
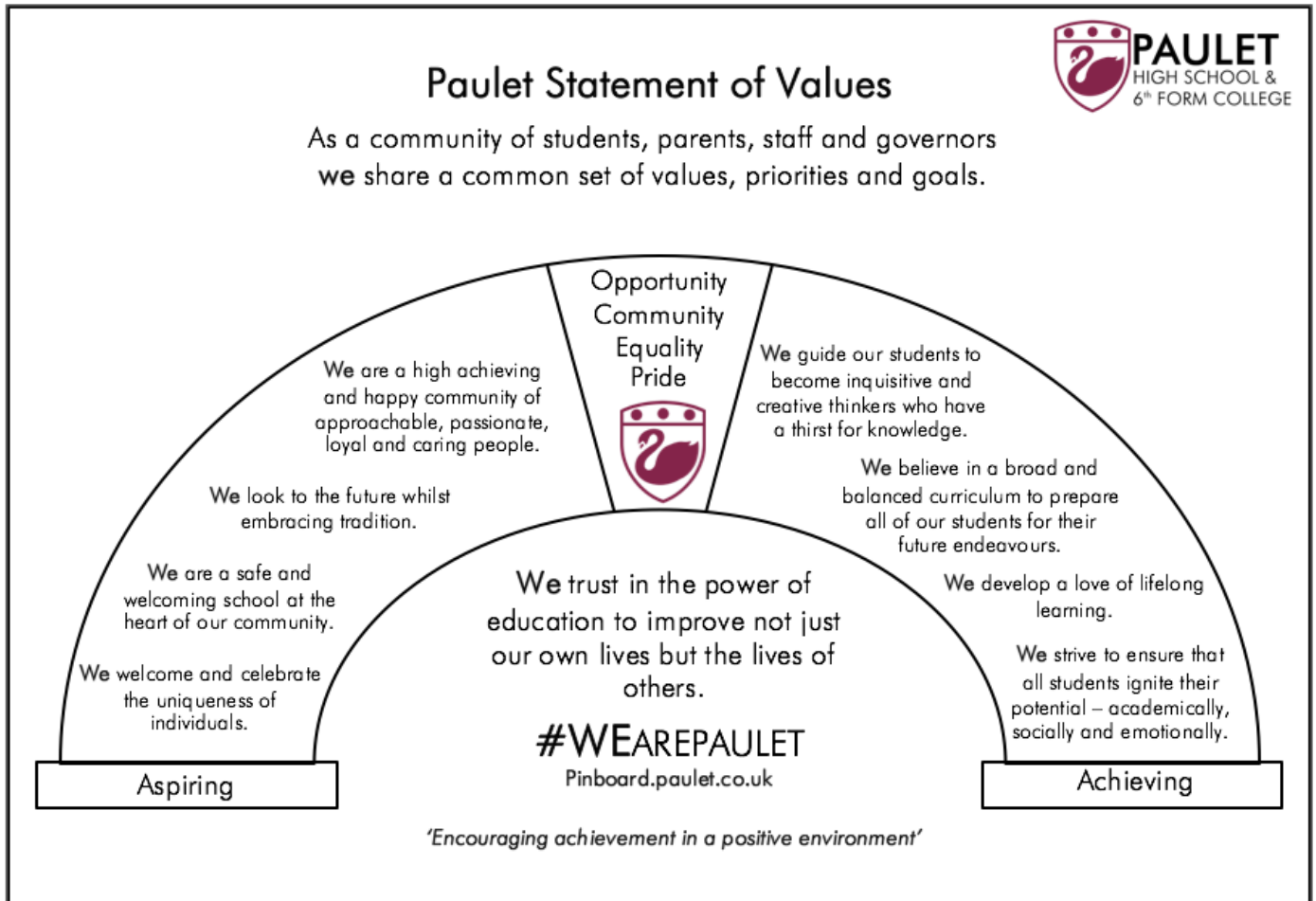



Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	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.'

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

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;
- temporary removal from the group/class or particular lesson – subject intervention;
- withdrawal of social time privileges;
- planned time in 'time-out' or 'internal suspension'.
- withholding participation in educational visits or sports events which are not essential to the curriculum; and
- fixed term suspension and permanent exclusion. ^(NOTE 1)

See Appendix 3 for Parental Guide to Consequences

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, communicated to parents in a timely manner 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, AHTs (Pastoral) and HT can be undertaken for safeguarding purposes.

