.
- Please ensure contact details are up to date in our school records

### Rewards:

The rewards used by our school are:

- Paulet Points for good work in lessons or as a response to Extended Homework Projects. These are recorded in SIMS by the awarding staff members.
- 'Friday phone calls' – parents contacted by phone or email to praise students' work, effort, attitude etc.
- Honour marks – worth 10 Paulet Points for **excellent** work in lessons or **excellent** Extended Homework Projects. Honour marks are also given, for example, to students who represent the school in sporting activities or taking part in an assembly or open evening activity. These are awarded to the students, upon the request of the class teacher, by a member of the SLT.
- Headteacher's Commendations, worth 20 Paulet Points, are presented to students who have produced work / contribution of an **outstanding** nature.
- Invitation to participate in reward trips

The BFL system is supported through the work of the Student Well-being Team whose role is:

- Running the school's isolation procedure
- Informing parents/carers of planned isolations and fixed term exclusions
- Setting work, provided in advance by Heads of Department, for students to complete during a planned isolation and ensuring this work is returned to subject staff
- Organising individual programmes and timetables for students during a reintegration period
- Providing inclusion and nurture support for students who are struggling to cope in mainstream lessons for personal reasons
- Keeping on-call, isolation and exclusion data up-to-date
- Initial investigation of behaviour for learning issues including gathering statements from students
- Creating Personalised Behaviour Plans (PBPs) by liaising with SENCO and /or HT
- Compiling BFL logs for HT
- Managing the 'Ensuring positive relationship' log
- Holding restorative practice meetings as and when deemed necessary
- Organising lunchtime passes
- Liaising with external agencies
- Completing admin for 'early help' intervention
- Supporting student adherence to the school uniform and mobile phone policies
- Keeping all staff up-to-date regarding planned isolations and fixed term exclusions by email
- Contact with parents and carers as and when necessary
- Running and monitoring the Peer Mentoring scheme

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## Additional Support Systems

The school has a number of programmes and techniques for supporting behaviour management. These are:

- Creation of Personalised Behaviour Plans
- Counsellor – in school once a week
- School nurse – in school as required
- Use of external agencies (such as CAMHS; YESS; T3; SARAC)
- Fixed term monitoring report issued by Form Tutor; HOD; HOY; SLT; HT
- Governor Student Discipline Panel
- Presence on the (East Staffordshire) District Inclusion Panel each half term

## Impairment

Where the misbehaviour of children is related to a mental or physical impairment, the governors expect that the Headteacher will make reasonable adjustments to enable those children to be included within the school community.

## Involvement of Staff

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with students in form group time.

Staff will also be called upon from time to time to identify problems that may be behind any poor behaviour, and to suggest possible courses of action. Staff may be called to attend meetings, if appropriate, with parents to try and resolve behavioural concerns and agree strategies for improvement.

**NOTE 1** – In relation to suspected serious breaches of the school's code of conduct where searching / screening / confiscation may be deemed necessary:

The school will follow the regulations set out in the DfE document 'Searching, screening and confiscation – January 2018 specifically:

### Searching

- School staff can search a pupil for any item if the pupil agrees
- Headteachers and staff authorised by them\* have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline

### Screening

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitor enables them to impose a requirement that pupils undergo screening
- Any member of school staff can screen pupils

\* The Headteacher has authorised the Deputy Headteacher and Assistant Headteachers to undertake searches without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. When conducting a search, there should be a minimum of two members of staff present (being mindful of pupil personal privacy)

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## Appendix 1: Roles and responsibilities in the BFL structure

It is the primary responsibility of class teachers to ensure there is a calm climate for learning in their lessons. Quality first teaching is essential to achieving and maintaining this. Ensuring lessons are planned appropriately with learning activities matched to the needs of all of the students will normally ensure at least good behaviour in lessons.

