
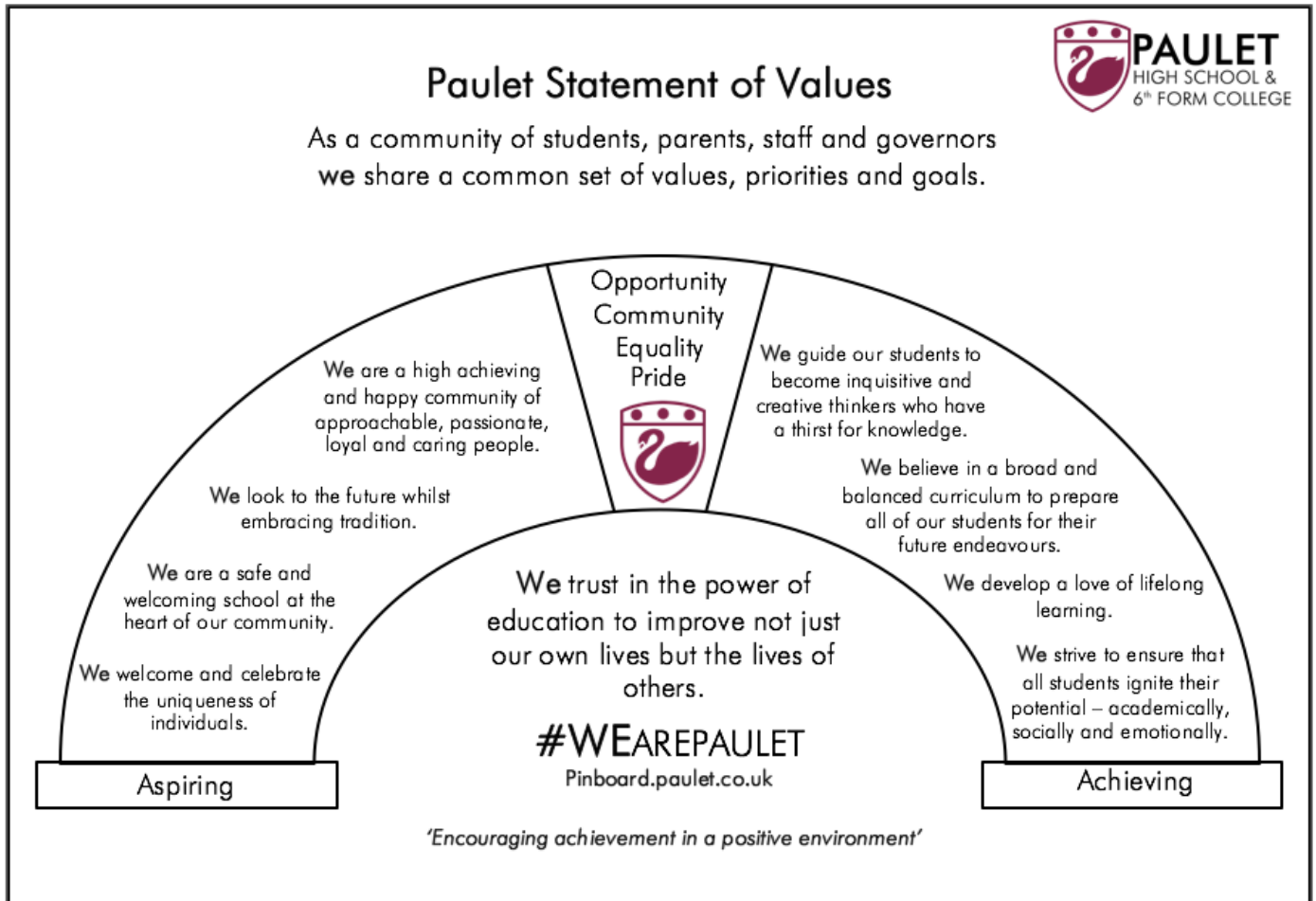



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Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23
Document Owner	AHT - Engagement	Reviewed	02/19; 02/20; 04/21; 09/22
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>



For the purposes of this procedure, 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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Board of Governors Statement of general principles

The Board of Governors is charged with the duty to set the framework of the school's procedure 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 (including lates detentions) 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 suspension 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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Rewards:

The rewards used by our school are:

- House Tokens for good work in lessons or positive behaviour around the school. These are recorded on Go4Schools by the awarding staff members.
- 'Friday phone calls' – parents contacted by phone or email to praise students' work, effort, attitude etc.
- Honour marks – worth 3 House Tokens for **excellent** work in lessons or **excellent** positive behaviour around school. 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 5 House Tokens, 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 Pastoral Team and Student Well-being Team whose role is:

- Running the school's time out procedure
- Informing parents/carers of planned time outs and fixed term suspensions
- Setting work, provided in advance by Heads of Department, for students to complete during a planned time out and ensuring this work is returned to subject teachers
- 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, timeout and suspension 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 AHT (Engagement)
- Compiling BFL logs for HT
- Managing the 'Ensuring positive relationship' log and Discrimination 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 procedures
- Keeping all staff up-to-date regarding planned timeouts and fixed term suspensions by email
- Contact with parents and carers as and when necessary

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 twice a week
- 0-19 Service (School nurse) – in school as required
- Use of external agencies (such as CAMHS; Malachi; Humankind; SARAC; MHST)
- Fixed term monitoring report issued by Form Tutor; HOD; HOY; SLT; HT
- Governor Student Discipline Panel
- Presence on the East Staffordshire SEND Hub and Managed Move Group each half term

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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 procedures and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with students in Character Development.