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Rewards:

The rewards used by our school are:

- Points are given by staff for 'working hard academically (WHA)' and/or 'showing Paulet character (SPC)'. These are recorded directly on BromCom
- Excellence Cards are also given by staff and recorded on BromCom
- 'Friday phone calls' – parents contacted by phone or email to praise students' work, effort, attitude etc.
- Honour marks – worth 10 WHA points for **excellent** work in lessons or **excellent** home learning. These are awarded to the students, upon the request of the class teacher, by a member of the SLT.
- Headteacher's Commendations, worth 25 points, are presented to students who have been nominated by staff for outstanding work or outstanding extra-curricular involvement.
- All rewards from Excellence Cards upwards are recognised through an email to parents and in either Tutor Time, assemblies or the Paulet Post.
- 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 AHTs (Pastoral)
- 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 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; YL; SLT; HT
- The issuing of formal final warnings
- Presence on the East Staffordshire SEND and Inclusion Hub each half term

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

- Managed Moves organised through East Staffs Headteacher group

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 Personal 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' – July 2022 specifically:

Searching

- designated school staff (HT; DHT; AHTs (Pastoral)) 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

* The Headteacher has authorised the Deputy Headteacher and Assistant Headteachers (Pastoral) 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)

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 <small>UPDATED 07/20; 04/23; 11/24; 09/25</small>
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

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 processes through BromCom
- 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)



Year Leader and Tutor – Roles & Responsibilities


- Ensure standards of achievement and 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
- (YL) Feedback to other key staff behaviour updates and strategies for key students in year group
- (YL) Support Attendance Officers through holding/attending attendance clinics/assemblies
- (YL) Review ATL after each data window, liaise with Form Tutor, and take appropriate action
- (YL) Be part of the 'on-call' procedure and the accumulator detention rota
- (YL) 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 YL as identified in job roles
- Carry out post suspension meetings
- Agree (with YL) planned timeouts



Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 <small>UPDATED 07/20; 04/23; 11/24; 09/25</small>
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

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

The standards of behaviour and responsibilities of staff are codified in our Behaviour Curriculum (Appendix 2)

Detentions

We operate a graduated response to detentions which is determined by the severity of the incident (recognised through the BFL system) or as a consequence of escalation for missed detentions.

Teacher detentions – 15 or 20 minutes.

These are given and then supervised by the staff member who has awarded 2 behaviour points in lesson. These can be during the day and are communicated via BromCom

Subject detentions - 30 minutes after school

These are for students who have been removed from lessons for a significant incident; three behaviour points or persistent failure to complete homelearning. They may also be an escalation for students who failed to attend teacher detentions. These are scheduled in after school sessions. This is communicated through BromCom


Year Leaders detentions - 45 minutes after school

These are for students who the Year Leaders judge to have behaved in a way that requires a more severe sanction or for persistent breaches of the Paulet behaviour, attendance or punctuality codes. These may also be an escalation from Subject Leaders detentions. This is communicated through BromCom.

Senior Leaders detentions - 60 minutes after school

These are for students who Senior leaders judge to have behaved in a way that requires a more severe sanction or for persistent breaches of the Paulet behaviour, attendance or punctuality codes. These may also be an escalation from Year Leaders detentions. This is communicated through BromCom.

Lateness and punctuality detentions are also used and detailed in separate procedure documents.

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Appendix 1: 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 BromCom and potentially lead to a detention

1 st Warning	recorded on BromCom
2 nd Warning	recorded on BromCom
3 rd 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 BromCom and potentially lead to a 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; subject detentions

More than one subject

A Year Leader and / or Senior Leader detention

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

Parent interview with SLT / SL / HT

Planned timeout/**internal suspension**

Fixed term suspensions

Permanent exclusions (in extremely rare cases)

One of the following actions taking place:

Governors' Student Discipline Panel

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

Off-Site direction / planned use of Pupil Referral Unit

Re-integration Plan


Up to four 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

Paulet High School	School Procedure (in-line with JTMAT Policy)		 PAULET HIGH SCHOOL & 6 th FORM COLLEGE
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>


Appendix 2 – Behaviour Curriculum

EVERYONE INCLUDED
The Paulet Charter of Values



BEHAVIOUR CURRICULUM - In our lessons

What we want to see students doing:




What we DON'T want to see students doing:

- Arriving late to the classroom
- Entering the classroom in a disruptive manner
- Not sitting in their assigned seat
- Talking through the register
- Ignoring our learning behaviours
- Leaving the room in a disruptive way

Consequences for getting it wrong:

- B1 first formal warning - recorded and visible to parents
- B2 second warning – recorded, visible to parents and a 15-minute detention with the teacher
- B3 third warning – recorded, removal from lesson, visible to parents and a 30-minute department detention
- S1 significant incident, removal from lesson, teacher files an incident report. Consequence determined by Year Leader or SLT. Minimum sanction – Subject Leaders' Detention



EVERYONE INCLUDED
The Paulet Charter of Values



BEHAVIOUR CURRICULUM - In our Tutor Time

What we want to see students doing:

- Arriving on time, entering the classroom in a calm manner, quietly, ready to learn
- Walking straight to their own seats, getting equipment out on the desk in front of them
- Engaging with the task on the board immediately
- Answering the register in silence
- Displaying all our learning behaviours; engaging in discussions
- Standing behind their chairs when asked to
- Leaving the room row by row

What don't we want to see students doing:

- Arriving late to lesson
- Entering the classroom in a disruptive manner
- Not sitting in their assigned seat; having no equipment
- Talking through the register
- Ignoring all our learning behaviours; not engaging in discussions
- Leaving the room in a disruptive way


What you will see staff doing to support you:

- As per class expectations, plus:
- Checking uniform and equipment – logging infringements to see patterns
- Giving notices from briefings in a timely manner
- Setting up an engaging activity at the start of the day
- Having relevant conversations with the whole form and individuals when needed
- Reinforcing our learning behaviours, Paulet Charter and behaviour curriculum – based on form data and trends

Behaviour management:

- T1 first formal warning: recorded and visible to parents
- T2 second warning: recorded, visible to parents and a 15-minute detention with the teacher
- T3 third warning: recorded, removal from lesson visible to parents and a 30-minute department detention
- S1 significant incident: removal from lesson, teacher files an incident report. Consequence determined by Year Leader or SLT. Minimum sanction Senior Leaders' detention



Paulet High School	School Procedure (in-line with JTMAT Policy)		 PAULET HIGH SCHOOL & 6 th FORM COLLEGE
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

EVERYONE INCLUDED

The Paulet Charter of Values



PAULET
HIGH SCHOOL &
6th FORM COLLEGE

BEHAVIOUR CURRICULUM - In our Assemblies

What we want to see students doing:

- Arriving on time; 8:30 be seated in the hall
- Removing coats before entry and placing them at their feet, with their bags
- Sitting in their tutor group, in alphabetical order (unless changed by tutor)
- Displaying all our learning behaviours
- Sitting in silence and listening actively to the speaker
- Leaving the room row by row

What don't we want to see students doing:

- Arriving late to the hall, disturbing the assembly
- Not sitting in their assigned seat
- Not being in correct school uniform
- Talking through the assembly
- Turning around
- Leaving the room in a disruptive way

What you will see staff doing to support you:

- Waiting at the end of your tutor group's row to greet you
- Ensuring you are in the correct seats with bags and coats of your feet
- Monitoring your tutor group's behaviour from the side of the hall
- Listening to the assembly - in order to reinforce its messages in tutor time
- Helping to dismiss you row by row

Behaviour management:


A1 assembly warning: teacher records the specific issue, picked up by tutor and Year Leader

S1 significant incident: teacher files an incident report. Consequence determined by Year Leader



EVERYONE INCLUDED

The Paulet Charter of Values



PAULET
HIGH SCHOOL &
6th FORM COLLEGE

BEHAVIOUR CURRICULUM – Movement around our school and in our corridors

What we want to see students doing:

- Moving to lesson immediately, taking the most direct route
- Removing coats inside the building
- Walking sensibly, no running, pushing or shoving
- Stopping when spoken to by staff
- Acknowledging staff – speaking to staff when spoken to
- Using appropriate language, tone and volume

What don't we want to see students doing:

- Loitering, walking slowly deliberately
- Coats being worn in the building
- Running, pushing, shoving and jumping on others
- Hiding in the toilets
- Walking away from staff when spoken to
- Arguing with staff when challenged


What you will see staff doing to support you:


- Standing at the door monitoring the class and corridor, greeting you as you enter
- Reinforcing our expectations of behaviour by reminding you of them
- Reporting any concerns that cannot be resolved via BromCom to your tutor or the pastoral team

Behaviour management:

M1 social time warning: teacher records the specific issue, picked up by tutor and Year Leader


S1 significant incident: teacher files an incident report. Consequence determined by Year Leader



Paulet High School	School Procedure (in-line with JTMAT Policy)		 PAULET HIGH SCHOOL & 6 th FORM COLLEGE
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