### Roles & Responsibilities of all staff at Paulet High School

- All staff should model the expectations of the 'Paulet Way' by showing professionalism, fairness, consistency and calmness, at all times, and by fully implementing our school's BFL system
- Ensure standards of behaviour are high within lessons through quality first teaching and the following of the BFL code fairly and consistently
- Encourage good behaviour and respect for others in students; apply all rewards and sanctions fairly and consistently
- Issue sanctions as determined by the schools' BFL policy
- Complete the necessary BFL paperwork
- Engage with parents/carers as and when necessary to offer praise or to raise concerns in a timely manner
- Coordinate with Subject Leader and the Wellbeing Team if persistent and concerning issues with student behaviour continues in lessons



### Subject Leader – Roles and Responsibilities

- Ensure standards of behaviour are high within their department through the monitoring of quality first teaching
- Support their team using subject leader detentions; subject reports; withdrawal from lesson (subject intervention)
- Engage with parents/carers as and when necessary (as above)
- Be part of the 'on-call' procedure by supporting the isolation room and providing work for students



### Head of Year and Tutor – Roles & Responsibilities

- Ensure standards of behaviour are high with their year groups / form groups
- Work closely within the Well-being Team to monitor the behaviour of their year groups / form groups
- Place students on Form Tutor or HOY report if previous interventions have not rectified the situation
- Engage with parents/carers regarding BFL concerns (as above)
- (HOY) Feedback to other key staff behaviour updates and strategies for key students in year group
- (HOY) Support Attendance Officer through holding attendance clinics/assemblies
- (HOY) Review ATL after each data window, liaise with Form Tutor, and take appropriate action
- (HOY) Be part of the 'on-call' procedure and the accumulator detention rota
- (HOY) Liaise with HT when a planned isolation or fixed term exclusion is deemed necessary



### Members of the Senior Leadership Team – Roles & Responsibilities

- Be high profile in supporting the whole school BFL system both inside and outside of lessons
- Line Manage relevant HOY as identified in job roles
- Carry out post exclusion meetings
- Be on the 'on-call' procedure and accumulator detention rota
- Agree (with HOY) planned isolations

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#### Deputy Headteacher – (additional) Roles & Responsibilities

- In absence of Headteacher, action a fixed term exclusion if deemed necessary
- Report on behaviour for learning to the relevant governing bodies



#### Headteacher – (additional) Roles & Responsibilities

- Formally review and disseminate rules of conduct within the school community
- Report on behaviour for learning to the relevant governing bodies
- Action a fixed term or permanent exclusion if deemed necessary



#### Governing Body – Roles & Responsibilities

- Monitor BFL across the school
- Formally agree the school's rewards and sanctions
- Take part in permanent exclusion panels as and when required
- Meet termly to discuss key students at risk of future permanent exclusions

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## Appendix 2: Flow Chart of BFL system

### In the Classroom

Students are expected to follow the classroom code of conduct at all times.

**If the classroom code of conduct is not followed students will receive warnings which will be recorded in SIMS and potentially accrue to an accumulator detention**

- |                         |   |
|-------------------------|---|
| 1 <sup>st</sup> Warning | recorded on BFL board and SIMS                                    |
| 2 <sup>nd</sup> Warning | recorded on BFL board and SIMS; detention issued by class teacher |
| 3 <sup>rd</sup> Warning | On-call; student removed from lesson                              |

### Persistent failure to follow the school's Code of Conduct may result in:

#### **In one subject**

Subject Leader's report

Subject Leader detention; subject report; parents/carers being informed; planned subject intervention

#### **More than one subject**

Accumulator Detention (failure to attend an accumulator detention will result in a day in isolation)

HOY / SLT / HT report to monitor behaviour in and around the school

Parent interview with SLT / HOY / HT

Planned isolation

### Around the school

Students are expected to follow the school's code of conduct at all times.