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 student for any item if the student agrees
- Headteachers and staff authorised by them* (in pairs) have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Parents will always be informed if a search has taken place.


Confiscation

- Nominated 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 students 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 students
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening
- Any member of school staff can screen students

* The Headteacher has authorised the Deputy Headteacher and Assistant Headteachers to undertake searches without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. When conducting a search, there should be a minimum of two members of staff present (being mindful of student 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 procedure
- 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 Pastoral Team / 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 the school's detention system; 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 timeout 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 Pastoral Team / 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 and to carry out post suspension meetings
- (HOY) Feedback to other key staff behaviour updates and strategies for key students in year group
- (HOY) Support Attendance Officers through holding/attending 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 timeout or fixed term suspension 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 suspension meetings
- Be on the 'on-call' procedure and centralised detention and accumulator detention rota
- Agree (with HOY) planned timeouts



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Deputy Headteacher – (additional) Roles & Responsibilities

- In absence of Headteacher, action a fixed term suspension 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 suspension 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

Centralised Detentions

In response to workload concerns from staff and to further support the Climate for Learning in school, we introduced centralised detentions in January 2023.

Students getting two behaviour warnings in a lesson are automatically issued with a 15-minute detention to be served that day (unless warnings are received during CD lesson 5 then the following day).


Students getting an oncall in a lesson are automatically issued with a 30-minute detention to be served that day (unless warnings are received during CD or lesson 5 then the following day).

Centralised detentions are for a maximum of 1 hour. They are supervised by teaching staff on a rota and teachers are encouraged to come to the detention to have a brief restorative discussion with students if they feel able to.

Failure to attend a centralised detention, twice, leads to a day of timeout or, in rare situations, a suspension.

The accumulator detention runs alongside the centralised detentions on Fridays.

Parents are informed by text message as close to 1pm as possible of the day of the detention.

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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

- 1st Warning recorded on Go4Schools
- 2nd Warning recorded on Go4Schools
- 3rd Warning On-call; student removed from lesson

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 Go4Schools and potentially accrue 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 timeout or a fixed term suspension

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

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

In one subject

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

More than one subject

A Centralised detention or Accumulator Detention (failure to attend either detention, twice, will result in a day in timeout)
HOY / SLT / HT report to monitor behaviour in and around the school

Parent interview with SLT / HOY / HT

Planned timeout

Fixed term suspensions

Permanent exclusions (in extremely rare cases)

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 ^(NOTE 1)