EVERYONE INCLUDED

The Paulet Charter of Values



PAULET
HIGH SCHOOL &
6th FORM COLLEGE

BEHAVIOUR CURRICULUM

In our social times - inside

What we want to see students doing:

- Taking coats off when they enter the building
- Spending time in their allocated locations
- Behaving sensibly, calmly and safely
- Sitting down where there are seats
- Listening to and engaging with staff on duty
- Using bins to dispose of all rubbish
- Phones off and in bags
- Moving to lessons immediately on the bell

What don't we want to see students doing:

- Students with coats on / hoods up indoors
- Rubbish on the floor; food being thrown
- Showing, pushing, jumping on each other, play fighting
- Wandering/running in and out of the building
- Using mobile phones
- Ignoring of the bell


What you will see staff doing to support you:

- Ensuring you are in your allocated spaces
- Reminding you to sit down, where they are seats
- Reminding you to use bins, tuck chairs under and clear tables
- Ensure you are not congregating in the toilets or in corridors

Behaviour management:


S1 social time warning: teacher records the specific issue, picked up by tutor and Year Leader

S1 significant incident: teacher files an incident report. Consequence determined by Year Leader



EVERYONE INCLUDED

The Paulet Charter of Values



PAULET
HIGH SCHOOL &
6th FORM COLLEGE

BEHAVIOUR CURRICULUM

In our social times - outside

What we want to see students doing:

- Behaving sensibly, calmly and safely
- Listening to and engaging with staff on duty
- Using bins to dispose of all rubbish
- Phones off and in bags
- Moving to lessons immediately on the bell

What don't we want to see students doing:

- Rubbish on the floor; food being thrown
- Showing, pushing, jumping on each other, play fighting
- Hoods up over heads
- Wandering/running in and out of the building
- Using mobile phones
- Ignoring the bell


What you will see staff doing:


- Being at their duty point
- Circulating the space, being visible
- Reminding you to use bins
- Reinforcing sensible, calm and safe behaviour
- On the yard, escorting you through the doors towards the end of breaks

Behaviour management:

S1 Social time warning: teacher records the specific issue, picked up by tutor and Year Leader

S1 significant incident: teacher files an incident report. Consequence determined by Year Leader



Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 UPDATED 07/20; 04/23; 11/24; 09/25
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Appendix 3


Paulet High School – Behaviour consequences and strategies

The grid(s) below indicate the range of possible sanctions that may be used, and by whom, to address behaviour issues in the school. It is important that all stakeholders are aware of the potential strategies used at Paulet. Staff should ensure that they follow the BFL processes, including communicating and following up on sanctions.


Pastoral staff should ensure that details of all sanctions, communications and follow-ups are recorded within Support Events in BromCom with appropriate files attached.

Consequences


Consequence	What for?	When?	Who sets it?	How is it run?	What is the follow up?
Teacher Detention	B2 in lesson		Teachers – parents informed through email, students informed verbally and on BromCom	At break/lunch at teacher's discretion. In location of their choice	If not attended or behaviour does not meet expectations within detention, liaison with Subject Leader to escalate the detention Restorative conversation attempted
Subject Leader Detention	B3 in lesson or persistent HL infringement	Timetabled	Subject Leaders – parents informed through email, students informed verbally and on BromCom	Weekly at the Subject Leader's discretion, in a location of their choice 30 minutes	If not attended or behaviour does not meet expectations in detention, liaison with YL to escalate the consequence Restorative conversation attempted Intervention(s) considered
On Call	B3 in lesson		Teachers	SLT visit lesson, conversation to get student back in if apt; if not, taken to the on-call room for at least the remainder of the lesson	Teacher contacts parents to explain the On Call Subject Leader detention
Year Leader Detention	Significant incident or persistent	Weekly slot after school	Year Leaders parents informed through email,	YL rota in IT1 45 minutes Students to be collected from P5	If not attended or behaviour does not meet expectations, liaison with SLT to escalate the consequence

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 <small>UPDATED 07/20; 04/23; 11/24; 09/25</small>
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>


	infringements of behaviour expectations. Persistent uniform infringements (three per term unauthorised) Non-completion of HL as identified by YL		students informed verbally by pastoral team and on BromCom. Detention entered in BromCom and registered by YL		Intervention(s) considered
Social Time Detention	Social time Incident or Significant incident or persistent infringements of behaviour expectations	Every day Break/Lunch (this can be over multiple days)	Year Leaders + parents informed through email, students informed verbally by pastoral team and on BromCom. Detention entered in BromCom and registered by staff on duty	IT1 Staff on duty rota (breaktime) SLT (lunchtime) Students collected from P2 and P4 lessons by SLT on duty	If not attended or behaviour does not meet expectations, liaison with SLT to escalate the consequence Intervention(s) considered
Senior Leader Detention	Significant incident or persistent infringements of behaviour expectations	Friday after school	SLT parents informed through email/call home from pastoral team students informed verbally by pastoral team and on BromCom. Detention entered in BromCom by YL and registered by SLT	IT1 SLT rota Students collected from P5	If not attended or behaviour does not meet expectations, SLT to escalate the consequence Intervention(s) considered