**If the code of conduct is not followed students will receive warnings which will be recorded in SIMS and potentially accrue to an accumulator detention**

### **Breaches of the school's Code of Conduct such as: \***

- Bullying
- Abusive language
- Anti-social behaviour
- Damage to property
- Disruption in isolation / subject intervention
- Continued persistent disruption despite previous intervention(s)

**May result in a planned isolation or a fixed Term Exclusion**

**Continued breaches of the school's Code of Conduct may lead to**

### One of the following actions taking place:

#### Governors Student Discipline Panel

Termly review of students who either persistently fail to follow BFL rules or are a significant cause for concern

#### Managed Move / planned use of Pupil Referral Unit

#### Re-integration Plan

Up to six weeks of planned time in the Well-being Hub. This will be a plan to support students to rectify behaviour concerns and return to main schooling.

### Serious Breach of the School's Code of Conduct <sup>(NOTE 1)</sup>

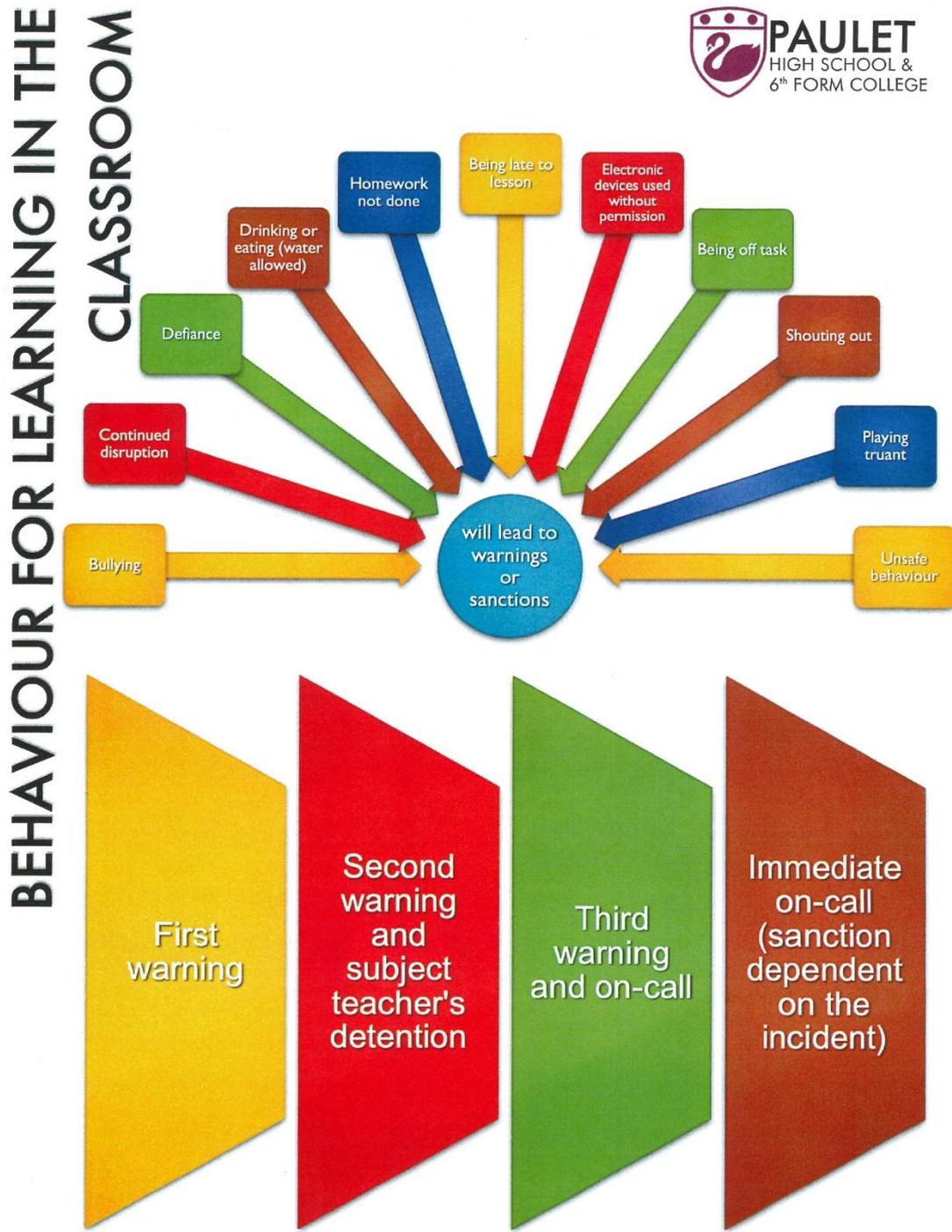
Such as\* possession of drugs, extreme violence; possession of a weapon **may result in a permanent exclusion.**

