

POLICY: BEHAVIOUR FOR LEARNING

PERSON RESPONSIBLE: D.Dain

MONITORING: SLT

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Adopted by the Governing Board on 11th October 2017

Benefits to Paget of a Whole School Behaviour System

- **Provides the platform for improving teaching and learning by nurturing both a sense of pride and a growth mind set within our students.**
- **BFL signifies to students, parents and carers that the school puts good behaviour and pride at the heart of effective learning.**
- **Provides students with clear boundaries and expectations within which to operate within the school community.**
- **Allows parents and carers to be secure in the knowledge that their child's behaviour will be responded to consistently and fairly across the whole school.**
- **Provides immediate and consistent support to new and existing staff and any faculty, while managing student behaviour.**
- **Will both prevent and directly tackle any potential low-level disruption and time spent off task. This in turn allows the teacher to teach and all students to learn.**
- **Promotes the ethos of a growth mind set within all learning.**

At Paget High School we aim to instil a sense of pride within all of our students. Pride in who they are as individuals and as a community, pride in the relationships they build, pride in their learning efforts and pride in their appearance and the buildings that keep us safe. We acknowledge that it is the responsibility of all staff, students and the community to ensure that we all respect each other's pride and the pride of the school and therefore work together to ensure that the Paget Pride Charter is adhered to. The Paget Pride Charter outlines the responsibilities of everyone in the school.

Principles

We believe that for effective learning to happen, good behaviour in all aspects of school life is necessary. Students who are proud of who they are and of their school community are more likely to respect the learning of themselves and others and therefore aid our efforts to create a safe, caring and effective learning environment. To ensure that this happens we seek to:-

- Promote good behaviour.
- Promote self-esteem, self-discipline and respect for authority.
- Promote positive relationships based on mutual pride and respect.
- Encourage fair treatment for all.
- Be consistent in our responses to both positive and negative behaviours.

- Create a safe and calm environment where everyone is treated with respect.
- Encourage our parents and carers to commit to the same philosophy.
- Ensure the needs of all students are met and that pride in learning is the main priority for all.
- Ensure that no one is ever left to feel disrespected, bullied or threatened.

Roles and Responsibilities

All stakeholders have a responsibility to promote the Paget Pride Charter and ensure that it is effective in bringing about the principles outlined above.

- The Governing Board will support the school in maintaining high standards of good behaviour and pride.
- The Head teacher is responsible for the school's policy but may delegate aspects of its day-to-day running to member of the Senior Leadership Team.
- All staff are positive role models displaying pride in themselves and their work. They uphold the school policy and procedures and tackle those who are not adhering to the Paget Pride Charter.
- Parents and carers are expected to take responsibility for the behaviour of their children, both inside and outside of the school, encouraging pride in appearance, attitude to work and the community we live and work in.
- Students are expected to take responsibility for their own behaviour and demonstrate pride in Paget High School, both on school site and in the local community. Students have a responsibility to report all forms of disruption, violence, bullying or harassment. Students will all be empowered to take ownership of the Paget Pride Charter by creating their own examples of the expected behaviours.
- A home school agreement with regards to the Paget Pride Charter will be signed at the start of each new year by school, parents and students.

Paget Pride Charter - *aspire to be more!*

At Paget High School we acknowledge that it is the responsibility of all stakeholders to demonstrate and promote Pride and always aspire to be more.

Each tutor group will be asked to come up with their own 5 examples of behaviours that demonstrate Paget Pride in each category.

Speak with Pride (for example)

- Speak to staff and students quietly, politely and respectfully.
- Speak only when it is appropriate to do so.
- Think before you speak and use manners.
- Do not make comments that are derogatory to other people.
- Speak to others how you would like to be spoken to yourself.

Have Pride in the school environment (for example)

- Put rubbish in the bins provided and keep the school free of litter.
- Keep notice boards in good repair.
- Report any damage to school property and equipment immediately to a teacher.
- Keep the facilities in a clean and tidy manner.

Have pride in yourself and others (for example)

- Wear the correct school uniform at all times.
- Give 100% effort in all lessons and to all assignments.
- Treat people with respect, as you would like to be treated.
- Be on time for school and for lessons.
- Report any incidents of bullying or racism.

Behave with Pride (for example)

- Do as you are asked without argument, accepting the authority of teachers.
- Demonstrate a positive attitude towards in all of your lessons.
- Listen carefully and follow instructions.
- Walk around the school showing courtesy and respect for others.
- Never express physical or verbal violence towards another person.
- Respect others people's beliefs, culture and individuality.