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 <small>UPDATED 07/20; 04/23; 11/24; 09/25</small>
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Time Out	Significant incident or persistent infringements of behaviour expectations	Mon/Tue/Wed 1,2 or 3 days	Year Leaders + parents informed through email/call home from pastoral team students informed verbally by pastoral team and on BromCom. Sanction entered in BromCom by pastoral team and registered by staff on duty	Time Out room – taken to collect food and to visit the toilet Pastoral / SLT Normal school hours Report completed by staff on student	If not attended or behaviour does not meet expectations, SLT to escalate the consequence Intervention(s) considered
Internal Suspension	Significant incident or persistent infringements of behaviour expectations	Thurs/Fri	AHT + parents informed through email/call home from pastoral team. Letter also sent via school office. Students informed verbally by pastoral team and on BromCom. Sanction entered in BromCom by pastoral team and registered by staff on duty	SLT – fully isolated; order food; use toilet on the corridor. Students arrive to school at 9am and leave at 4pm Report completed by staff on student	If not attended or behaviour does not meet expectations, SLT to escalate the consequence Post suspension meeting with relevant* YL, SLT and/or other staff member (can be phone call) with parents and student. Meeting paperwork completed and attached to file Intervention(s) implemented
Fixed Term Suspension	Significant incident or persistent	Any time	HT/DHT parents informed through email/call	Students are off site and suspended for a fixed period of days. Work sent home by Pastoral Team	Post suspension meeting with relevant* YL, SLT and/or other staff member, preferably in person, with parents and student.

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 <small>UPDATED 07/20; 04/23; 11/24; 09/25</small>
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

	infringements of behaviour expectations		home from pastoral team. Letter also sent via school office. Sanction entered in BromCom by office staff		Meeting paperwork completed and attached to file Intervention(s) implemented
Off Site direction* May also be used as an intervention strategy	Significant incident or persistent infringements of behaviour expectations	Any time	HT/AHT Meeting with SLT and parents to discuss. HT liaises with other school to confirm off-site direction. AHT organises the direction and informs Jo Woodberry	In conjunction with another school, students are educated for a period offsite (usually not more than 6 weeks). This may lead to a permanent move to a new school	Outcome dependent
Permanent exclusion	Significant incident or persistent infringements of behaviour expectations	Any Time	HT	Student is permanently excluded for PHS – subject to Governors’ ratification	District inclusion officer informed

Paulet High School	School Procedure (in-line with JTMAT Policy)		
Document Title	Behaviour for Learning Procedure		
Document Status	Approved	Approved Date	February 2018 <small>UPDATED 07/20; 04/23; 11/24; 09/25</small>
Document Owner	AHT - Engagement	Reviewed	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

*To also be considered as a strategy

Other Strategies (linked to behaviour)

Pastoral reports (including praise, tutor YL, SLT, DHT and HT)	Persistent disruption or poor behaviour in class or around the school	N/A	Depends on the level of report. Parents informed by pastoral team or form tutor. Recorded on BromCom	Staff member places students on report with clear targets. This is checked by the member of staff at points through and at the end of the day.	Reviewed by staff member and further actions (including escalation) determined by success
Subject reports	Persistent disruption within a subject area	N/A	Subject leader for the curriculum area. Parents informed by Subject leader or class teacher. Recorded on BromCom	Staff member places students on report with clear targets. This is checked by the member of staff or Subject Leader after the lesson(s)	Reviewed by Subject Leader and further actions (including escalation) determined by success
Subject extraction	Persistent disruption within a subject area	During the lesson	Subject leader for the curriculum area with YL support. Parents informed by Subject leader or class teacher. Recorded on BromCom	Student is supervised within the department, either in SL, class or with another member of the team. This is in-house within larger departments (Eng, Maths, Sci), others to have 'buddy-departments Geography, History, Ethics – Performing Arts, DT, Art – MFL, HAL, IT. This should be no longer than two weeks with clear reintegration plan in place	Restorative meeting and reintegration plan developed by SL, or student re-assigned class within dept (where possible)