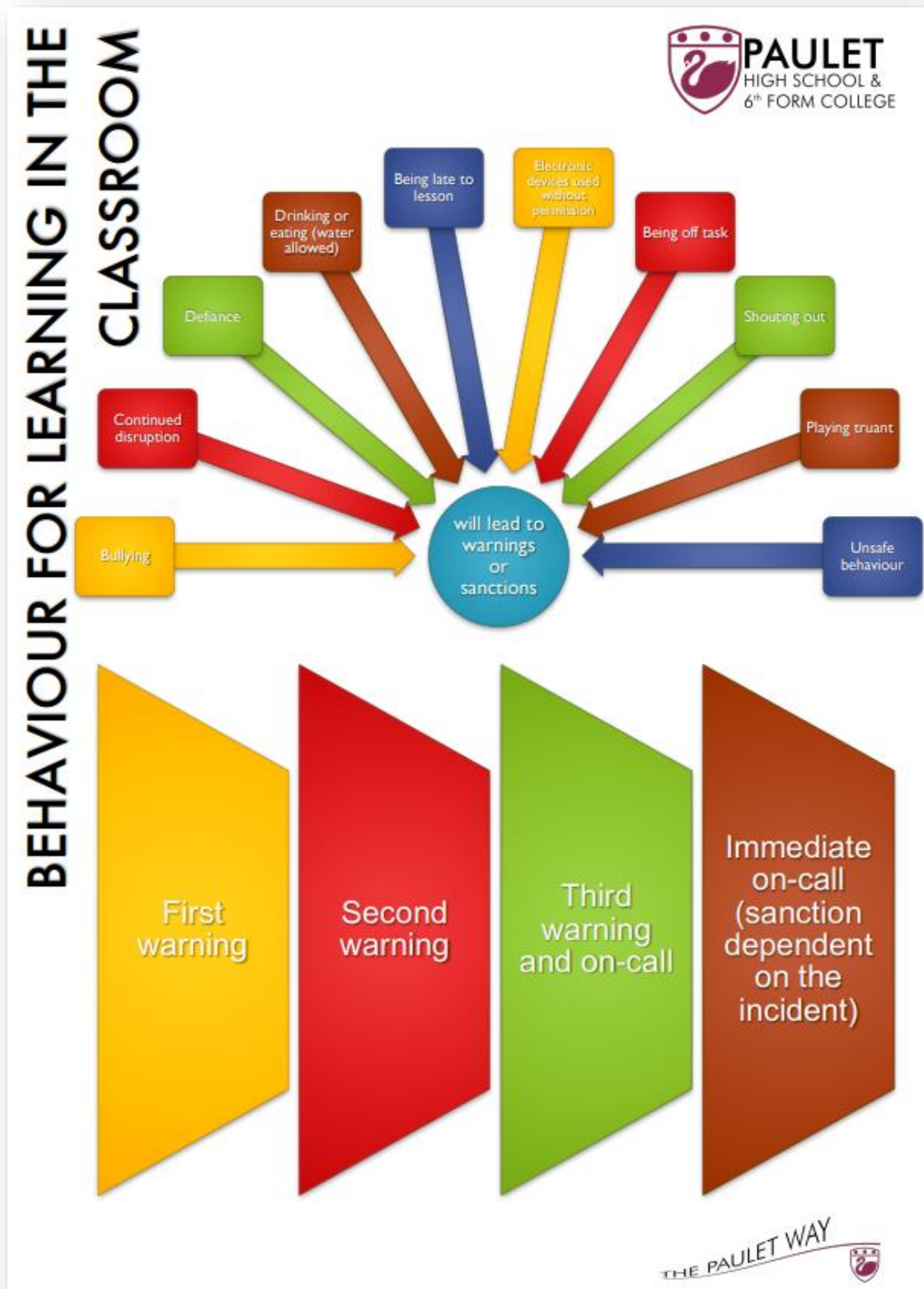
Such as* possession of drugs, extreme violence; possession of a weapon **may result in a permanent exclusion.**


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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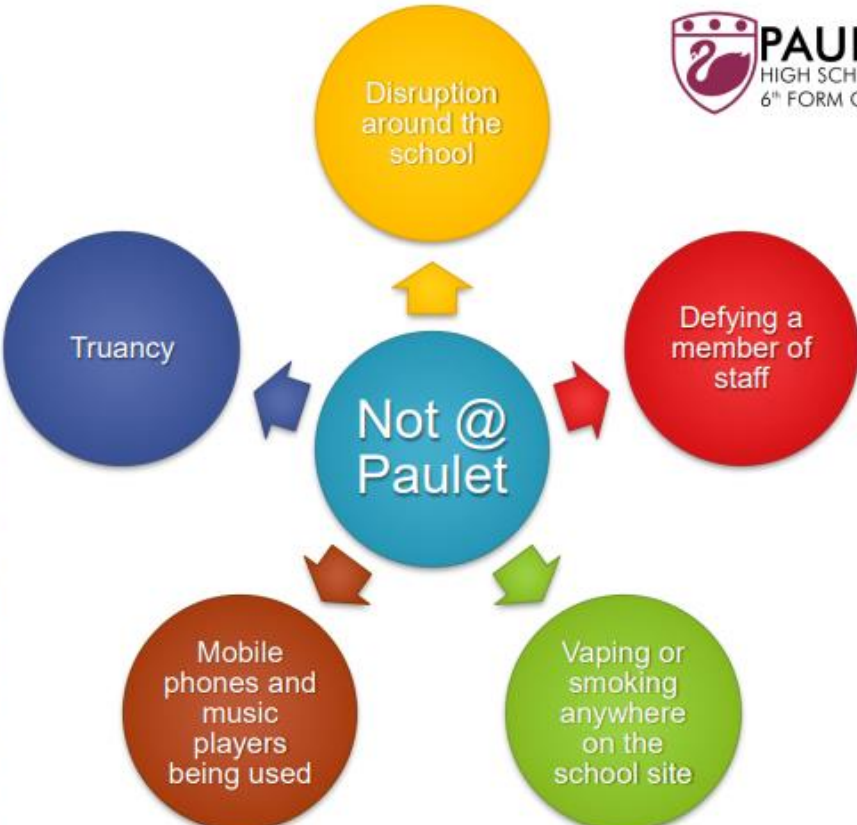
Appendix 3: Codes of Conduct




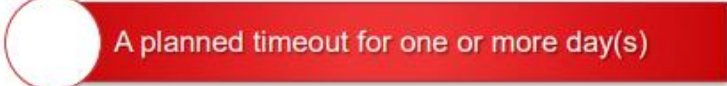

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BEHAVIOUR AROUND THE SCHOOL





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

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

Empowering everyone to live...
THE PAULET WAY 