Work with Pride (for example)

- Arrive to school and to all lessons on time.
- Come to all lessons equipped and ready for the learning journey.
- Show that you want to succeed in all lessons and that you aspire to be more.
- Complete all work with 100% effort.
- Complete homework tasks on time.
- Respond to feedback showing a positive attitude to your progress.
- Value and celebrate other people's ideas, work and contributions to lessons.

REWARDS - *Pride and Aspire*

Procedures

All staff are responsible for the management of student behaviour in the classroom and around the buildings. We aim to ensure that students are managed in a positive manner with staff noting, commenting upon and rewarding students whose behaviour, attitude and work ethic demonstrates pride. To encourage positive behaviour staff can employ some of the following strategies:

- Encourage good behaviour by modelling expected courtesies and adhering to the Paget Pride Charter.
- Meet and greet students at the classroom door, reminding them about the Pride Charter as they enter your room.
- Dismiss students in an orderly and calm manner and supervise their exit from the classroom.
- Have an appropriate seating plan that encourages positive working relationships.
- Direct students to the Paget Pride Charter if you feel they are not adhering to it.
- Speak to students with respect and courtesy.
- Have high expectations within your classroom and regularly praise those that demonstrate it.
- Ensure that students fully understand instructions and offer them the three levels of challenge.
- Use the reward stickers to encourage positive behaviour.
- Encourage students to take Pride in their work and in the presentation of their books.
- Regularly draw attention to positive behaviour in the classroom in an effort to distract from any low level disruption.

Positive Rewards Monitoring.

Students who complete their rewards card should be praised and their efforts celebrated. Tutors will monitor rewards and ensure that students are rewarded as follows:

Reward Card Completed	Celebration and Reward.
Pride Reward 1	100 vivos and certificate issued
Pride Reward 2	250 vivos and certificate
Pride reward 3	500 Vivos and certificate
Pride Reward 4	600 vivos and certificate - Pride praise postcard
Pride Reward 5	750 vivos and certificate - Pride praise postcard
Pride Reward 6	1000 vivos and certificate – pride praise postcard

If students are part way through a reward card at the end of the school year, they will be given the option to take the stickers earned so far over to reward 1 of the new school year.

Head teacher's Award.

Each term, tutors will nominate 3-4 students from their tutor group who deserve to be recognised for continually displaying Paget Pride in all aspects of their schooling. They will have an excellent attendance record, excellent behavioural record and will always show commitment to their studies and contribution to the tutor group and school community. The awards will be given to the recipients by the Headteacher. Each recipient will receive 100 vivos and a letter of congratulations will be sent home.

Curriculum Area Rewards

Each curriculum area will award Pride and Aspire awards to students in each year group each half term. The Pride Award will go to students who have demonstrated great pride in all aspects of their work, their commitment to the curriculum area and to the learning environment. The Aspire Award will go to those students who have demonstrated a positive growth mind set attitude that underpins all of our teaching and learning within the school.

Students receiving these awards will have their photos displayed in the curriculum area and will receive certificates and 250 vivos for their positive contributions. These students will also be invited to an end of year reward trip to celebrate their success.

NEGATIVE SANCTIONS

Procedures

All staff are responsible for the management of student behaviour in the classroom and around the buildings. All procedures associated with the Paget Pride Charter will be consistently and fairly applied by all staff within the school. It is expected that as staff greet their students at the classroom door that they will remind them about the Paget Pride Charter and the expectations of their behaviour. This is the first polite and unrecorded warning to all students. As an example, It is recommended that a group receives a friendly warning regarding the tucking in of shirts as they enter a room.

If a student fails to adhere to the Paget Pride Charter they can expect there to be consequences. A student's attention should be drawn to the Paget Pride Charter, and an explanation given for their wrong doings.

In the Classroom:

1. A first warning or caution is given and is visibly recorded. (C1 =Caution 1) - this includes lateness to lessons.
2. A second warning will lead to a C2 being recorded on SIMS and on the classroom board. This will be followed up by the tutor the following day. (1 behaviour points issued).
3. If lack of pride continues the child is removed to another area of the faculty (this could be to a teacher buddy) and is reported to the HOCA. The teacher will issue a C3 detention and will pass the paperwork to the HOCA so that he or she can keep a record of students who are causing concerns within a Curriculum Area. The white copy of the detention paperwork will be given to the student and the blue copy handed in to be centrally recorded. The HOCA or teacher could choose to remove a student from this detention if they wanted the individual to complete work or does some restorative justice work within the department.
4. If a student continues to display a poor attitude and lack of pride, emergency cover is called for and the student is removed from the area and placed in the Behavioural Reflection Unit (BRU). (C4 recorded on SIMS).