**If planned interventions, outlined above, fail to resolve the on-going concerns a student may face permanent exclusion.**

\* This list is not exhaustive

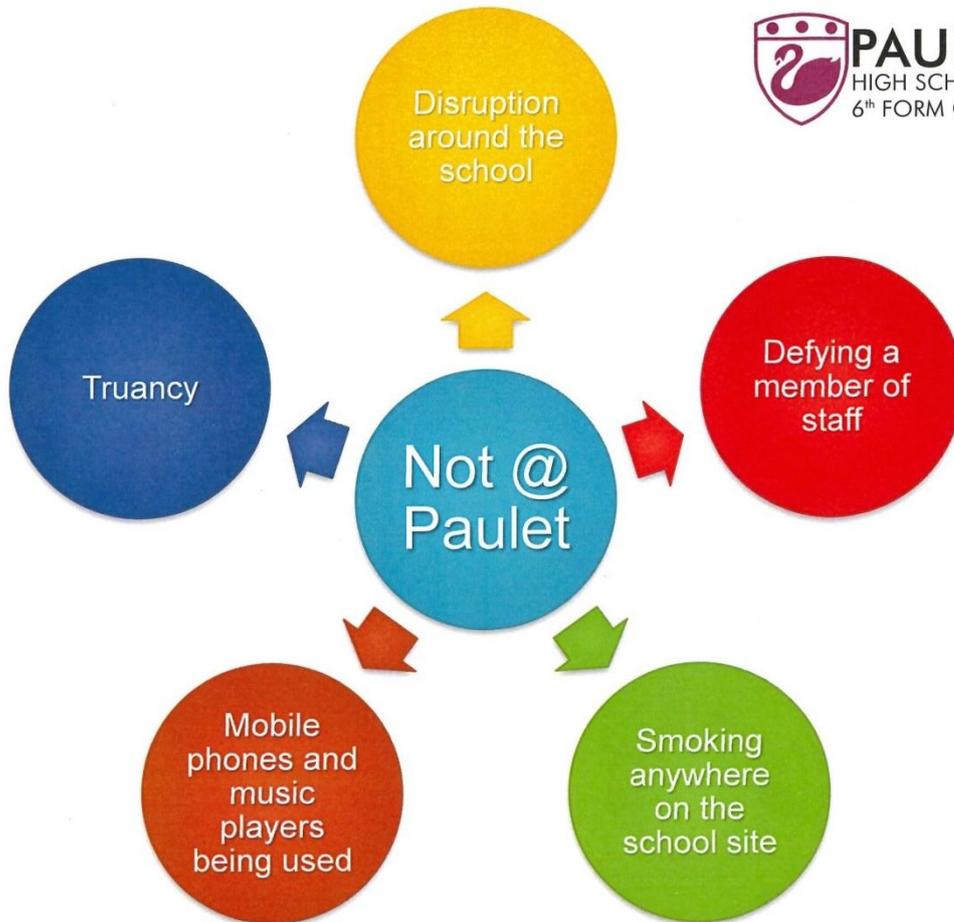
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Appendix 3: Codes of Conduct



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# BEHAVIOUR AROUND THE SCHOOL



The consequence for any of the above will be warnings issued leading to one of the following:

-  An accumulator detention
-  A planned isolation for one or more day(s)
-  In more serious cases, a fixed term exclusion