Failing to complete and hand in homework by the set deadline will result in an after school detention (C3) the following day.

After School detentions will take place in M8 with M7 being used as an overflow room if necessary. Homework detention students will be identified and will be allowed to complete the piece of homework in silence. Students given a behaviour detention will sit in silence for 30 minutes.

Failure to attend an after school detention will lead to a lunchtime detention the following day AND the after school detention. Failure to attend both detentions on the same day will lead to a day in the BRU and being placed on after school detention.

Students who have been issued a BRU day either for continued poor behaviour in a lesson or from a Head of Year / SLT referral will spend part of the day reflecting on the behaviours that have caused them to be placed in there. They will also be expected to complete work that is either sent to them from their teachers or set by the member of staff in the BRU at that

time. Poor behaviour in the BRU will result in an exclusion to home followed by a meeting with parents and the HOY. The day in the BRU will have to be repeated if this course of action has to be taken.

Paget Pride In the Corridors and around the school buildings

Staffs are required to use their professional judgement to employ the most effective strategy or sanctions regarding incidents of poor behaviour and a lack of pride in the corridors and around the school buildings. Some of the following strategies could be employed:

- A verbal warning given, drawing the students attention to the Paget Pride Charter.
- A referral is made to the student's Form Tutor regarding the incident.
- The student is accompanied to their Form Tutor, the lunchtime detention room or to their Head of Year (in serious behaviour violations).
- Instant detentions.

Uniform Violations

Students are expected to show pride in their appearance at all times (including break and dinner). During these times a student with a violation in uniform has an instant detention and will be detained with that member of staff until they can see another student violating the dress code. Where the violation cannot be instantly rectified (i.e. wearing jeans, no tie etc.) an on the spot detention should still be administered but a uniform slip must also be completed and sent to the office where a phone call home will be made and the student will be issued with a HOY detention for lunchtime either that day or the following day. Students with uniform issues should be picked up at the start of the day by the tutor and the uniform slip completed (a note should then be put in the child's planner so that if challenged by other staff they know that a uniform detention has already been issued).

Lateness to school

If a student is late to morning registration by 5 minutes or more they will be issued with a HOY detention to be completed that lunchtime (20 minutes) recorded as a C3 detention. Students entering the school gates 5 minutes or more late after the start of the school day will be issued this C3 detention by the duty teacher. Whilst lateness can be excused by a parent if there is an appropriate explanation, any regular recurrence will result in detentions being issued.

Behavioural Points

Each time a student is in breach of the Paget Pride Charter they can expect to receive behavioural points.

C1 = warning only	C3 (behaviour)= 3 behavioural points
C2 = 1 behavioural point	C4 = 4 behavioural points
C3 (homework / lateness) = 2 behavioural points	fixed term exclusion 1- 3 days = 5 behavioural points fixed term exclusion 4 or 5 days = 6 behavioural points.

Behavioural point monitoring:

Tutors will regularly check up on the behavioural points of the students in their group. The following system must be followed and used to monitor and assess the continued behaviour of students.

Number of Points	Action to be taken
10 points	Letter or phone call home from the tutor sharing concerns
20 points	Parents invited to meet with the tutor
30-40 points	Parents invited to meet with tutor and HOY - interventions put in place.
60 points	Parents invited to meet HOY - HUB referral
80 points	Parents invited to meet DD and HOY - DIP referral, managed move discussed.

At each stage intervention strategies will be put in place these could be:

- monitoring following verbal warning
- placed on a report book
- lunchtime / break detentions
- placement in the BRU
- placed on a PSP
- referral to the Well-being Hub.

After each stage there should be a review date set where communication with the tutor or the HOY and the parents takes place to discuss the progress. If progress has not been made this communication will always be face to face.

Continued poor behaviour in one subject area.

If a student continues to display poor behaviour in one subject area the HOCA, the Form Tutor and the HOY will work closely with the family to put appropriate interventions in place. Strategies that could be tried are:

- lunchtime or afterschool interventions with class teacher and or HOCA
- 'round robin' form to be completed by all staff for meeting with parent/carer.
- subject report book (monitoring or positive)
- temporary or permanent move to another group if available
- reflective time with the HOCA or HOY (short period of time)
- regular meetings / communication with home
- referral to the well-being hub for some short term intervention or removal from that lesson.

Continued poor behaviour across many subject areas.

A student who continues to display poor behaviour in lessons or around the school site will need to be considered on the basis of individual need and circumstance. The Head of Year and the Tutor will work closely with the family so that together we can make some provision to support the individual student. Strategies that may be used and considered are:

- Report book (positive or monitoring) - Tutor reports or HOY reports.
- Lunchtime or afterschool intervention with tutor or HOY.
- Pastoral Support Programme initiated with parental involvement.
- EHA (early help assessment) referral to LST (local support team).
- Referral to the well-being hub for some behavioural intervention work.
- Referral to outside provision through the well-being hub.
- Issue a fixed term exclusion.
- Referral to the DIP (District Inclusion Panel) with parents' consent.
- Possible consideration for a managed move with parents' consent.
- Involvement of the Governors disciplinary committee.

The C1 warning

This will be issued for a behaviour that it is in violation of the Paget Pride Charter. The warning will be recorded on the board in the classroom by the class teacher. There will be no further sanction for this warning if behaviour improves.

The C2 warning

This will be issued by the class teacher after a 1st verbal warning where the Paget Pride Charter has not been adhered to. A C2 will be recorded on the board in the classroom and on SIMS by the classroom teacher. The tutor of that student will receive notification of the C2 and will speak with the students the following day. The tutor will be able to monitor any patterns in poor behaviour with this system. The student will receive 1 behavioural point for a C2.

The C3 detention.

If a student continues to be in breach of the Paget Pride Charter once a C1 and C2 have been issued the student will be issued a C3 detention by the class teacher and then be removed from the classroom. The student will then be delivered to another area of the faculty, where they shall stay for the remainder of that lesson. Their behaviour will be reported to the Head of Curriculum Area (HOCA). The HOCA will speak with the student about the disruption to learning that has been caused and the lack of pride that has been demonstrated. The top copy of the detention letter will be given to the student to take home and the other copy sent to the office. The latter will then record the C3 detention on SIMS. The student will receive 3 behavioural points for a C3 detention that is linked to poor behaviour.

If a student fails to complete homework or hand it in on time a C3 detention will be issued. The student will receive 2 behavioural points for a homework C3 detention.

The C3 detention will take place for 30 minutes after school on the following school day. In that detention the student will sit in silence and contemplate his or her behaviour. If the detention is for homework they will be allowed to complete that task in silence.

If a student fails to attend the C3 detention they will be expected to complete a lunchtime detention and an after school detention the following day. Failure to complete either one of these will result in a day in the Behavioural Reflection Unit (BRU).

The C4 removal from lesson.

If a student has continued with poor behaviour after he or she has been removed from the lesson, the HOCA or the buddy teacher will call for the emergency cover teacher to remove the student from the curriculum area. The student will be delivered to the Behavioural Reflection Unit (BRU) where he or she shall remain for the remainder of the day and for the following day. The Form Tutor and Head of Year will be informed and will visit the individual during that time to discuss the behaviour. Parents/carers will be informed as soon as possible by telephone by the Tutor or the HOY if the Tutor is unavailable. A letter to confirm the C4 will be sent to the parent/carer. A student who has been summoned to the BRU will receive 4 behavioural points.

A C4 referral to the BRU could be issued directly from a the HOY if there has been an incident that the HOY deems to be a serious breach of the Paget Pride Charter.

Poor behaviour in the BRU will result in a fixed term exclusion to home.

Fixed term Exclusions.

A fixed term exclusion will be issued if there are serious breaches of the Paget Pride Charter, if behaviour continues to be poor even after interventions, or if the safety of other students and staff is put at risk. In some cases it may be necessary to call for police involvement (e.g. knife, drug, extremism or sexting offences), but in all cases parents/carers will be informed. Fixed term exclusions can only be sanctioned by the Headteacher in conjunction with senior staff. A student will receive 5 behavioural points if he or she are issued with a fixed term exclusion of up to 3 days. If the exclusion is for 4 or 5 days the student will receive 6 behavioural points.

Permanent Exclusions.

The decision to permanently exclude a student can only be taken by the Headteacher and would be a last resort in almost all situations. Permanent exclusions for persistent refusal to accept the authority of the school will only be issued if all other interventions have been tried and exhausted or if the impact of the student remaining in the school will put the learning of others at risk. Decisions to permanently exclude will also be taken if the safety of students and staff in the school are compromised.